



TURKISH REPUBLIC OF
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MINISTRY OF NATIONAL
EDUCATION



**3rd INTERNATIONAL
POSITIVE SCHOOLS & WELL-BEING CONGRESS**

“Contemporary Approaches To Well-being”

POSWEB Congress

2025 FULL-TEXT BOOK

13-15 May, 2025 Kyrenia-North Cyprus

Editors: Prof. Dr. Çağla GÜR- Instr. Başak ESER

III. ULUSLARARASI

POZİTİF OKULLAR VE İYİ OLUŞ KONGRESİ

“İyi Oluş Alanında Güncel Yaklaşımlar”

POSWEB Kongresi

2025 TAM METİN BİLDİRİLER KİTABI

13-15 Mayıs 2025- Acapulco Hotel/Girne

Editörler: Prof. Dr. Çağla GÜR- Uzm. Başak ESER



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The Number of Abstracts from Other Countries: 291 (%67.52)

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PREFACE

We are proud to have held the 3rd *International Congress on Positive Schools and Well-being*, where approaches to well-being and positive education are discussed on a global scale. Once again this year, our congress has served as a strong academic platform bringing together scholars, practitioners, and policymakers from around the world. With participation from six continents and 40 countries, the congress has become a hub for high-quality interdisciplinary research centered on well-being across various fields.

Our congress meets the academic criteria set by the Turkish Council of Higher Education (YÖK) and the Interuniversity Board (ÜAK) for academic advancement, and it holds the status of an international scientific event. The papers accepted through the meticulous efforts of our distinguished scientific, organizing, and editorial committees reflect contemporary understandings of well-being and offer significant interdisciplinary contributions to the academic literature.

With the goal of promoting well-being in education and related disciplines on a global scale, our congress has gone beyond the boundaries of scientific knowledge exchange by creating a universal learning atmosphere enriched with diverse cultures, perspectives, and practices. International presentations, panels, workshops, training sessions, and interactive forums throughout the congress have provided a valuable foundation for building more inclusive, healthier, and positive schools of the future by evaluating the concept of well-being from a multidisciplinary standpoint.

This proceedings book stands as a lasting record of the contributions made by all our participants. The full-text papers included herein serve as a guiding resource not only for academic circles but also for educational policymakers, practitioners, and field experts.

I would like to extend my sincere gratitude to the Ministry of National Education, Cyprus International University, Girne American University, the Tangül Ünal Çağiner Foundation for Children, Accapulco Hotel for their warm hospitality, and our publishing sponsors. I would especially like to express my deep appreciation to the President of the Turkish Republic of Northern Cyprus and the Minister of National Education, who honored us with their presence and participation in our congress, thereby making this event even more meaningful. My thanks also go to the university rectors, deans, directors, all contributing scholars, the researchers whose valuable work is included in this full-text book, and every member of our team who contributed at every stage of the congress.

Prof. Dr. Çağla GÜR
Congress Chair

ÖNSÖZ

İyi oluş ve pozitif eğitim yaklaşımlarının küresel ölçekte ele alındığı Uluslararası Pozitif Okullar ve İyi Oluş Kongresi'nin bu yıl 3. sünü gerçekleştirmiş bulunuyoruz. Kongremiz, bu yıl da dünyanın dört bir yanından akademisyenleri, uygulayıcıları ve politika yapıcıları bir araya getiren güçlü bir bilimsel platform olmuştur. Altı kıtadan ve 40 farklı ülkeden katılım sağlanan bu kongre, disiplinler arası bakış açısıyla çeşitli disiplinlerden iyi oluşu merkeze alan nitelikli bildirilerin buluşma noktası haline gelmiştir.

Kongremiz, yükseköğretim alanında akademik yükseltilmelerde aranan YÖK Doçentlik ve ÜAK kriterlerini karşılayan uluslararası bilimsel bir etkinlik niteliğindedir. Alanının önde gelen araştırmacılarının yer aldığı bilim, düzenleme kurulları ve editöryel ekibimizin titiz çalışmaları sonucunda kabul edilen bildiriler, çağdaş iyi oluş anlayışının disiplinlerarası yansımalarını derinlemesine ele alarak literatüre önemli katkılar sunmaktadır.

Küresel ölçekte eğitimde ve ilişkili disiplinlerde iyi oluşu destekleme hedefiyle yola çıkan kongremiz, yalnızca bilimsel bilgi paylaşımıyla sınırlı kalmayıp aynı zamanda farklı kültürleri, perspektifleri ve uygulamaları bir araya getirerek evrensel bir öğrenme atmosferi yaratmıştır. Kongre süresince yapılan uluslararası sunumlar, paneller, çalıştaylar, eğitim atölyeleri ve etkileşimli oturumlar; iyi oluş kavramının multidisipliner bir şekilde değerlendirilmesi ile geleceğin daha kapsayıcı, sağlıklı ve pozitif okullarının inşası için değerli bir zemin oluşturmuştur.

Bu bildiriler kitabı, kongremize katkı sunan tüm katılımcıların emeğini belgeleyen kalıcı bir kaynak niteliğindedir. Kitapta yer alan tam metin bildiriler, yalnızca akademik çevreler için değil; eğitim politikaları, uygulamaları ve sahada çalışan uzmanlar için de yol gösterici olacaktır.

Kongremizin gerçekleşmesinde her aşamada yanımızda olan Milli Eğitim Bakanlığı'na, Uluslararası Kıbrıs Üniversitesi'ne, Girne Amerikan Üniversitesi'ne, Tangül Ünal Çağınır Çocuklara Yardım Vakfı'na, bizleri ağırlayan Accapulco Hotel'e, sponsor yayınevlerimize, kongremize katılarak bizleri onore eden Sayın Cumhurbaşkanımıza, Milli Eğitim Bakanımıza, rektörlerimize, dekan ve müdürlerimize, kongremize katkı sunan tüm bilim insanlarına, bildirileriyle bu kitapta yer alan değerli araştırmacılara ve sürecin her aşamasında emeği geçen tüm ekip arkadaşlarımıza içten teşekkürlerimi sunarım.

Prof. Dr. Çağla GÜR
Kongre Başkanı

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Supporting the Well-Being of children Placed in Foster Care in Poland

Izabela Bieńkowska, Associate Professor

University of Bielsko-Biala, Poland

izabela.bienkowska@wp.pl

ORCID: 0000-0001-5885-6379

Ewa Kubas, MA

University of Bielsko-Biala, Poland

ewakubas1@gmail.com

ORCID: 0000-0002-4621-830X

Abstract

Foster care plays a major role in supporting children deprived of proper parental care. Its role is to create a stable and safe environment for children whose biological parents are unable to provide them with. Foster families care about social, educational and emotional development of their children. Their role is also to care for children with the aim of addressing the caregiving deficiencies before the children enter foster care. In 2023, as many as 75,000 children were placed in foster care in Poland. This number requires an appropriate approach to supporting their well-being and development on a daily basis. Foster families, in carrying out their roles, aim to ensure the well-being of the children placed in their care by fulfilling the following duties: providing proper nutrition, taking care of the child's hygiene and health (also necessary therapies), satisfying child's basic needs, educating the child about the world, culture, art, indicating accepted norms of behaviour, setting rules and teaching the child to express his feelings. The foster care system in Poland is supported by Family Support Centres and Social Welfare Centres which, in addition to material and financial support, also offer non-material assistance including psychological consultations and various forms of therapy. However, according to several studies, such support is still insufficient. Many foster families are in a real need for legal assistance (when dealing with difficult situations involving the biological parents of children), more trainings to prepare the parents for challenging situations, better access to specialist help, as well as more accurate and supportive legislation for foster families and their children.

Key words: foster care, well-being, children in foster care

Introduction

Children who enter foster care often come from backgrounds that are marked by trauma, neglect, or abuse. Providing a safe environment for them is essential, and the goal of ensuring well-being to these children should go beyond the basic necessity to offer them conditions that promote healing, emotional development, and a sense of belonging. Before looking at the specific support of strategies and the ways in which the Polish foster care system addresses these needs, one has to

understand the starting point for many of these children. Therefore, the first thing to consider is to ponder the differences in functioning between the children brought up in supportive families, where their well-being is safeguarded and maintained, and those who come from dysfunctional or high-risk environments.

An unequal start in life reflect a reality faced by millions of children around the world. Whether it is the access to healthcare, education or a safe environment, not every child is lucky enough to get the same opportunities from the very outset.

Table 1: Individual research

Differences in functioning of children in:	
Dysfunctional families	Families that care for the well-being of their children
Concerns about access to basic resources – worrying about food scarcity and instability can lead to early development of survival strategies and existential fears	Engaging the child in family decisions and acknowledging his or her individuality – asking for his or her opinion, planning joint activities, gives the child a sense of agency and influence
Experiencing various forms of violence (physical, verbal, emotional) – children are often beaten, called names, humiliated, bullied or blamed, leading to low self-esteem and anxiety disorders	Active listening, conversation, positive reinforcement – children feel important and noticed when their emotions and thoughts are listened to and taken into account, and praising the child's efforts and achievements builds internal motivation and healthy self-esteem
Addictions within the family – alcohol or other psychoactive substances in home life often go hand in hand with neglect, violence and emotional instability	Lack of addictions in the family , building the right atmosphere is necessary for the child's emotional stability
Unmet emotional needs – the child does not receive enough emotional support, hugs, understanding, which leads to attachment disorders	Emotional stability of caregivers – predictability and adequacy of adult reactions provides the child with a sense of security
High level of family conflict – frequent quarrels, divorces, changes of caregivers cause insecurity	Modelling healthy interpersonal relationships , a constructive way of resolving conflicts and expressing emotions is conducive to the child's development
The absence of parents – both physical and emotional – results in deficits in attachment, which translates into difficulties in building relationships in the future	Spending time/activities together/supporting development through learning – singing, drawing and playing with parents, learning to ride a bike, reading together, talking about school, etc. create a safe space for expressing emotions and strengthening bonds; being "together" in everyday activities is crucial for building a relationship based on emotional safety, trust, building self-confidence and independence
Taking on the role of a caregiver or "adult" – children forced to take care of younger siblings prematurely take on age-inappropriate responsibility, which disturbs their emotional and cognitive development and/or children often become intermediaries in conflicts, guardians of adults or are forced to behave excessively maturely	Mutual respect and trust – the child-parent relationship based on respect and mutual trust shapes a positive image of interpersonal relationships, and the child may finally be a child

Chaotic structure of the day – lack of routine, regular meals, bedtimes and activity increases the level of unpredictability and anxiety in the child	Structured day , square meals, activity and sleep time
Social isolation – lack of relationships with peers and limited contact with the social environment can lead to difficulties in social adaptation	Access to recreational activities – going to the cinema, for a walk or to the theatre support the cultural, social and cognitive development of the child
Avoidance of adult caretakers – children experiencing physical, sexual or psychological violence often develop avoidance and isolation mechanisms that interfere with their later interpersonal relationships and trust development	A stable "world" of the child is conducive to development in all spheres of the child's functioning, and peace increases the sense of security
Failure to celebrate important family events – ignoring holidays, birthdays and other family rituals deprives the child of the experience of community and the sense of being important	Celebration of holidays and family rituals – celebrating holidays and other celebrations together builds a sense of community and positive memories, and organizing birthday parties and celebrating important moments in a child's life is an expression of care and recognition of their identity
Inadequate medical and educational care – neglect of physical health and lack of interest in education result in cognitive and health deficits	Learning together, involvement in education and care for health – help with homework, talking about school and reading together support cognitive development and pro-educational attitudes, and taking care of health is important for the child's further proper development

Source: Author's individually-made list.

Based on the data gathered in 2023, it can also be seen that more than half of foster families consist of individuals aged **51–70**. Children living in family children's homes and foster families are mostly between the ages of 7 and 13 (a total of 20,179 children). In contrast, infants represent the smallest group (1,004). Additionally, in 2003, as many as 58,000 children were in family-based foster care, of whom 7,100 had a disability certificate.

Under Section 76 of the Polish Family Support and Foster Care System Act of 9th June 2011, District Family Support Centres recruit people who are willing to perform the function of a foster family, diagnose and qualify them, and organise training to prepare candidates for optimal foster care of the children who have been taken away from their biological parents due to educational and care-related negligence.

After obtaining qualifications for a foster family, families, guided in their role by the good of the child placed in their care, have specific tasks to perform. These include above all care-related and educational tasks in the following areas: providing the child with stability and security, appropriate housing and living conditions, providing the child with a proper diet, securing development, access to education and enabling the child to express his or her emotions, experience trauma and provide the child with appropriate models of behaviour, a sense of love, acceptance and belonging. Therefore, foster parents, when deciding to carry out their mission of helping a child, must remember that “by

taking a child into their care, they take him or her into their home, life and heart” [Cattabeni, 2008, p. 14].

According to Marzena Ruszkowska, a child placed in foster care should be diagnosed in the following areas:

1. impaired functions and the need for therapeutic activities;
2. bond with biological parents and cooperation with them, including determining whether the child's biological family poses a threat to the child [Ruszkowska, 2013, p. 77].

District Family Support Centres, acting as district organisational units, are tasked with watching over and supporting foster families, providing them with the necessary consultations and therapeutic assistance. In addition, they appoint a family coordinator who helps the family in their mission of caring for the child, advises, supervises and controls the implementation of the family's activities towards providing the child with appropriate conditions for development. The family coordinator visits the family once a month for the first year of the child's care, and then once every two months in the following years. In accordance with the Act on Family Support and the Foster Care System, the foster care organiser (institution) assesses the legitimacy of the child's stay in foster care. An assessment of the child's situation is made every six months for children over 3 years of age, and every three months for younger children [Walancik-Ryba, 2019, p. 101]. Foster parents, together with specialists, consider the stages of actions taken by parents to improve the child's situation, as well as the relevant methods and structure of these tasks.

Child Assistance Plan

After a meeting with specialists held to discuss the child's situation, the appointed team of foster care specialists establishes the so-called Child Assistance Plan. It is broken down into four areas: type of aid activities, working methods, performance, and implementation date. The activities undertaken as part of the child assistance plan concern many aspects of child custody and their implementation. These include:

- providing the child with basic needs (housing, food, clothing, appropriate to the season, taking care of physical appearance – cleanliness and combing). The methods of work in this area are ongoing care, organization of housing and material and living conditions on a permanent basis by foster parents;
- ensuring the continuity of education for the child and supporting the child's learning process, which is associated with regular full-time compulsory education, providing the child with the necessary textbooks and school supplies, maintaining constant contact with the class tutor, teaching staff and, if necessary, the pedagogue or psychologist at school. These activities also concern the development and support of the child's motivation to learn, providing the child with

individual learning assistance and supervision in performing work and household tasks, as well as shaping age-appropriate responsibility and educational independence. The methods of work in this area include systematic sending the child to school, contact with the staff, ongoing justification of the child's absence from school, systematic and constant monitoring of learning progress, homework, help in catching up with school arrears, and motivating to learn and deepening knowledge;

- providing the child with a sense of physical and mental security, namely embracing the child with full acceptance, kindness, a sense of security and understanding, paying special attention to the child, observing the child's behaviour, maintaining constant contact with a psychologist. These activities should also be carried out on an ongoing basis and systematically;
- building and maintaining personal and emotional contacts of the child with the biological mother and father, with siblings, i.e. enabling the child to have contact with his biological family in accordance with the child's will. Talking to the child about topics related to his or her family situation, belonging to it, monitoring contacts with parents and siblings (if any) are also the responsibility of foster parents;
- introducing the child into independence (autonomy) and adequate responsibility in life - these activities consist in enforcing the agreed scope of responsibilities and duties at home (setting time for study, work, and leisure), enforcing the performance of school duties (attendance, homework, preparation for classes), introducing the child to resourcefulness and independence in basic matters concerning himself (pointing out by his own example and through conversation, exercises with the child in ways and forms of dealing with their own affairs, coping with negative emotions and difficulties), shaping hygiene and tidying habits, building self-esteem and self-esteem (by praising, noticing changes, emphasizing strengths), learning and controlling the use of technical goods and economic benefits, learning to use the Internet, computer, clothing and food wisely, disposing of one's own funds (pocket money);
- activities in the field of health and adequate medical care: the foster family is obliged to take actions on a permanent and ongoing basis in the form of consultations and follow-up medical visits, appearance on current dates for vaccinations, use of a varied diet (or adequate to the needs, e.g. in the case of allergies or celiac disease) and treatment proportional to the individual needs of the child (providing ongoing, constant and specialist care), following the recommendations of doctors and specialists when the situation requires it.¹

Additionally, children placed in foster care are looked after by a psychologist employed at the District Family Support Centres, who organises consultations and prepares the so-called Individual

¹ Author's own source.

Parenting Plans for foster parents in order to redress the damage caused to children by their biological parents and to support their physical, mental and social development.

Examples of Individual Parenting Plans for a child with FAS syndrome, RAD disorders and attention deficit hyperactivity disorder (ADHD) prepared by a psychologist appointed by a District Family Support Centre

An example of a psychologist's educational plan based on an individual case of a child placed in foster care begins with suggesting to parents/guardians a change of their perspective and education in the field of dealing with a child with RAD (reactive attachment disorders), FASD (foetal alcohol syndrome) or ADHD (attention deficit hyperactivity disorder). According to the psychologist conducting therapeutic classes for the child, the parent should consider consulting a psychologist specializing in childhood trauma. Parents are also recommended items from the literature on FASD disorders and attachment disorders. The aim of these activities is to understand the parents of the child's behaviour in the areas of "does not want to", or "cannot do it".

The psychologist also proposes recommendations related to changing the **approach to discipline**. Those often used by parents to assess the child's behaviour – such as "You should be polite", or "Stop answering back!" – should be replaced with "I can see that it is difficult for you, and I will help you to calm down".

These new strategies are to be based on the principles of positive discipline, which assumes consequences without violence. Children with FASD syndrome need predictability, so it is important to build a routine, set short and clear rules (also with the child). The key is to avoid punishments - instead of using punishments, it is worth teaching the child to fix the situation, e.g. "did you mess things up?" to "we'll fix it together."

Another major step for parents to improve the situation of the child placed in their care is to take action routinely every day. They primarily concern devoting time to the child alone for a minimum of 15 minutes, devoting it to playing together. According to the psychologist, such rituals of spending time together build a sense of security in the child.

What's more, in moments of **outbursts of anger in a child**, it is advisable to reflect his or her emotions by noticing that the child feels anger (and telling the child so) and the parent's appropriate reaction "it's ok to be angry. I'll help you calm down." Creating a safety base and naming emotions in this way is very necessary for the child to understand his outbursts of emotions that he cannot yet cope with, and to reassure the child that he is safe and can count on his caregivers.

Depending on what other disorders the child has, it is worth diagnosing sensory integration, consulting a psychologist, neuro-speech therapist and FAS therapist, and meeting with a

therapist/social skills trainer. Home support for the child's development can consist in praising the child for the effort put into work and not for the effect of work, setting small goals and frequent rewards (tokens, smileys, praise), accepting the child's sensory and cognitive needs (giving short tasks and allowing for more movement).

In verbal contacts with the child, it is recommended to use expressions such as "Behave safely and calmly" (instead of "be polite"), "we do it differently here" (instead of "this is not allowed here") or "I can see that you're getting nervous. Let's talk" (instead of "don't shout!").

When it comes **to dealing with the child's anger**, the psychologist suggests a change of approach in the first place - from punishment to support. Instead of the words "don't shout, go to the room" – the parent should lower himself to the child's level and calm him down with words such as "I see that you are very angry, I'm here, we'll manage". You should not send your child to your room because such isolation deepens their anxiety and causes a sense of lack of control over what is happening. Parents should make sure that there is a so-called quiet corner in the child's room - not as a punishment, but as a refuge. Such an asylum is a place with soft pillows, mascots and a blanket. A child can use the asylum voluntarily if he wants to, if he is nervous. You can encourage your child to calm down with the words "this is your safe place where you can calm down, do you want to go there with me?"

Regulating the child's emotions should be done through co-regulation with the child's parent. Children with FAS and RAD disorders cannot calm down on their own. Such learning to calm down can be effective when the parent shows how to do it. You can use the simplest hugging of the child (if accepted by the child), rocking the child, learning to breathe together: "Inhale-exhale. Let's do it again!" It is also a good idea to show your child pictures with emotions and discuss them, e.g. "which picture represents what you feel now?"

A parent can prevent outbursts of anger in a child and often knows, or can predict, when they will occur. It is important to limit changes in the rhythm of the day and avoid unexpected changes. When such a change is to take place - tell the child about it. You should also observe the child's behaviour and signals of approaching anger (clenching fists, growling) so that you can react quickly. However, when this outburst of anger occurs, you should not hold the child accountable, but support him: "I saw that it was very difficult for you. Do you want to cuddle now?" The parent must stop judging and lecturing because it is not adequate to what happened – the child does not remember his or her behaviour during the attack.

Fear of rejection and strategies for repairing bonds are important in the functioning of a child in the family. A parent should constantly reassure the child of his or her safety, e.g. by using expressions such as "we are always together, even when you get angry", "you are safe", "I am here

for you" or "you don't have to be perfect for us to love you". A child's withdrawal and "bad behaviour" are symptoms of anxiety. The child will often express his fear with the words "you don't love me anymore", then the parent should not deny by force, moreover, he should calm the child's fear by expressing the understanding that he knows that the child is afraid, but the parents are with him and will be with him, even when he is afraid. Strengthening the bond can take place by spending a minimum of 15 minutes a day alone with the child. This time can be spent playing, cuddling, talking (without a phone and without judging). Such actions treat anxiety more effectively than words.

In difficult moments, the so-called treasure box ("proof of love") has proven to work well: in it, the child can keep his or her drawings, notes, photos, tickets from trips – things that show the child that he or she is important and loved, thus willed. Difficult moments that are the reason for the child's difficult behaviour should be guided by the principle: we fix, we do not reject. You can tell your child that "sometimes it's hard for everyone to control themselves, but we can fix it together" and "your behaviour was wrong, but you are important to me".

In order for the child's development plan to work, the psychologist can create a weekly plan to support the child for foster parents struggling with specific disorders of the child placed in their care.

Table 2: Sample support plan for a child with FAS

Day of the week	Goal of the day	Actions and strategies	Tools/materials
Monday	Safe start of the week	In the morning: announcement of the week (picture calendar), 15 minutes of playing together in the evening (the child chooses an activity), 3 things that were fun today.	Calendar with pictograms, blocks, puzzles, board game
Tuesday	Anger calming training	Exercise "Volcano of anger" - drawing what is happening inside the body. Playing candle blowing (learning to breathe). In the evening - a therapeutic fairy tale about anger.	Colouring pages of emotions, cards, crayons, fairy tale
Wednesday	Strengthening the bonds	In the morning: a "I love you" card in the breakfast box, mirror play - imitating movements (building a connection), in the evening: relaxing massage and cuddled reading session.	Sticky notes, fragrance oil, book
Thursday	Calming difficult moments	Practicing the "peace corner" creating rules together. Scene - what to do when I'm angry? In the evening: conversation about the day using the smiley method (happy/sad/angry)	Silence corner, a face of emotions
Friday	A sense of competence and acceptance	Special task: the child helps with something (e.g. makes sandwiches); in the evening: praise of the day - "I'm proud of you, because..." Quick reminder: "You don't have to be perfect - you are still loved"	Praise board, photo of a child, magnets
Saturday	Time just for us – relationships above all	Longer time together - expedition/cooking/playground. Drawing a "What was cool?" day together; in the evening: safety ritual "We're always together"	Book, crayons, group photo from the day
Sunday	Weekly summary and getting ready for the next week	Album "Our great moments" - pasting 1 item from the week. Announcement of the weekly	Diary, photos, drawings, glue, picture calendar

		plan with the choice made by the child - "Tomorrow is Monday: we can do it together"	

Source: individually-made list.

The psychologist suggests fixed elements each day, e.g. one-on-one time spent with the child on at least 15 minutes of play, conversation, and/or hugs. Reinforcing messages should include phrases, such as: "I can see that you are trying", "Even when you are angry, I am by your side", "I love you no matter what". Messages will be useful in reacting to anger, e.g. "do you want to go with me to the quiet corner?", while the tone of voice should be calm and after the whole situation you can offer the child to fix it together (e.g. the child can draw a drawing "what can I do next time").

It is important to introduce a so-called safety ritual (the evening relationship ritual), which is designed to help your child fall asleep feeling loved, accepted, and safe – regardless of the day's events. Such a ritual can take the form of reading or talking about attachment, the power of relationships and acceptance, hand and back massage, a calming hug and repeating the same words: "We are always close", "Anger does not distance me from you", "Tomorrow I will also be here", "Even when you are angry, you are mine". Safety rituals must have a fixed time, preferably just before bedtime. In addition, you can prepare a drawing or photo from the day, which you can put together in the "Safety Box" as proof of good times and the stability of the relationship. Rituals and techniques only work out if they are regular, calm, and sincere. If the child does not tolerate them at first, over time he or she will get used to them and accept them, because repetition will make them feel safe.

Another recommendation for working with a child with FAS and RAD is the so-called "Letter of Love", or "Letter of Certainty" activity. This task is geared towards helping the child in difficult moments of fear and anger to remind himself/herself that he or she is loved and needed. This task involves the parent writing a simple letter on a piece of paper assuring the child that "we always want you", "I'm always coming back, even when I move away", "you don't have to be perfect". Your child can keep the letter in a backpack, pocket or in a box by the bed. Another proven action is to use a safe password "anchor sentence", which the child can repeat or hear from the caregiver to feel more confident in an anxious situation or when he is frustrated. "Anchor sentences" are used in moments of tension calmly, without pressure.

A child with attachment disorders is often afraid of yet another rejection. The child should be assured of his or her return, e.g. in the form of a picture, the parent can leave a photo or an object "as a souvenir" of his or her presence. In the evening, you should sum up the course of the whole day and mark "together again – the day has been a success!"

An interesting example of an activity that can be done with a child is the so-called "relationship mirror", i.e. convincing the child in the morning and evening that he does not have to deserve love -

he already has it from his parents. In the evening, parents can remind their child by looking into their eyes (e.g. in the mirror) that they are their child and are proud of him/her, even if something didn't work out. The child will be happy to hear the words: "I love you as much as I do in the morning".

An example of an individual plan devised for working a child with ADHD

The children placed in foster care who have been diagnosed with ADHD have difficulties related to lack of attention, excessive motor activity without deliberate action, and impulsivity. In addition to therapeutic methods that are necessary to improve the functioning of a child diagnosed with ADHD, it is also necessary to add activities supporting the child in the home of an adoptive or foster family. The main therapeutic activities include the introduction of psychoeducation, i.e. obtaining information on how to deal with the child (applies to parents, teachers, family members), behavioural interventions (parental training, meetings with a doctor and psychologist), and adapting educational requirements to the specificity of children with hyperkinetic disorders (using an individualised pedagogical approach, making requirements that take into account the child's problems), individual child psychotherapy (used in anxiety and emotional disorders), family therapy (in conflict situations in the family) and social skills training (used in children who have difficulties in building relationships and show aggressive behaviour). As psychologists suggest, a child with ADHD needs understanding, reassurance that he or she is loved, but parents also need some forms of support and upbringing. A child with ADHD wants to be listened to. In this case, you do not need any long conversations, but concentration, at least for some time, directing your eyes at him, because a child with hyperactivity sometimes needs to be listened to immediately. Parents should accept the feelings of the child, who at the moment of an outburst of anger, irritation or impatience should hear the words: "I can see that you are angry, but in our house we do not use such words/nicknames...". What's more, the child's need to control his emotions is enormous, we can react: "tell me about what has worried you", etc. [Szczygielska et al., 2021, p. 48].

Table 3: Individual plan for working with a child with ADHD

Area of operation	Traditional approach (ineffective)	New approach (recommended)	Educational goal
Discipline (recommendations similar to those for a child with FAS/RAD)	"You have to be polite", "Don't answer back!", "You're grounded - off you go, into your room!"	"I can see that it is difficult for you, I will help you to calm down", "I can see that you're nervous; let's be together for a while"	Emotion regulation and non-violent boundary learning

Consequences of behaviour (as above)	Physical and emotional punishment, taking away privileges	Fixing the situation: "Did you mess things up? We'll fix it together", "You've made a mess - let's clean up together"	- strengthening responsibility, without shaming;
Structure of the day	Little or no predictability, sudden changes	Visual schedules, fixed rituals, preparing for change	- reducing anxiety, increasing the sense of security
House rules	General, hard to remember	Short, concise and clearly established rules together with your child	- clarity, shared responsibility
Daily relationships	Lack of time, communication mainly in conflict situations, misunderstanding of intentions	Daily ritual of 15 minutes of fun together, without distractions	- building bonds and a sense of being important
Emotion regulation	"Don't be hysterical", "Calm down immediately"	"I can see that you're angry – you have the right to be; I am here to listen to you, and I am with you"	- helping to understand and name emotions
Impulsive behaviour	Frequent criticism and shaming: "What are you doing again?", "you're always causing trouble!"	Alternative approach: "I can see that you find it difficult to sit still, maybe we can jump, let's take a break"	- acceptance of movement needs, learning self-regulation
Reactions to successes	No praise or reward mainly for "perfect behaviour"	Daily reinforcement: "I can see that you have been waiting for your turn – well done!"	- reinforcing positive behaviour, building self-esteem
Cooperation with tasks and communication	Long instructions, a lot of questions, criticism for lack of concentration; "Flooding" the child with one's own words	- We let the child speak, explain the body language (with time, also proverbs, neologisms, etc.); - Short, simple commands and questions (at most 1-2, along with checking whether the child has understood the message), e.g. "What do you want to do first? Clean up the blocks, or put the books away?"	- understanding - a sense of being heard - fostering agency and cooperation

Source: Author's individually-made list.

Parents can support their child's individual needs by paying attention to the child, by communicating with the child in a simple and concise manner, by drawing consequences immediately, by using the child's energy to involve him or her in cleaning and/or other household activities, by communicating to the child what we want him or her to do – how he or she ought to behave, and not what not to do. A child with attention deficit should not be distracted or attacked by a large number of external stimuli. We teach the child to focus, e.g. by using pictures, drawings, we arrange riddles, jigsaw puzzles.

Table 4: An example of a day for a child with ADHD

Time of day	Goal of the day	Actions and strategies	Tools and materials
Morning (7.00-8.00)	- a calm start of the day, preparation for the daily duties	- fixed morning routine (picture-based plan) - avoiding rushing - verbal encouragement, e.g. "It's almost ready";	Picture schedule, kitchen timer, to-do list, clothes prepared in the evening, sensory mat

	- emotion regulation - collaborative mindset	- short supportive conversation "How are you feeling today?"; - reminder of the rules for today; - releasing bad emotions, e.g. jumping, stretching.	
School (8.00-13.00)	- focus on educational tasks	- positive reinforcement "It's great that you're trying"; "Look how well you're doing" - frequent breaks (preferably every 20-30 minutes)	- motivational boards, worksheets, quiet zone (room)
Lunch and rest (13.00-14.00)	- chilling out, satisfaction of needs	- fixed meal plan - short breathing exercises - time without a phone, etc.	- simple menu - relaxation exercises/ chilling out
Afternoon activities (14.00-16.00)	- developing interests and social skills	- we continue the time spent without a phone (we regulate this time and set the rules in advance); - physical activities, e.g. swimming pool, dancing, etc. - group games with controlled stimulation; - reminding the rules of the game	- board with the rules of the game; - educational toys - timer
Time alone with the caretaker (16.00-16.30)	- building relationships and a sense of security	- daily ritual: playing together, drawing, playing chosen by the child; - no judging, full attention of the caregiver	- puzzles, sensory toys/ educational, playing cards, place to play
Free time (16.30-18.00)	- independent play, learning responsibility	- choosing from a set of activities; - gentle attention to time - organising the space on your own	- activity board, toy basket, clock/timer
Supper/ Preparing for sleep (18.00-20.00)	- chilling out - end of the day	- regular evening ritual, e.g. a bath, a fairy tale, a conversation (e.g. about emotions); - joint summary of the day	- books, bedside lamp, diary with pictures
Sleep (20.00-7.00)	- rest and regeneration	- silence, darkness, no screens - favourite soft toy to cuddle - presence of a caregiver, if necessary	- blackout curtains, white noise, mascot, sensory pillow, if necessary

Source: Author's own-made list.

An individual plan for working with a child suffering from the ADHD syndrome, based on the principles of positive discipline, is the foundation of effective and ethical developmental support. The key assumption of this approach is to move away from punishment and judging the child in favour of building relationships, regulating emotions and solving difficult situations together. Children with ADHD function best in an orderly and predictable environment based on clear and short rules. Messages used by adults should reinforce feelings of security and autonomy, rather than causing fear, shame, or guilt. Daily emotional contact plays a significant role in the plan – e.g. through the ritual (mentioned earlier) of 15 minutes of one-on-one play with the caregiver – which builds bonds, reduces the level of tension and increases the child's cooperation. An important element is also learning to name emotions and help regulate them. In difficult situations, it is not about calming the child "at all costs", but about creating a safe space for experiencing and controlling emotions with the help of an adult. This approach enhances the development of social and emotional competences, and improves the child's functioning at home, school, and peer group.

Sample individual plan for working with a child with selective mutism and language disorders (e.g. aphasia)

Selective mutism and aphasia are communication disorders of various origins and nature, but those that significantly affect the child's functioning in the linguistic, emotional and social spheres. Selective mutism is defined as a persistent inability to speak in certain social situations, despite maintaining the ability to speak in other, usually safe environments for the child. This disorder is often associated with social anxiety and difficulties in regulating emotions, which requires a multifaceted therapeutic and educational approach. Aphasia, on the other hand, is a disorder of the acquired or developmental language function, involving difficulties in understanding, formulating and processing speech. It can result from brain damage or developmental deficits and requires intensive speech therapy and pedagogical support². Both of these disorders pose challenges not only to children, but also to their families and caregivers, who need specialist knowledge and appropriately selected support strategies. In the educational context, it is crucial to create an environment full of acceptance, predictability and a safe space for communication, which allows the child to gradually overcome difficulties and develop language and social competences. The plan must take into account the individual needs of the child, integrating therapeutic methods into everyday pedagogical practice.

A sample the individual plan for working with a child with selective mutism and language disorders (e.g. developmental aphasia) has been prepared on the basis of current psychological and pedagogical knowledge, speech therapy and the interactional and communicative approach, m.in. according to the standards of the American Speech-Language-Hearing Association (ASHA):

(<https://www.asha.org/?srsltid=AfmBOopDbpaIsKhOM01Fl60FPzvyCe-0cEp6HOzOrpoa912VyqTKXTkH>) and research on mutism: e.g. based on Mulligan, Hale, Shipon-Blum (2015).

Table 5: A sample individually-designed plan for working a child with selective mutism and language disorders (e.g. aphasia)

Area of operation	Educational goals	Actions and strategies	Tools and materials
Verbal and non-verbal communication	- developing communication skills, chiefly verbal; decreasing the fear of speaking in specific situations	- using alternative/supportive forms of communication (AAC or pictograms, or PCS, etc., communication boards); - gradual introduction of speech in safe and secure situations;	- picture boards (can be in large and small format), communication cards, alternative or augmentative communication scheme
Emotional support	- building a sense of security and trust, re-education of fear	- creating a daily routine with predictable stages; - using relaxation and breathing techniques; - psychological support (e.g. as part of cognitive-behavioural therapy)	- visual schedules, relaxation corner
Language development	- improving speech comprehension and transmission,	- speech therapy focused on the individual needs and abilities of the child;	- speech therapy materials, educational

² The description of the disorders outlined here is general due to the framework and subject matter of the publication. We focus more on the forms of helping and working with such a child, and not on the causes, types or nature of disorders that we are dealing with in the child. This said, we recommend that parents who have such children deepen their knowledge about the causes of the difficulties, as they will help them to be better prepared to help and spend their daily life with such a child.

	developing vocabulary and correct syntax	- enriching vocabulary in everyday situations; - language games and word games	games, books for children
Social interactions	- increasing the child's participation in interactions with peers and the group	- gradual introduction of the child to the group through integration activities; - teaching non-verbal communication, sometimes verbal; - encouraging participation in group games with the help of a guardian or supporting teacher ³	- boards with emotions, game scenarios, materials for exercises/integration games
Family and caregiver support	- increasing the competences of caregivers in supporting the child	- training, consultations, e.g. with a speech therapist, psychologist in the field of mutism and language disorders; - establishing joint communication activities at home and at school	- guides/manuals, meetings with specialists, training materials
Regulation of emotions and behaviour	- support/help in coping with tension, frustration, fear of contact and communication	- using positive reinforcement, avoiding pressure; - introduction of a quiet corner ⁴	- emotion cards, sensory aids, relaxation/tranquillity place/room

Source: Author's individually-made list.

The scheme rests on a comprehensive, interdisciplinary approach that takes into account the specific communication and emotional needs of the child and aims to create a safe and predictable environment that will enable the development of language skills and reduce anxiety related to verbal communication. Cooperation between guardians and the school is very important. The very fact of integration in a new foster family is already a sufficient reason for fear, which is why it is so important to work out similar activities that will complement each other. This should concern, for example, the choice of the same alternative communication program, the ways of introducing and familiarizing the child with subsequent pictures, etc. The school and the foster family play a key role in the implementation of this program by using positive discipline, patience and consistent support for the child in the process of overcoming language and emotional difficulties, and constant cooperation with a team of specialists: a psychologist, speech therapist, educator and pedagogue – allows for monitoring the child's progress and flexible adaptation of activities to his or her current needs and abilities.

Table 6: Examples of activities applied in handling a child with selective mutism and language disorders (e.g. aphasia)

Time of day/activity	Goal	Actions and strategies	Tools and materials
morning	- reducing tension/anxiety before starting a new day and leaving home	- introduction of a permanent ritual; - no pressure to speak freely; - if necessary, non-verbal communication (when the child is ready, you can combine gestures with speech and	- pictorial schedule, emotion boards and/or emotion calendar: "How am I feeling today?"

³ In Poland, a pupil/student with a special education certificate has the right to education in a special, integrated, mainstream school with integration classes. Attending an integration class, for example, they have the right to the assistance of a support teacher (this is the second teacher in the class) or an assistant who is employed for a given child with a certificate.

⁴ In the integrated school where one of the authors works, there is a room for silence and relaxation (quiet room), where pupils/students can stay together with their support teacher when they have a problem with too many stimuli or emotions. There are also small "houses of silence" in the school, where children can enter and rest, calm down and cut off from the rest by putting on sound-dampening headphones.

		pictures, e.g. using the MAKATON alternative communication system) ⁵	
school	- creating a safe space	- letting the child to show initiative; - transition time with a caregiver;	- "My day" booklet to be completed in advance, support mascot
group activities/ integration	- observation, participation in classes without communicative (verbal) obligation	- sitting close to a trusted person; - indicating an answer, showing with a gesture or pointing to an image from alternative communication; - gradual inclusion;	- individual communication board, cards with emotions, pictograms
Individual classes (speech therapy)	- supporting alternative communication	- introducing images - over time – gradual, gentle incitements to speak (without pressure); - breathing and articulation exercises	- speech therapy mirror, alternative communication program, e.g. AAC or PCS (Boardmaker)
Time at home/ relaxation/ free play	- different ways of expressing emotions; - developing a relationship with the child; - spontaneous interaction, building bonds	- observation or participation without comment or evaluation; - following the child; - the possibility of withdrawing at any time; - playing together, naming emotions	- picture menu, "please", "thank you", "I don't want", "I need", "yes", "no" tabs; - silence corner, puzzles, books, sensory toys to relieve tension, e.g. squishy toys - cabinets and other pieces of furniture, objects, etc. can have sticky pictograms on them that symbolise them
Art, music and other classes.	- releasing bad emotions; - non-verbal expression of emotions	- short activities without assessment, with a tutor (preferred person) and without	- crayons, instruments, cards with emotions

Source: Author's individually-made list.

The above program and sample activities are conducive not only to the improvement of verbal communication and language development, but also strengthen the sense of security, emotional bond and support the child's social competences, which is necessary for his or her harmonious functioning both in a foster family and in the wider social environment.

A sample individual plan devised for working with a child suffering from autism spectrum disorder

Children suffering from autism spectrum disorder placed in foster care require special, individually tailored support that takes into account their unique developmental, communication and social needs. Autism spectrum disorders are characterized by difficulties in social communication, limited and repetitive behaviour patterns, and specific interests and sensory sensitivity. Placing a child in a foster family often involves additional challenges, such as adapting to a new environment, establishing relationships with caregivers, and coping with emotional difficulties resulting from a change in life situation.

⁵ We work with a child applying one system; it is important that the same system be used at school.

It is crucial to create a predictable, safe and supportive atmosphere that will enable the child to develop communication, social and self-regulation skills. To a large extent, the Individual Work Plan is similar to the actions taken for children with mutism or other communication disorders. Particular emphasis should be placed, m.in others, on creating a corner of peace, avoiding punishments, using natural consequences, organizing integration activities (initially with support), positive reinforcement, learning to recognize social norms and rules of coexistence, establishing clear and predictable daily routines, learning to perform daily activities divided into simple steps, regulating emotions, using techniques related to sensitivity to sensory stimuli (stimulation sensory/poly- sensory), or encouraging independent problem solving. It is also important to support caregivers who would increase their competence in working with a child on the autism spectrum. An important aspect is to include a wide range of activities in the plan – from developing communication skills, through learning self-regulation of emotions, to shaping social competences and everyday independence. The use of supportive communication methods, such as systems such as AAC or pictograms, allows to reduce frustration resulting from difficulties in expressing one's needs, and consistent reinforcement of positive behaviour patterns and avoidance of punishments minimizes the risk of problematic behaviour. The implementation of the work plan (educational and supportive) in the foster family environment requires not only knowledge and commitment on the part of the caregivers, but also close cooperation with a team of specialists – psychologists, pedagogues and therapists, as well as educators (which has already been emphasized when discussing other disorders occurring in children). This makes it possible to monitor the child's progress on an ongoing basis and flexibly adapt the support strategy to his or her changing needs and abilities. Building a safe and predictable daily routine also plays a key role in this process, which aims to reduce fear and anxiety, often exacerbated in children with autism spectrum. Creating an environment of acceptance and understanding, in which the child can express emotions and develop social skills, promotes the growth of self-esteem and independence. Such a work plan is a living document, requiring continuous evaluation and cooperation of all parties involved, and its effectiveness depends on consistent implementation, adaptation to the individual needs of the child and support provided by the foster family, creating conditions conducive to harmonious development and full use of the child's potential.

Individual plan for working with a child with hypersensitivity and sensory sub-sensitivity

In foster and adoptive families that are interested in therapeutic and developmental interventions, the issue of sensory disintegration therapy of children placed in their care is becoming an increasingly common problem. The neurological process that accompanies the integration of the senses is not an

innate process. Along with experiencing the world, the child learns to recognize stimuli (coming from the environment and from inside the body) and respond to them adequately. Sensory integration disorders therefore refer to difficulties in receiving and processing these stimuli, which can lead to problems in regulating emotions, behaviours and everyday functioning. For example, children with hypersensitivity to tactile stimuli may avoid physical contact, noise, selected smells, tastes, texture of certain objects, combing hair, etc.; On the other hand, those with sub-sensitivity may show the search for intense sensory sensations, such as swinging, strong pressure, sniffing, licking or hitting objects, showing an increased need for movement or sensations, etc. In a foster care environment, it is necessary to adapt daily activities, spaces and educational methods to the unique sensory needs of the child to provide them with a sense of security and comfort, as well as to enable optimal development and self-regulation (cf. Bieńkowska, 2018). Examples of such activities have been outlined briefly in the table below.

Table 7: Examples of behaviours and exercises for some sensory systems

Sensory hypersensitivity	Sensory sub-sensitivity
Sense of touch	
Avoidance of physical contact, reluctance to get your hands dirty, hair/teeth washing, irritability to the texture of clothes. <u>Exercises:</u> - massages with a soft brush - kinetic sand - sensory bags	Lack of response to touch, need for strong stimuli (e.g. hitting oneself), low pain threshold <u>Exercises:</u> - playing in plastic masses, - drawing on one's back, - obstacle courses (sensory path)
Sense of deep sensation (proprioceptive)	
Reluctance to oppression, weighted blankets, force movements <u>Exercises:</u> - tug-of-war with controlled resistance - sponge squeezing - carrying light objects with force control	Need for strong pressure, getting into people or objects, difficulty in judging the force of movement <u>Exercises:</u> - wrapping things in a blanket (weighted blankets) - throwing stuff onto the target - carrying a backpack with a light load
Sense of balance (vestibular)	
Reluctance to swings, dizziness, balance problems <u>Exercises:</u> - swinging on a gymnastic ball - walking in a straight line - playing with motion control ("freeze at the signal given")	Loves spinning, swinging, does not feel dizzy, looks for strong motor stimuli <u>Exercises:</u> - swings - trampoline - swivel chair (with caregiver control)
Sense of hearing	
Ear clogging, anxiety at loud noises, noise avoidance <u>Exercises:</u> - playing with silent instruments - getting used to sounds - "What is this sound?" game.	Lack of reaction to the first name, restlessness in silence, search for sound stimuli <u>Exercises:</u> - ratchets, bobbins - searching for sounds in the environment - sound recognition game
Sense of sight	
Irritability to light and excess colours/details, avoiding looking into the eyes,	Fails to notice changes in the environment, gets lost in space, needs intense visual stimuli

<u>Exercises:</u> - books with simple pictures - sorting items by colour	<u>Exercises:</u> - playing with a flashlight in a dark room - puzzles with a lot of pieces

Source: Author's own-made list.

The plan for working with a child with sensory integration disorders is geared towards creating a coherent, safe and supportive environment that will enable the child to develop in harmony emotionally, socially and cognitively. Taking into account the difficulties resulting from sensory dysfunctions and the child's previous experiences related to being in a family that is often dysfunctional, the plan should assume systematic activities supporting both the therapeutic and educational spheres, and such actions should be aimed at:

- improving sensory and emotional regulation,
- enhancing the sense of security and predictability,
- supporting independence and a positive self-image/confidence,
- developing social and communication competences.

The cooperation of a team of specialists (SI therapist, psychologist, pedagogue-educator, caregivers from a foster family or institution) and regular evaluation of activities allows for flexible adaptation of the forms of support to the changing needs of the child. Only thanks to a comprehensive approach will the child achieve greater emotional stability, improve functioning in everyday situations and gain tools to better cope with developmental challenges. The key element of such support is, as always, monitoring progress and building relationships based on trust, empathy and acceptance.

Individual Pathway Plan (IPP)

Pursuant to the Family Support and the Foster Care System Act of 9th June 2011, adult wards who are in care of foster families (performing various forms of care, such as professional, non-professional, related foster families, family children's homes, care and educational institutions) can count on financial support for becoming independent. District Family Support Centres provide assistance in obtaining appropriate housing, employment, psychological and legal assistance, advice from a career counsellor and assistance for continuing education. This form of support is provided according to the reported needs and its amount depends on the type of foster care in which the foster child was placed, the length of stay in the foster family and is increased in situations where the person has a disability certificate. In addition, institutional financial assistance also includes support for the development of a child who is becoming independent. The so-called Individual Independence Program is also being developed. This program also allows you to take bold steps towards adulthood - m.in. participation in OHP, including vocational courses (including a driving license), language training, workshops with a stylist service, professional internship with an employer, internship and training scholarships, and

special scholarship programs are offered to high school graduates who want to continue their education and study at universities.

Unfortunately, the scheme of granting independence of the wards is referred to as the so-called “Achilles’ heel” of the foster care system in Poland [Domaradzki, Krzyszkowski, 2016, p. 209]. It is not uncommon for an adult pupil to return to the social welfare system, because the programmes of independence are usually related to benefits, and unfortunately they do not implement programmes for the development of the wards’ life skills with full commitment [ibidem, p. 209].

The basic assumptions of the IPP are the diagnosis prepared together with the ward and his family, the assignment of a caregiver who focuses on the planning, implementation of the IPP, motivation of the ward with his or her personality traits, the formulation and implementation of the IPP to strengthen the development of the mentee, respect and the right to make mistakes by the ward, the involvement of family and friends in the implementation of the IPP [ibidem, p. 210].

The legislator has provided for the following template of the Independent Pathway Plan of a foster family child/ward:

Table 8: Formally accurate independence/autonomy scheme

The scheme is written in the form of a document
The pupil/student accepts his or her decisions for implementation
The attitude of the pupil is conducive to the implementation of the planned help
Motivating the pupil to implement the scheme
Providing the pupil with the necessary support for their start in life
Completion of the program in accordance with its assumptions
Speed and simplicity of implementation
Positive result of the audit
Low level of independence/autonomy of the pupil
Returning to the social welfare system

Source: Author’s individual list, based on "Wsparcie dziecka w rodzinie i pieczy zastępczej" by P. Domaradzki and J. Krzyszkowski.

Throughout the entire period of children's stay in foster care, District Family Support Centres offer various forms of support for children and teenagers – for foster family children who remain in foster family children's homes until they reach the age of 18. In this case, the Centres provide support in the process of becoming independent of the adult charge..

Other foster family support activities and activities aimed at children in foster care offered by District Family Support Centres

District Family Support Centres, as part of their support given to foster families and children placed in them, also provide non-material assistance, including organising Children's Day, Santa Claus Day, but also running workshops for children to develop their interests and conducting psychotherapeutic activities. Among the workshops proposed this school year, there were to choose from: ceramic

workshops, jewellery design workshops and TUS classes, support groups for children and young people, a series of webinars on violence and dealing with anger.⁶

A highly beneficial step towards improving the situation of a child placed in foster care is the participation of the family in EU projects, which, financed by non-governmental organizations, propose many solutions and forms of support for children in care and their families. These programmes are dedicated to foster parents, children placed in their care, biological children of foster parents and other family members, as well as the staff of the Centres themselves. These schemes provide social activation, psychological assistance, therapeutic and specialist support - including diagnosis and therapy of disorders, development of potentials and interests, and support of an animator, mentors, and counsellors for people with disabilities. Unfortunately, recruitment to participate in such projects is very limited in terms of numbers and due to the schedule of project implementation.⁷

District Family Support Centres provide support to foster families and children placed in their care also by organising training for foster parents who want to improve their professional qualifications, organising volunteer help, cooperating with the local community, courts, educational institutions, medical entities and other social organisations. They provide legal support in ongoing court proceedings, but also provide legal advice, especially in the field of family law. In addition, in addition to implementing the assumptions of the Act on Family Support and the Foster Care System, they develop strategies for solving social problems, offer corrective and educational programs, psychological and therapeutic programs and others for people with disabilities.

In accordance with the public announcement of the Minister of Family and Social Policy of 27th March 2023, a child is entitled to appropriate sums of money to cover the maintenance of a child in a foster family, allowances to the benefit for a child with a disability certificate or a certificate of severe or moderate disability, an allowance for foster families for a child on juvenile proceedings. What is more, foster family support programs developed by social work specialists also include rehabilitation camps for children and their families, as well as leisure and recreational stays. Other additional sources of mental health support are offered, including diagnostics and psychological assistance, individual, family and group psychotherapy, psychiatric consultations and treatment, emergency assistance as part of the round-the-clock Admission Room and community treatment of the patient.

District Family Support Centre also supervise Crisis Intervention Points, which support families and their members in a crisis caused by domestic violence, marital crisis, family conflict, addiction, loss of a loved one, loss of job, loss of the meaning of life, or being involved in an accident.

⁶ Forms of workshops retrieved from the websites of several District Family Support Centres.

⁷ EU schemes announced on the websites of District Family Support Centres.

Creating a family “forever” through adoption or temporarily by foster families is a combination of everything – the acquisition by parents and children of behaviours and skills that are a long and ongoing process in closeness, everyday experiences that build trust, faith and hope, in healthy and safe relationships. Gregory Keck⁸ advises not to react immediately to behaviours, but to respond wisely to the deeper needs of the child. No institution, no specialist knows children like their parents. Therefore, it is important to choose the necessary support wisely, and unconditional parental love will accelerate the bonding with the child.

Parents, caring for the well-being of children placed in their care, should have the ability to accept children's feelings and point of view - which will affect the understanding and appropriate response to the child's behaviour. Time devoted to the child and the involvement of parents are very important for abused children. Additionally, parents' awareness of what they say and how they act is key to success, as children are alert and instinctively respond to every threat and sign of abandonment. The previously suggested sample therapeutic proposals, containing guidelines, advice and suggestions for foster parents are the result of many years of work and experience of specialists and therapists prepared to work with foster families.

Clearly, it is important that the proposed forms of specialist support are practised by parents so that they can yield the results of supplementing children's deficits in development, but also their relationships with new relatives and the environment in which the child has found himself at some point in life, and which is so different from the one in which he or she grew up and which he knows best. The well-being of children placed in foster care is a priority for foster parents; Unfortunately, the forms of support offered by institutions will never be exhausted in the actions taken to improve the child's situation, and parents will always report their lack of satisfaction, because each child has a different background, and different traumas and deficits to compensate for.

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The Wayúu Indigenous Communities of Colombia and the Concept of Being-Well with Solar Energy and Artificial Intelligence

Sebastian Nathaniel Supple

Masuk High School, Monroe, s.supple@coreofscience.org, <https://orcid.org/0009-0009-5239-7584>,
United States

Salomé Rojas Quintero

Aspaen Tacuri, Cali, dcqq0728@gmail.com, <https://orcid.org/0009-0008-2854-3433>, Colombia

Susana Rojas Quintero- Guillermo Rojas Quiceno

Aspaen Tacuri, Cali, ingenieroseinversores@gmail.com, <https://orcid.org/0009-0006-3809-1317>,
Colombia, Universidad del Cauca, Cali, guillermorojas@unicauca.edu.co, <https://orcid.org/0000-0001-6948-3870>, Colombia

Abstract

This article examines the intersection between indigenous worldviews and the implementation of photovoltaic solar energy and artificial intelligence in the Wayúu communities of La Guajira, Colombia. Through a mixed-methods approach that integrates scientometric analysis and qualitative exploration, the study analyzes global academic trends related to energy transitions and digital inclusion in indigenous and rural territories. A total of 675 unique documents retrieved from Web of Science and Scopus were processed using the Bibliometrix package in R and structured through the Tree of Science algorithm to identify the foundational, consolidating, and emerging areas of the field.

The analysis reveals three main research branches: (1) optimization models for rural electrification systems, (2) socio-technical approaches to the implementation of decentralized technologies, and (3) frameworks of energy justice that emphasize procedural fairness, cultural recognition, and equitable distribution. These perspectives are highly relevant to the Wayúu case, where solar systems have begun to transform both domestic life and educational processes through the integration of digital tools in community schools.

However, the arrival of electricity and artificial intelligence also introduces complex tensions between development narratives and indigenous values. Issues such as cultural erosion, epistemological displacement, and shifts in community behavior demand critical reflection. This work argues that the energy transition in indigenous territories must be guided by principles of justice and participation, and that technological innovation should align with ancestral knowledge systems and the indigenous concept of Being-Well. Only then can solar energy and digital technologies become truly inclusive and empowering tools.

Keywords: Wayúu communities, energy justice, photovoltaic solar systems, artificial intelligence, indigenous knowledge, rural electrification

Introduction

The Wayúu Indigenous communities of Colombia have historically cultivated a unique form of Being-Well, rooted in harmonious coexistence with nature, respect for ancestral wisdom, and collective social practices. This notion of Being-Well transcends conventional Western indicators of progress or utility, positioning instead a relational paradigm where life, territory, and knowledge form a coherent whole. For centuries, the Wayúu have preserved this worldview despite marginalization, infrastructural exclusion, and limited access to basic services.

In recent years, the Colombian government, through agencies such as Ipse, Gensa, Fenoge, and Dispac, has promoted the implementation of photovoltaic solar systems in non-interconnected zones—initiatives often framed as mechanisms to close development gaps and foster inclusion. At the same time, the accelerated expansion of telecommunications has enabled the entry of digital technologies such as television, smartphones, and, incipiently, Artificial Intelligence (AI), particularly among Wayúu youth through educational programs.

However, this process raises critical questions regarding cultural continuity, epistemological autonomy, and the sociotechnical transformations induced by state-led electrification and digitalization. Will these technologies, deployed under national development agendas, reshape the indigenous cosmovision? Could they erode traditional practices by imposing utilitarian and consumption-based logics? This article explores these tensions by intersecting the Wayúu's ancestral concept of Being-Well with the current implementation of photovoltaic systems and AI access in La Guajira.

Drawing from a scientometric and qualitative methodology, the study maps the academic production surrounding energy transitions and digital inclusion in indigenous and rural contexts. It then contextualizes these findings through the lens of the Tree of Science algorithm, identifying the foundational roots, theoretical consolidations, and emerging branches of research. The discussion highlights the risks of techno-determinism, the potential of culturally-sensitive innovation, and the need for energy justice frameworks that respect indigenous autonomy. Ultimately, this work contributes to rethinking energy transitions not only as technical processes but as profound socio-cultural transformations.

Method

This research adopts a qualitative and applied methodological approach, aimed at exploring the intersection between indigenous worldviews, energy transitions, and the adoption of emerging technologies—particularly photovoltaic solar energy and AI—in the Wayúu communities of

Colombia. To trace the evolution of academic discourse on these topics, a scientometric strategy was applied, which allowed for a structured, evidence-based analysis of publication trends, thematic focuses, and key contributions in the field.

Bibliographic data were obtained from the Web of Science (WoS) and Scopus databases, recognized for their broad coverage and reliability in bibliometric studies (Pranckutė, 2021). A search strategy was designed combining terms related to indigenous peoples, renewable energies, and digital technologies, applied to abstracts and keywords. This search yielded a total of 441 documents in WoS and 488 in Scopus, which, after removing 254 duplicate records, formed a final corpus of 675 unique documents. The complete search parameters, including the time range (2002-2024), document types (articles, reviews and conference papers), and term logic, are presented in Table 1.

The analysis was performed using the Bibliometrix package in R, which facilitated data cleaning, calculation of performance metrics, and visualization of citation networks. This package, developed by Aria & Cuccurullo (2017), offers a comprehensive open-source tool for conducting bibliometric analysis and scientific mapping. Additionally, text mining and web scraping techniques were applied to refine metadata and extract thematic patterns within the corpus.

The scientometric analysis process was developed progressively, addressing four analytical dimensions. Firstly, scientific production was examined, measuring the volume and evolution of publications over time, including the annual growth rate and peaks of highest activity. Secondly, contributions by country were analyzed, identifying geographical trends in production and academic impact, with an emphasis on Global South countries. Thirdly, a review of journals was conducted to assess the relevance and influence of editorial spaces, highlighting those indexed in the Q1 quartile of Scimago. Finally, collaboration among authors was studied, which allowed for the identification of academic clusters and transnational associations that drive the interdisciplinary development of the topic.

As a complement to the scientometric mapping, the Tree of Science algorithm was applied, which organizes academic production into a tree-like structure composed of roots, trunk, and branches. This citation network-based approach has been successfully used in areas such as natural sciences (Durán-Aranguren et al., 2021), organizational management (Erazo-Muñoz et al., 2022), and as a web tool for scientific literature recommendation (Zuluaga et al., 2022), demonstrating its ability to identify both theoretical foundations and emerging lines of research.

Table 1. Search strategy and general results with Parameters (own elaboration).

Parameter	Web of Science	Scopus
Range	2002-2024	

Date	March, 2025	
Document Type	Paper, review, conference proceedings	
Words	TITLE-ABS-KEY (("Indigenous communit*" OR "Native communit*" OR "tribal communit*" OR "First Nations" OR "Aboriginal communit*" OR "ethnic minorit*" OR "Indigenous peoples" OR "rural communit*" OR "traditional communit*") AND ("solar energ*" OR "renewable energ*" OR "photovoltaic system*" OR "off-grid electrificat*" OR "clean energ*" OR "sustainable electrificat*" OR "green technolog*" OR "energy transition" OR "distributed generat*") AND ("technolog*" OR "digital transformat*" OR "artificial intelligence" OR "AI" OR "ICT" OR "computing technolog*" OR "emerging technolog*" OR "automation" OR "data-driven decision*" OR "machine learning" OR "digital inclusion" OR "smart technolog*" OR "digital literac*"))	
Results	441	488
Total unique (WoS+ Scopus)	675	

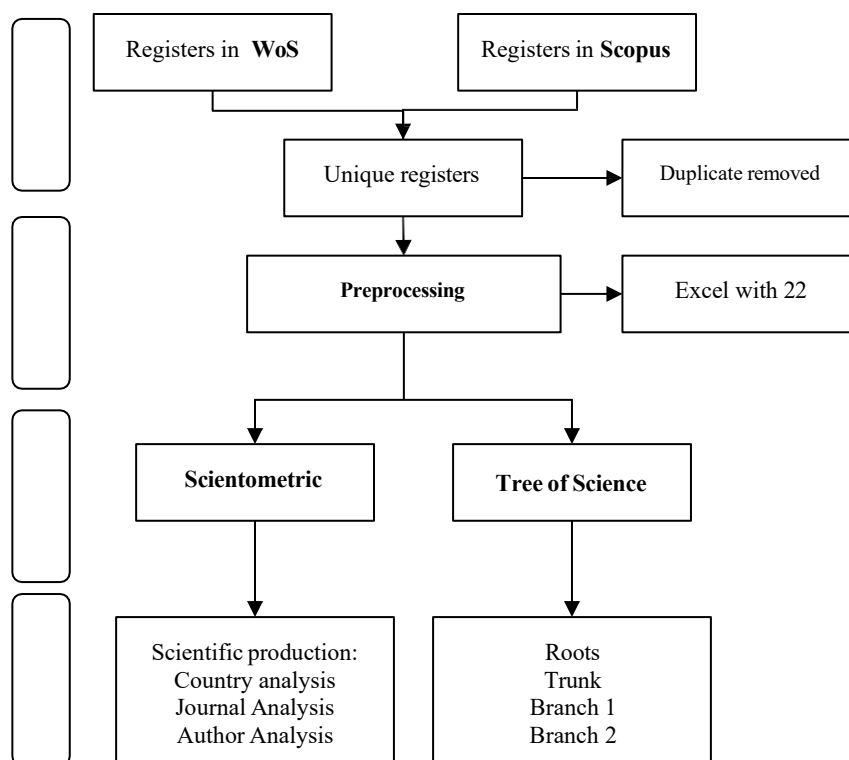


Figure 1. General methodology (own elaboration).

Results

Scientometric research has allowed us to search with a qualitative and exploratory methodology to move from the particular to the general. On the other hand, fieldwork in the territories of the Wayúu Indigenous community, where nano-grids and microgrids of photovoltaic solar systems have been implemented, has led us to conduct a scientometric analysis.

Scientific Production

Scientific production, despite being limited, has been important, considering the technological changes in the world and the needs in some communities. The search in Scopus and WoS represents a sample of interest with characteristics that reflect, over a period of time, important changes in production, publications, and citations. The research, delimited to a twenty-year period, allows us to observe, in the number of publications, the importance of citations. Figure 2 shows a scientometric production between the years 2018 and 2024 in both Scopus and WoS, with a significant increase, highlighting that the last year reflects the highest production and publications made. Between 2008 and 2010, the impact of the topic was very high, achieving 5696 citations; however, between 2019 and 2020, 2936 citations were reached. It is analyzed that in the year 2024, despite having higher production in Scopus and WoS, citations are reduced to only 243, and publications reach their maximum exponent with 98 articles. It is noticeable that there is a growing academic interest and importance in the research topic from 2002 to 2024, specifically in production in each of the indexed journals. Thus, we perceive growth in the selected period, i.e., an Annual Growth of 24.40%. Research on solar energy, as described by Nawab et al. (2022), is supported by a need in some communities.

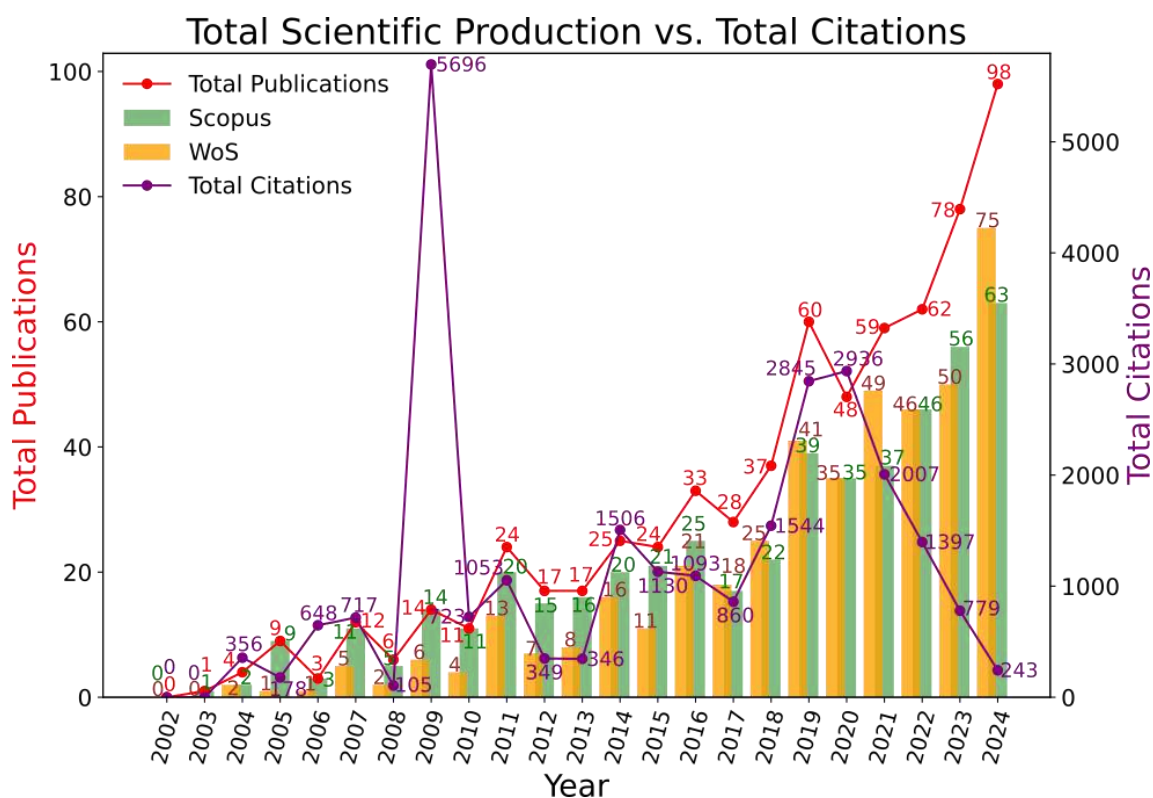


Figure 2. Scientific Production vs. Total Citations over time (own elaboration).

Regarding the analysis of scientific production and the detailed study by Vargas-Hernández et al. (2024), we will consider three fundamental stages that allow us to appreciate a change in production, supported by the database: The period between 2004 and 2008, where a growth in publications is

perceived in both Scopus and WoS, reaching 10.67% more, even with a higher number of citations and slight growth in the Scopus database. Period 2: covering 2009 to 2019, with an exponential growth of 15.67%, allows us to visualize greater interest in the WoS database and a record of growth in citations. Period 3: We take the years 2020 to 2024, a time in which article production increases by 19.54%, and the WoS database registers a higher number of publications. As for citations, a significant reduction is perceived in the last four years, which does not detract from the importance of the topic addressed.

Countries

Table 2 shows the scientific production of 10 countries along with the impact (measured in citations) and quality (measured in the Scimago quartiles) metrics. The countries with the highest productivity are the USA with 12.05% (100 papers), India with 7.47% (62 papers), and Australia with 5.78% (48 papers). Interestingly, India has the second highest citation (5.66%), but almost a third of the production is in Q1. Compared with Australia, 62.5% of the scientific production is in Q1, but the citation impact is 4.43% (1159 citations). The topic of the paper has gradually positioned itself in emerging countries such as Nigeria and Africa due to the need to develop sustainable energy.

Table 2. Scientific Production and Impact by Country (own elaboration).

Country	Production		Citation		Quality			
	Count	Percent	Count	Percent	Q1	Q2	Q3	Q4
Usa	100	12.05%	2288	8.75%	49	3	2	2
India	62	7.47%	1480	5.66%	22	11	6	5
Australia	48	5.78%	1159	4.43%	30	7	1	0
United Kingdom	43	5.18%	1496	5.72%	22	3	2	1
South Africa	38	4.58%	352	1.35%	8	6	5	1
China	35	4.22%	624	2.39%	17	6	0	1
Spain	33	3.98%	1212	4.63%	21	1	3	0
Canada	29	3.49%	772	2.95%	15	4	1	0
Nigeria	27	3.25%	232	0.89%	9	1	5	0
Korea	26	3.13%	510	1.95%	18	1	0	0

The distribution of scientific production and impacts across countries highlights notable trends related to the Wayúu indigenous communities, solar energy, and AI. The United States leads in total research output, with 100 papers (12.05%), and also has a strong citation impact (8.75%), reflecting the global influence of its contributions. India follows with 62 papers (7.47%) and stands out with a citation impact of 5.66%, though a significant portion of its research is published in lower-tier journals. Meanwhile, Australia, despite a smaller overall production (5.78%), has the highest percentage of publications in Q1 journals (62.5%), suggesting a focus on high-quality research, though its citation impact (4.43%) remains moderate.

Emerging countries, particularly Nigeria and South Africa, are gaining relevance in this field due to the pressing need for sustainable energy solutions in developing regions. Nigeria, for instance, has a growing research presence (3.25% of total papers), though its citation impact remains low (0.89%). Similarly, South Africa contributes 4.58% of publications but has a lower citation influence (1.35%). These patterns suggest a shift in research priorities towards addressing real-world energy challenges, particularly in regions where solar energy and AI-driven solutions could significantly improve living conditions. This evolving landscape underscores the increasing interest in sustainable energy initiatives within Indigenous and developing communities. The integration of AI and solar energy aligns with global efforts to enhance energy access, reduce environmental impact, and promote well-being, particularly among marginalized populations such as the Wayúu.

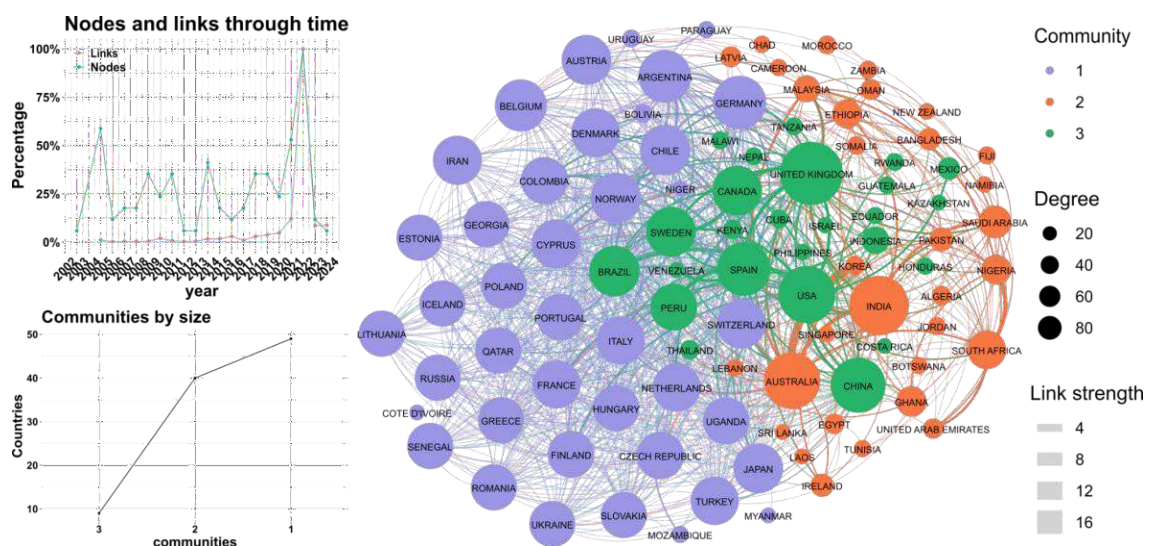


Figure 3. Global Collaboration Network (own elaboration).

Journals

Regarding the productivity and impact of the journals that are most important in the researched topic of Well-Being and student participation in solving social problems (Ma'rifatullah et al., 2021), solar panels as described by Vasiliev et al. (2024), and AI, which is part of an inclusive change in

indigenous communities as described by George & Mohanan (2025), we have analyzed important factors as proposed by Quintero-Arango et al. (2024): Impact factor, Quartile, H-index, and the most outstanding journals by academic production.

Thus, we can observe that the ten most contributing journals are categorized as Q1, and Renewable And Sustainable Energy Reviews has an impact factor of 3.596 citations and an H-index of 421, being above the most outstanding journals; it can be analyzed that this journal has 22 publications in Scopus. As for Renewable Energy, categorized by its higher production with 29 journals in WoS and 20 in Scopus, it reflects an impact factor of 1.923 and an H-index of 250. This means that the academic contribution is valuable in the university community. We cannot fail to highlight that the journal Energies contributes 24 journals in WoS and 19 in Scopus.

One of the latest investigations from the journal Renewable Energy by Makai & Popoola (2024) deals with micro-hybrid renewable systems in rural Zambia, which shows an important path in science. This type of research and work in the non-interconnected zones of Colombia perceives the presence of State companies as main actors; these are the Ministry of Mines and Energy, Ipse, Fenoge, Gensa, Dispac, and energy companies, seeking solutions for peasants and indigenous people who have never had electricity.

Table 3. Productivity and Impact of Leading Journals(own elaboration).

Journal	WoS	Scopus	Impact factor	Quartile	H Index
Renewable Energy	29	20	1.923	Q1	250
Energies	24	19	0.651	Q1	152
Renewable And Sustainable Energy Reviews	0	22	3.596	Q1	421
Energy For Sustainable Development	17	14	1.208	Q1	83
Energy Research And Social Science	0	15	2.32	Q1	113
Energy Policy	12	11	2.388	Q1	272
Sustainability (Switzerland)	0	14	0.672	Q1	169
Energy Research & Social Science	25	0	2.32	Q1	113
Renewable & Sustainable Energy Reviews	31	0	3.596	Q1	421
Sustainability	22	0	0.672	Q1	169

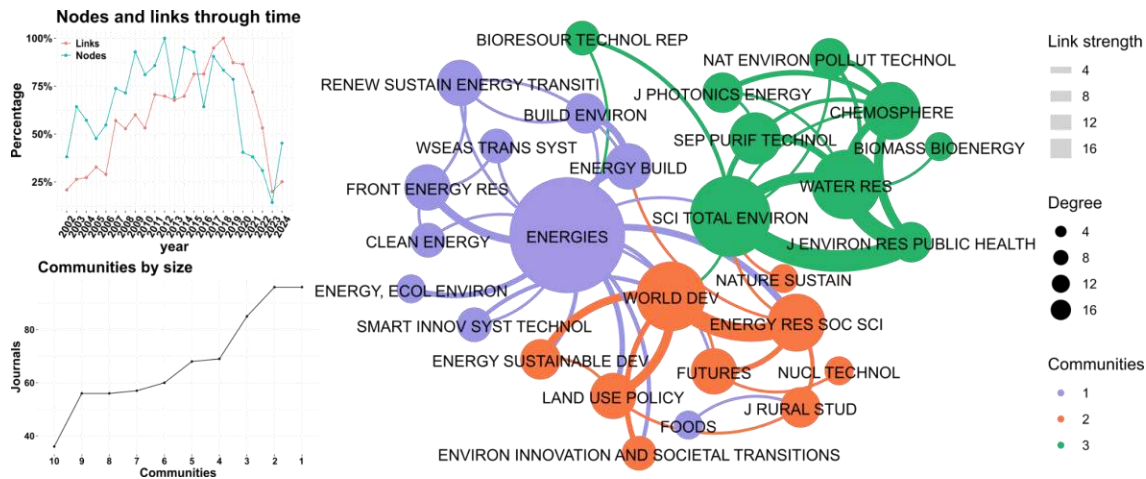


Figure 4. Citation Network of Leading Journals (own elaboration).

Author Collaboration Network

The analysis of the most productive researchers on this topic allows for the identification of academic communities and emerging approaches over time. Table 4 shows the 10 authors with the highest production. The first is Professor Jinhyeok Kim, with 26 publications, and his recent interests are related to the improvement of ecological solar cells (Park et al., 2024). Professor Seung-wook Shin is the researcher with the highest h-index (44), and his recent research has focused on making water electrolysis more efficient for sustainable energy generation (Gaikwad et al., 2024).

Table 4. Top production by author (own elaboration).

Nº	Author	Total Publications	H Index	Affiliation
1	Kim J	26	15	Gwangju Institute of Science and Technology, Gwangju, South Korea
2	Shin S	18	44	Korea Rural Community Corporation, Ansan, South Korea
3	Suryawanshi M	16	40	UNSW Sydney, Sydney, Australia
4	Jang J	14	20	Chonnam National University, Gwangju, South Korea
5	Ferrer-Martí L	12	24	Universitat Politècnica de Catalunya, Barcelona, Spain
6	Karade V	8	24	The University of Toledo, Toledo, United States
7	Domenech B	7	16	Universitat Politècnica de Catalunya, Barcelona, Spain
8	Ghorpade U	7	5	UNSW Sydney, Sydney, Australia
9	He M	7	21	UNSW Sydney, Sydney, Australia
10	Kumar P	7	14	Boston College, Chestnut Hill, United States

Another important aspect for identifying authors is the academic communities that are generated. For example, Figure 5 shows the scientific collaboration network generated by the ego-networks of the top researchers. Three groups are observed in the network: the first formed by researchers Jinhyeok Kim, Seung-wook Shin, Vijay C. Karade, Mahesh P. Suryawanshi, Mingrui He, and Jun Sung Jang, who have common research on improving solar cell efficiency and hydrogen production (Park et al., 2024; Suryawanshi et al., 2024). The second group, which belongs to the same component one, is led

by Professor Pujari Harish Kumar, who is shown as a researcher connecting two groups. That is, although Professor Kumar has worked directly with the professors of the first group, he has also worked with co-authors who have not worked with them. In other words, he is a researcher who serves as a bridge between two groups of researchers. This is because Professor Kumar has focused more on improving renewable energies aimed at hydrogen production (Kumar et al., 2025).

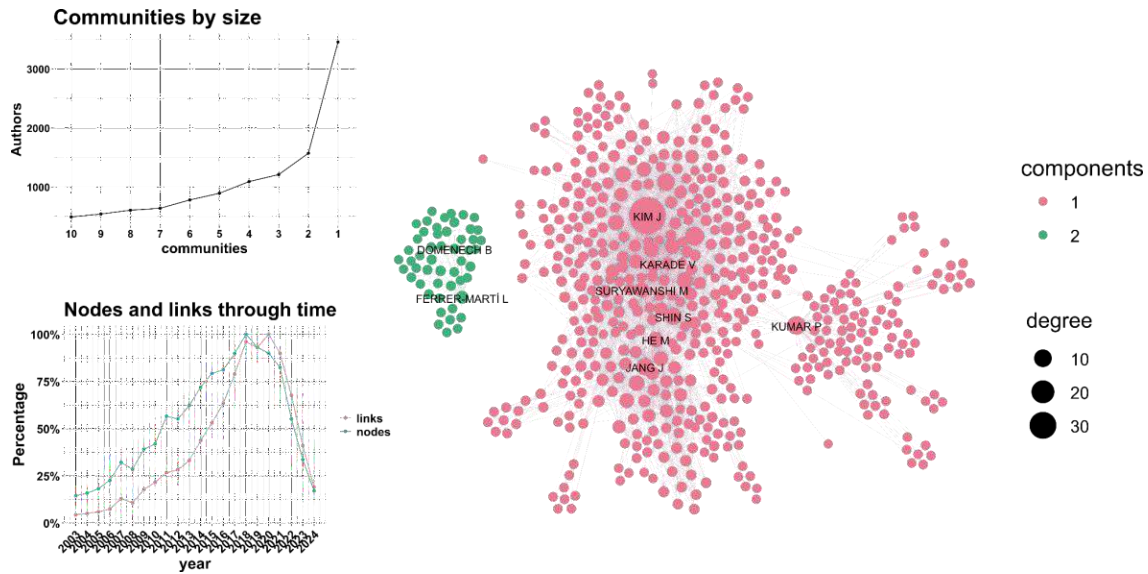


Figure 5. Network Collaboration of the Most Productive Authors (own elaboration).

Tree of Science

Figure 6 shows the citation network analysis corresponding to the branches of the field of study, represented by a thematic cluster structure. Each node in the figure represents a scientific article, its size reflecting the number of citations received; the connections between nodes indicate direct citation relationships. This visualization, generated by the Tree of Science algorithm, allows us to observe how the most recent knowledge on renewable energies, technological access, and community development in rural and indigenous contexts is structured and diversified.

Three main subtopics are identified in the network. The first, represented in purple and grouping 42.87% of the articles, consists of research focused on the optimization of energy systems, rural electrification, technology analysis, and international development. Keywords such as energy, optimization, system, development, electrification, and international reflect an approach oriented towards technical and strategic solutions to expand energy access in remote areas. This thematic line is closely related to what is developed in Branch 1, which addresses models and methodologies for community energy systems.

The second subtopic, visualized in orange and corresponding to 29.15% of the articles, brings together studies that analyze the sustainability of renewable systems, their technical and economic viability,

as well as decentralized generation. Concepts such as renewable, sustainable, systems, generation, assessment, and solar show an interest in adapting energy technologies to local conditions, paying special attention to the balance between efficiency and equity. This thematic line coincides with the approaches developed in Branch 2, oriented towards socio-technical approaches for the implementation of technologies in communities.

The third subtopic, represented in green and comprising 27.98% of the network, focuses on issues related to access to photovoltaic technologies, energy justice, energy transitions, and sustainability in the Global South. Terms such as access, photovoltaic, technology, transitions, countries, and sustain underscore a critical perspective on structural inequalities in energy access. This dimension is directly connected to the topics addressed in Branch 3, focused on the principles of equity, cultural recognition, and community empowerment as axes of a just energy transition.

This branch analysis allows us to visualize how the most current knowledge has been distributed and specialized around various technical, social, and ethical problems. Based on this thematic segmentation, we move towards a structural reading of the scientific field that distinguishes between foundational studies (roots), those that articulate and consolidate knowledge (trunk), and those that open new lines of research (branches).

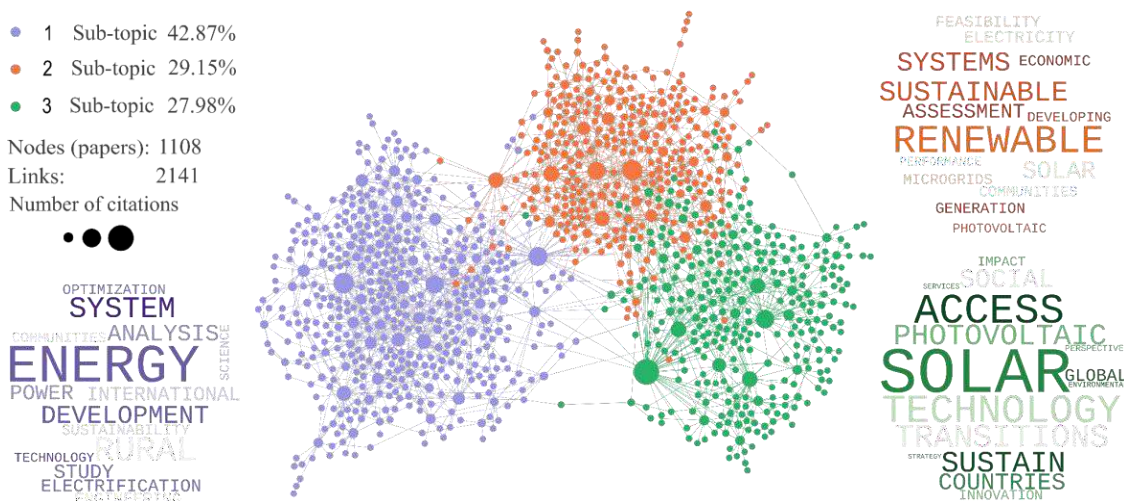


Figure 6. Branches-Citation Network Analysis (own elaboration).

Discussion and Conclusion

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Root

This section explores the foundational roots of the Being-Well concept in relation to the introduction of solar energy and AI in indigenous communities, with an emphasis on the Wayúu indigenous communities of Colombia. Although much of the early literature on rural electrification does not specifically focus on Latin American indigenous populations, it provides a key framework for understanding the technical, social, and regulatory challenges that accompany the arrival of energy technologies in culturally diverse territories. The impact on social changes, behavior, fashion, and the relationships of indigenous people is high. Children at early ages handle social media with such ease that nothing is strange to them, but their worldview is gradually changing, and free time is used with televisions and technological applications; in fact, there is always someone who asks AI a question from their applications. We must highlight that this is the first time in their lives that indigenous people and peasants can light their homes and use electronic devices connected directly to their power outlets. This task of energizing with solar panels is carried out by the State through Ipse, Gensa, Dispac, Fenoge, the Ministry of Mines and Energy, and national energy companies and contractors.

One of the first relevant studies, developed in 2004, analyzes access to electricity in rural and remote areas based on a case study in India. This pioneering work offers an overview of reforms in the electricity sector and regulatory policies that have guided rural electrification (Chaurey et al., 2004); however, Colombia initiated this program two decades ago, but it is now that the program to energize peasant and indigenous communities is at its peak. Complementarily, Wüstenhagen et al. (2007) introduce the concept of social acceptance for renewable energies, emphasizing that while there is general support for these technologies, local barriers persist that can hinder their implementation; precisely in the non-interconnected zone of Colombia, many communities refuse to receive the benefit, fearing the change in mindset that it generates. This approach is key to understanding the possible dissonance between external development logic and traditional cultural practices; it is the confusion of development, progress, and growth. A worldview at risk of changes, shown by Rojas

Quiceno (2013), due to the entry of computers, AI, and devices, as elements that lead to behavioral and thought changes.

With the persistent challenge of energy provision in marginalized areas, research began to focus on sustainable alternatives that also consider social, economic, and ecological factors, noting that the large land extensions of the Wayúu community are also uncultivated lands; their use is exclusively for lambs and goats. In this context, Cherni et al. (2007) propose a decision-support system that evaluates different energy solutions suitable for improving livelihoods, incorporating variables beyond mere technological selection. In turn, community photovoltaic solar microgrids and nanogrids emerge as key tools in rural development processes, especially in isolated contexts (Kirubi et al., 2009). This centralization of photovoltaic systems generates fear but also awakens in some indigenous people the option to train and educate. It is the schools that promote and ask the State for the interconnection of telecommunication networks.

In the Colombian context, recent studies have begun to articulate the energy discussion with a systemic perspective, considering the Energy-Water-Food nexus in rural indigenous communities of La Guajira. One of these analyses examines how solar microgrids and nanogrids and wind energy systems have improved access to water and food, but also warns about ecological risks such as the depletion of local aquifers due to intensive pumping (Granit, 2022). In technological terms, photovoltaic energy has acquired a central role in the La Guajira region, where solar resources are abundant. Vides-Prado et al. (2018) conducted a techno-economic analysis of the installation of photovoltaic solar systems in indigenous communities, evaluating their viability from a perspective of universal, sustainable access adapted to the particular conditions of these territories. Thus, Ipse, Gensa, Fenoge, and the Ministry of Mines, in association with the Mining and Energy Planning Unit -UPME-, through research studies, are giving programmatic meaning to the connection of the national energy system.

Collectively, these foundational studies not only offer a technical and political basis for understanding the processes of rural electrification and the introduction of renewable energies but also open the door to deeper reflections on the acceptance, appropriation, and transformation of technologies in specific cultural contexts. In the case of the Wayúu, these technologies cannot be analyzed solely from their functionality, but from their potential impact on ways of life, the relationship with nature, and the ancestral idea of Being-Well. Thus, the transition to the next section, the Trunk, will allow us to articulate how these theoretical roots have evolved to integrate new narratives, debates, and experiences where technological development, energy autonomy, and indigenous knowledge converge.

Trunk

Building on the foundational roots described earlier, the debate on implementing technologies like solar energy and artificial intelligence in indigenous territories has evolved towards more complex approaches. These consider not only technical and economic viability but also sociocultural, ethical, and political dimensions (Ahlborg & Hammar, 2014). In the case of Colombia's Wayúu communities, this development has materialized within rural electrification projects driven by the State and entities like The Institute for Planning and Promotion of Energy Solutions Ipse, Gensa, Dispac, Fenoge, and Upme, among others. Here, the installation of photovoltaic systems intertwines with discourses of development, inclusion, and modernization (Guerra López, 2023; Rodríguez Zabala et al., 2021).

However, these processes have also created tensions with traditional ways of living, relationships with the environment, and inherent modes of knowing and learning (Escobar, 2010). The indigenous school calls for and requests technological change, while indigenous people, with their female leadership, fear the cultural transformation of the Being-Well communities, the Index of Happiness, and living well. This is considered from the perspective of leading a pleasant life without technological changes and thinking about what happened in Bhutan—a shift in thinking that distorts life standards and leads to desire-driven behaviors, also described by Oliveira Dos Santos & Trigo Aza (2025). By distancing ourselves from the land, from nature, and increasingly living in urban or urbanized rural centers, we have forgotten that we are nature-culture.

In this section, we will explain how these technologies have been appropriated, resisted, or reconfigured in the Wayúu context, revealing a hybrid landscape where ancestry and innovation, territory and digitality coexist (Fernandez Hernandez, 2023). This hybridity is manifested, for example, in the use of cell phones to maintain community social networks, share knowledge in the Wayuunaiki language, or even facilitate political organization processes against extractive projects, and the use of social media and AI. One thing must be clear: communities organize easily through cell phones, and today families seek ownership of televisions to find out what is happening in the national territory.

Stemming from a historical power imbalance between the Wayúu communities and the State, some works have focused their efforts on presenting case studies on the adoption of renewable energies. The main objective is to empower the community through sustainable and culturally relevant energy solutions (Camargo et al., 2016; Jiménez Becerra et al., 2020). These approaches consider that energy, beyond being a technical resource, can become a tool for territorial autonomy, identity strengthening, and the recovery of Being-Well as an organizing principle of collective life.

Next, three main branches that have nurtured this field of study are presented: models and methodologies for designing sustainable energy systems; socio-technical approaches in the implementation of energy technologies; and empirical evidence on the local effects and appropriations of these technologies. The algorithm developed by Blondel et al. (2008) was used to identify the branches of the Tree of Science. The main research branches on the implementation of solar energy technologies in indigenous and rural communities are represented by the three broadest groups in the network, as shown in Figure 6.

Branch 1: Models and methodologies for community energy systems

Various studies have explored how to design sustainable energy systems for rural and indigenous communities, highlighting approaches that integrate technical, social, and environmental criteria; this is the case for Ipse, Fenoge, Upme, and Gensa in Colombia. From hybrid configurations adapted to remote territories (Rai et al., 2021) to methodological proposals based on co-design with the community (Rodolfo Martinez et al., 2023), theory agrees that local participation is key to the success of these projects. Some research incorporates multi-objective optimization models that prioritize job creation and equity (García-Martínez et al., 2022), while others suggest innovative ways of sharing territory, such as agrivoltaics, which combines solar generation with agricultural crops (Choi et al., 2021). These experiences offer valuable lessons for thinking about the energy transition in territories like Wayúu, where solutions must dialogue with the local environment and culture. In this case, photovoltaic solar microgrids and nanogrids were implemented to take advantage of the fact that Wayúu communities are concentrated in isolated sectors of the non-interconnected zone. An exploratory study by researchers from the Ministry of Mines and Energy and Upme, covering basic needs for a population considered vulnerable, the Wayúu, who are in the department of La Guajira, Colombia. And the adjustment that Wayúu teachers have explored to bring technology and information networks, wireless and physical, to schools, and the use of computers and AI-equipped mobile phones in search of contributions to better education, breaking with the indigenous peoples' own models.

Branch 2: Socio-technical approaches in the implementation of energy technologies

This branch brings together research that addresses electrification with photovoltaic solar systems in rural areas from a socio-technical perspective, integrating technical factors with social, environmental, and equity aspects. Some studies highlight the transformative role of solar energy when planned with a perspective where the female gender has great power and importance, as in communities in Pakistan where women have improved their access to basic services thanks to solar

mini-grids designed with an inclusive approach (Khalid et al., 2023). Other technological proposals, such as reversible solid oxide cells, allow for integrated solutions for energy and drinking water, strengthening the resilience of marginalized communities (Baldinelli et al., 2021). Furthermore, agricultural biomass has been evaluated as a viable source of energy for rural communities in Ghana and India, although its viability depends on the economic context and institutional support (Chambon et al., 2020; Odoi-Yorke et al., 2022). Together, these works demonstrate the need to adapt technological solutions to local realities, recognizing that the energy transition is also a social process. The studies and research carried out by the Ministry of Mines and Energy of Colombia significantly cover areas where national interconnection with electricity grids is not achieved. The photovoltaic solar system is seen as the recognition of peasant and indigenous communities from a social aspect to support primary basic needs.

Branch 3: Equity, Recognition, and Justice in the Energy Transition

The debate on the energy transition in indigenous territories cannot be separated from issues of justice and social action. These are proposals for agreements between the State and indigenous leaders. This involves research with geographical rethinking and coverage needs as well as required energy capacity. Various studies have addressed how rural and indigenous communities face inequalities in access, participation, and the benefits of renewable technologies. The department of La Guajira is an area of 20,848 km² (8,049 sq. miles) with desert-type lands and a temperature of 34 degrees Celsius or 94 degrees Fahrenheit. In the case of the Wayúu in La Guajira, Colombia, conflicts have been documented around wind projects that have violated principles of procedural, distributive, and recognition justice (Fajardo Mazorra, 2023). However, it is necessary to justify to the community the social contribution and the contribution to the community, which is not an easy task. At the same time, positive experiences of adopting microgrids and nanogrids are currently highlighted as a model being implemented in the year 2025, community-based systems that respond to the cultural and territorial needs of these communities, although limited by a lack of funding (Granit, 2022). Cases in Canada and the Global South show how institutional support, community ownership, and the design of inclusive policies are key factors in ensuring a just, equitable, and sustainable transition (Leonhardt et al., 2023; Vassiliades et al., 2022). In the words of Hernan Garcia (Hg Ingeniería), the aim is to cover public services supported by photovoltaic solar systems that meet basic needs, or in the words of Suncolombia as a contractor, the objective is for photovoltaic solar systems to achieve a higher efficiency index for a better being well.

The Wayúu indigenous communities of Colombia have historically built a harmonious relationship with nature, based on respect, reciprocity, and their own notion of Being-Well. This state of well-

being, deeply rooted in their cosmovision, has been challenged by the recent arrival of technologies such as photovoltaic solar energy and, with it, television, cell phones, the internet, and, incipiently, artificial intelligence. This article has shown how the foundational roots of energy access in rural contexts have evolved from technical approaches to comprehensive visions that also consider social, cultural, political, environmental, and technological aspects.

Conclusion and discussion

The paths taken by different Wayúu communities in La Guajira, Colombia, allow for the identification of common patterns: the importance of participatory design, the social and technological value of photovoltaic solar systems—in this case, the implementation of microgrids (12 families) and nanogrids (6 families) as decentralized solutions—and the need to align technological innovation with local realities. In the Wayúu case, these technological processes are intertwined with state discourses on development and inclusion, but they also raise questions about the possible transformation of traditional ways of living, learning, and relating to the environment.

This work has shown that the energy transition in indigenous communities must be approached from a justice perspective, which recognizes historical asymmetries and promotes the effective participation of peoples in decisions affecting their territories. Likewise, they have underlined the need to imagine energy futures beyond the merely technical, that integrate cultural diversity, care for life, and respect for ancestral knowledge. Although artificial intelligence has not yet been widely documented in the Wayúu context, its imminent expansion demands critical attention so that its implementation does not reproduce inequalities but, on the contrary, enhances local forms of knowledge and autonomy. We cannot fail to highlight the State's political participation in social investment, energy, and technology of photovoltaic solar systems. This occurs not only in the Wayúu indigenous community, where a large economic and technological investment is being made, but also in peasant communities and sectors without connection to the electrical grid. This work is carried out by the Ministry of Mines and Energy with actors such as Ipse, Gensa, Dispac, Upme, and Fenoge.

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Training in Research in the Face of Possible Scenarios

Vivian Aurelia Minnaard

Universidad FASTA, Argentina

e-mail: minnaard@ufasta.edu.ar Orcid No.: 0000-0002-1805-5785

Guillermina Riba

Universidad FASTA.,Argentina

GUILLERMINARIBA@ufasta.edu.ar, OrcidNo:0000-0002-3133-3890

Valentina Guazzetti

Universidad FASTA.,Argentina

valentinaguazzetti@gmail.com ⁹

Abstract

In the Chair of Scientific Research Methodology, students select a topic of interest and throughout the academic cycle, they transfer the theoretical aspects covered class by class to their annual project. Additionally, the teaching team proposes that students investigate an epidemiological problem identified in 2024. As an objective, it is proposed to analyze the products created by students of the fourth year of Medicine of a Private Management University of the City of Mar del Plata on the Viruela del Mono (Mpox). The research is conducted in a descriptive, longitudinal manner with a sample of 65 students selected non-probabilistically for convenience. Students realize a characteristic by reporting signs, symptoms, risk factors, mechanisms of prevention of treatment, repercussions in society, analyzing the global situation, with a Follow-up for 8 weeks in Argentina of notifications and confirmed cases. With all these data they elaborated a Lotus flower which is a diagram very well implemented as a technique of creativity. This creative technique consists of a central flower with eight petals. In the center, the name of this disease, which has caused alarm in many parts of the world, is placed. In turn, each of these petals is transformed into a new flower containing eight new petals. Thus, the central flower is surrounded by eight flowers. Each petal has a concept associated with MPox, generating surprising productions. Although the technique is the same, the Lotus flowers generated have similarities and differences in terms of the concepts selected by the students' Educating students, future professionals in the follow-up of cases of illness that the WHO has considered to be of importance at a global level, is key to their development in future scenarios that can be identified

Keywords: methodology, research, Mpox, Lotus flower.

⁹ Valentina Guazzetti works as teaching assistants in the Methodology department and is a students of the Medicine degree.

Introduction

Countries are constantly monitoring the epidemiological situation. This allows different actors to be vigilant in their roles regarding different diseases, not only of national but also international interest. In light of the WHO warning that this is a “Public Health Emergency of International Concern (ESPII)”¹⁰ as indicated in the National Epidemiological Bulletin No. 743, SE 06, Year 2025¹¹. Vila, (2024) refers to the origins of this disease and how it spread in different countries of the world, exceeding more than 60,000 cases in the American continent and of these, 2,27 % died. Alfaro Angulo, and Baltodano Nontol, (2024) present a description of this disease, its signs, symptoms and forms of contagion, also pointing out the clades identified with their characteristics. The objective was: to analyze the products created by students of the fourth year of Medicine of a Private Management University of the City of Mar del Plata on the Viruela del Mono (Mpox).

Materials and Methods

The research is conducted in a descriptive, longitudinal manner with a sample of 65 students selected non-probabilistically for convenience. Students realize a characteristic by reporting signs, symptoms, risk factors, mechanisms of prevention of treatment, repercussions in society, analyzing the global situation, with a Follow-up for 8 weeks in Argentina of notifications and confirmed cases.

Results

Students are asked to delve deeper into the topic of Monkeypox. To do so, they conducted a bibliographic search in updated sources. For 8 weeks, the data reflected in the National Epidemiological Bulletin was analyzed, where the information collected on Mpox: confirmed cases and total accumulated notifications by jurisdiction of residence was weekly recorded in a table. The students not only created tables but also developed graphs like the one shown in the Figure. 1

¹⁰ If you wish to expand the information, it is suggested to consult
https://www.argentina.gob.ar/sites/default/files/2024/04/alerta_viruela_simica_16082024.pdf

¹¹ ² <https://www.argentina.gob.ar/boletin-epidemiologico-nacional/boletines-2025>



Figure 1: Number of confirmed cases with follow-up for 8 weeks

The teaching team presents the conditions that the final multimedia presentation must have. The one shown in Figure 2

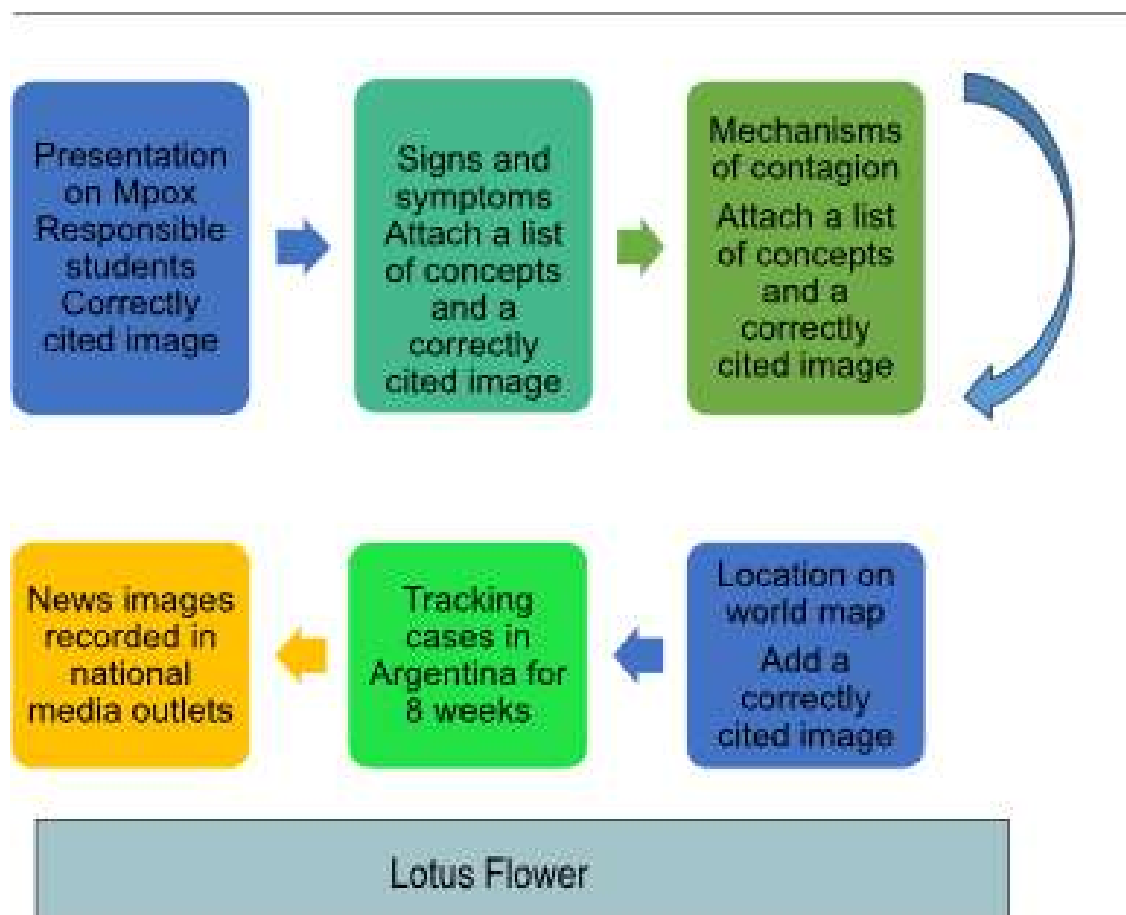


Figure 2: Multimedia Presentation Guidelines

The Lotus Flower is a very particular creativity technique. Michalko (2010 p: 132-135) indicates that this technique is very pertinent when one wants to increase knowledge of the same. The central flower is surrounded by 8 petals that in turn transform into centers of 8 flowers with new 8 petals. Creativity is enhanced by the great dynamism that is perceived when completing it.

In the Figure 3 you can see which concepts associated with Mpox were selected by the students to complete the 8 petals of the central flower.

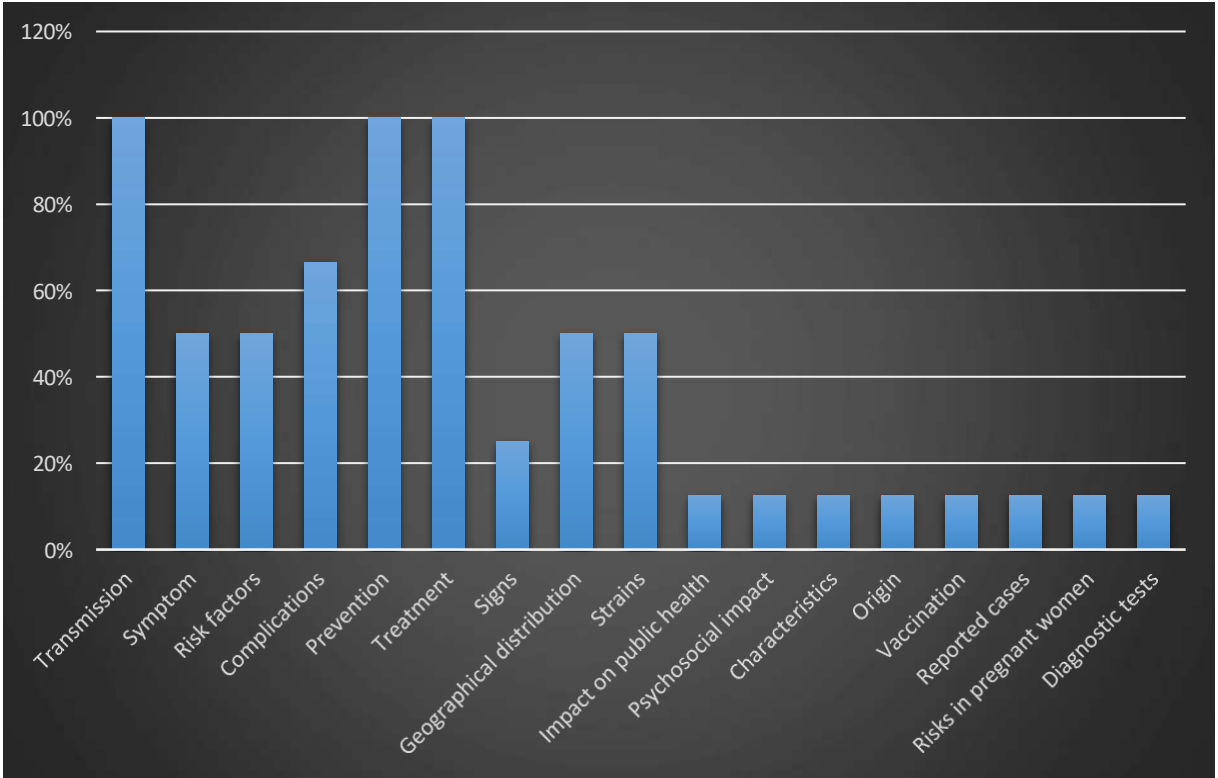


Figure 3: Contents selected by students to complete the 8 petals of the central flower

Below is a summary of how this diagram was completed sequentially. Starting with the central flower with 8 concepts surrounding the central theme such as Characteristics, Geographic Distribution, Treatment, Risk Factors, Symptoms and signs, Prevention, Complications and Transmission.

			Geographical distribution	Characteristics	Prevention			
			Risk factors	Mpo X	Symptoms and signs			
			Treatment	Complications	Transmission			

	Geographical distribution			Characteristics			Prevention	
				Virus	Under epidemiological surveillance			
			Geographical distribution	Characteristics	Prevention	Headache	Fever	Skin rash
			Risk factors	Mpo X	Symptoms and signs		Symptoms and signs	
			Treatment	Complications	Transmission			
	Treatment			Complications			Transmission	

Ruanda	Geographical distribution	Burundi		Characteristics			Prevention	Avoid contact with animals
Kenia	Republic of the Congo	Uganda		Virus	Under epidemiological surveillance	Avoid contact with infectious waste		
			Geographical distribution	Characteristics	Prevention	Headache	Fever	Skin rash
			Risk factors	Mpox	Symptoms and signs		Symptoms and signs	Myalgia
			Treatment	Complications	Transmission	Lymphadenopathy	Asthenia	General malaise
						Direct contact	Bedding	Objects
	Treatment			Complications			Transmission	

South Sudan	Nigeria	Democratic Republic of the Congo		~~Clade I~~	~~Clade II~~	Use of face masks	, Hand washing,	Avoid direct contact,
Ruanda	Geographical distribution	Burundi	Two strains identified	Characteristics	Diagnostic tests to detect other conditions	Covering injuries,	Prevention	Avoid contact with animals
Kenia		Uganda		Virus	Under epidemiological surveillance	Avoid contact with infectious waste	Isolation of infected <u>people</u> .	Disinfecting surfaces.
Pregnant women	Children		Geographical distribution	Characteristics	Prevention	Headache	Fever	Skin rash
Immunocompromised	Risk factors	Close contact with someone infected	Risk factors	Mpox	Symptoms and signs	Odynophagia.	Symptoms and signs	Myalgia
Travel to endemic area,	Health personnel	Multiple sexual partners	Treatment	Complications	Transmission	Lymphadenopathy	Asthenia	General malaise
Analgesia	Antipyretics		Severe scarring, e.g.	Pneumonia,	Skin infections	Direct contact	Bedding	Objects
Cortisone-free eye drops	Treatment	Prevent the sequelae.	Eye infections,	Complications	Meningoencephalitis,	Infected animal meat	Transmission	Transplacental
Antiviral treatment,	Treat the injuries	Treat the infections,	Myocarditis,	Sepsis,	Blindness.	Bites	Scratches.	Perinatal

Figure 4: Sequence in the filling of the Lotus Flower

In this work it is observed that although they have completed most of the concepts, some are still missing.



Figure 5: Examples of Mpox Lotus Flowers made by students of the Methodology
At the end of the activity, the productions are presented, establishing a dialogical and reflective space what was developed.

Table 1 proposed capabilities for students listed in the teaching program that recognise the teaching team that came into play in this activity.

	Yes	No
Identifies and evaluates academic sources associated with the topic.	x	
Processes information associated with the topic selected by his/her work group.	x	
Works in a team, respecting the opinions of theirs peers.	x	
Uses information management strategies respecting the current standards recognized by the Academic Community.	x	
Processes information associated with the topic selected by their work group.	x	
Analyze and interpret the relevant results of epidemiological research.	x	
Investigate available resources, using them according to needs.	x	
Associates' information from scientific articles for data interpretation.	x	
Acquires/strengthens skills for reading and interpreting data reflected in the results of scientific publications.	x	
Strengthens oral and written communication skills	x	

Discussion and Conclusion

Rabanillo Herrero (2018:98) in his Master's Thesis he highlights the value of creativity regardless of the academic level in which the student is. He also highlights that for a teacher the techniques are easy to apply. Hofstadter (2011:8) stands out for his work and one of his chapters refers to Bach and inspires "inquiry and search" and making an analogy with our role within the teaching and learning of the Methodology, they are actions that we permanently carry out to achieve a greater understanding of the students.¹² Antonorsi Blanco (2012) refers to the phases of the creative process, which leads us to the final reflection of our students who have indicated that this proposal allowed them to delve into a topic of epidemiological interest since their training, allowing the Lotus Flower diagram a more comprehensive view. Ordonez (2011) begins his book with the idea of change, where he shares the idea that change is characteristic of today, and if we stop to think about the gradual incorporation of Artificial Intelligence in disciplines and academic centers, as a teaching team it is necessary to constantly update ourselves by looking for resources and strategies that encourage the active, collaborative and reflective work of our students.

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¹² This work by Hofstadter has had a series of editions, the one consulted by these researchers corresponds to the 1st Argentine Edition of the Fabula collection.

An Overview of Publications on Academic Achievement in Türkiye: A Bibliometric Analysis

Zeynep Şimşir Gökarp

Selcuk University, zey.simsir.93@gmail.com, 0000-0003-2353-8922, TURKIYE

Abstract

Enhancing students' academic achievement by providing them with academic knowledge and skills is one of the leading goals of education systems. Therefore, studies on academic achievement have increased from the past to the present. In this context, this study aimed to reveal the studies on academic achievement in Türkiye using the bibliometric method. For this purpose, Türkiye-addressed publications scanned in the Web of Science (WoS) database and published between 1990 and 2025 were analyzed using bibliometric analysis. The data were analyzed using the VOSviewer program. The studies on academic achievement were analyzed according to years, authors, number of citations, journals, institutions, and the most productive authors, institutions, and journals were revealed. Furthermore, co-author, co-citation, and co-word maps were created. According to the results of the study, there are 2420 articles on academic achievement originating from Türkiye in the WoS database since 1990. It was determined that the studies on academic achievement showed an increasing trend overall. Regarding the ranking of productive authors, it was found that there was no linear relationship between the number of citations and the number of articles. It was found that Hacettepe and Gazi Universities were the most productive institutions in academic achievement studies, and the journals of Education and Science and Hacettepe University Faculty of Education were the most productive sources. In the analysis of the common keywords, it was identified that concepts such as motivational meta-analysis and self-efficacy came to the forefront. Based on the findings, some suggestions for researchers were presented.

Keywords: Academic success, academic performance, Turkey, scientific mapping, bibliometric

Introduction

Achievement generally refers to the extent to which individuals attain their goals. In educational settings, it is commonly understood as academic achievement. This can be defined by students' grade point averages, their ability to demonstrate expected behaviors, and the extent to which they meet academic criteria (Duru & Balkıs, 2015). Academic success is

critically important not only for the individual student but also for their family and broader society. A well-educated, academically successful population is considered a key driver of societal development (Yıldırım, 2000).

In contemporary education systems, academic performance—often measured through grades and standardized tests—plays a central role in student selection for higher education. Consequently, academic achievement significantly influences an individual's future career prospects, income level, and overall quality of life (Spinath, 2012). Given these outcomes, academic success holds both personal and societal importance and is widely regarded as the primary goal of education today (Koca & Dadandı, 2019).

Academic achievement is seen as one of the important fields of study in education (Ulubey & Toraman, 2015). For this reason, the number of studies on academic achievement is increasing day by day (Dilmaç & Şimşir Gökalp, 2022). Meta-analysis studies have revealed that academic achievement is related to many variables such as student characteristics, home and family factors, classroom and teacher influence, curriculum, learning strategies, technology use, and out-of-school factors (Hattie, 2023). In addition, some researchers have addressed cognitive and non-cognitive factors affecting achievement (Dilmaç & Şimşir Gökalp, 2022; Khine, 2016). In sum, academic achievement emerges as a result of a complex interaction of intrapersonal and interpersonal factors (Armitage, 2008). Therefore, it is important to investigate the trend of studies on academic achievement and which concepts are studied together with academic achievement. When the literature was reviewed, there was no study examining the trend of studies on academic achievement. The purpose of this study is to examine the overall trends in academic achievement research originating from Turkey and indexed in the Web of Science (WoS) database. Specifically, the study aims to answer the following research questions:

1. How is the distribution of academic achievement research spread across different years
2. Which authors contribute most frequently to academic achievement research?
3. In which journals is academic achievement research most commonly published?
4. Which institutions are most active in producing research on academic achievement?
5. What is the pattern of collaboration among researchers (co-authorship) in this field?
6. What is the distribution of research based on co-citation patterns?
7. What are the most frequently used keywords in academic achievement research?

Method

This study employed bibliometric analysis to examine articles from Turkey on academic achievement published in journals indexed by the Web of Science (WoS). WoS was selected as the data source due to its multidisciplinary structure and its role as a subscription-based scientific citation index that includes high-impact academic journals, conference proceedings, online books, and editorial content across globally recognized indexes such as SCI, SSCI, and AHCI.

While obtaining the data for this study, the “Topic” field was selected in the WoS general search tool. English words related to academic achievement (“school performance” OR “school achievement” OR “school success” OR “academic achievement” OR “academic success” OR “academic performance”) were entered in the search section of the search motor. Some of the studies obtained as a result of the search were included in the analysis while others were excluded. First of all, Turkey was selected as a region from the filtering section in WoS in order to ensure that the studies included in the analysis originated from Turkey. It was ensured that at least one of the authors of the study had a Turkish origin. There were no limitations in terms of the document type, and all kinds of works from articles to book chapters, and conference proceedings to book reviews were included. The output of the studies to be included in the analysis was received on February 17, 2025. Therefore, the studies included in the analysis are the studies included in WoS on and before this date.

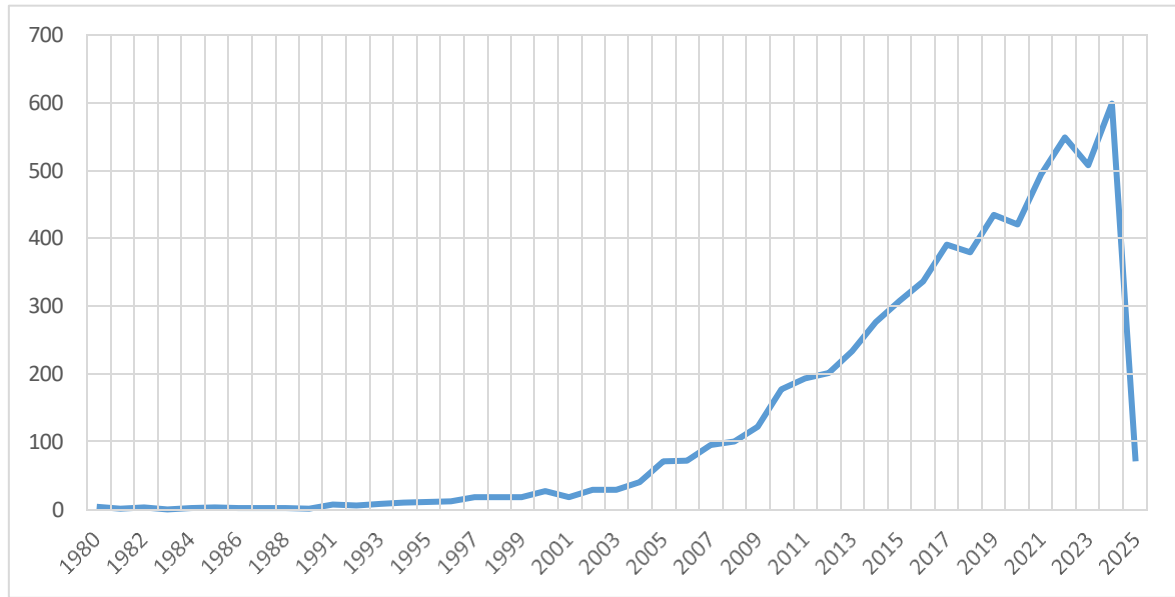
The output (.txt) of the bibliographic data obtained in the study consists of data such as author name, title, author institution, and abstract. The outputs were transferred to the VOSviewer program for bibliometric analysis. As a result of the analysis performed with the VOSviewer program, journal distribution, author rankings, citation rankings, and institutional rankings of the studies were obtained.

Results

1. Distribution of studies on academic achievement by years

The distribution of publications on academic achievement in WoS according to years is presented in Table 1. As can be seen, publications have shown an increasing trend from 1980 to the today. However, it can be stated that there are small fluctuations and decreases in some years. The reason for the decrease in 2025 is that the data is only for the first two months of the year.

Table 1: Distribution of Publications by Year



2. Distribution of studies on academic achievement by authors

The ranking of the authors who published on academic achievement according to the number of articles is presented in Table 2. When the first three authors were examined, it was seen that each of them was a scholar working in the Department of Educational Sciences. The first-ranked author works in the Department of Curriculum and Instruction, the second-ranked author works in the Department of Lifelong Learning and Adult Education, and the third-ranked author works in the Department of Curriculum and Instruction. There is no linear relationship between the number of articles by the authors and the number of citations and link strength. For example, the second-ranked author in terms of the number of articles is the academic with the highest number of citations and the highest link strength.

Table 2: Ranking of the Most Prolific Authors in Academic Achievement Research

Order	Author	Number of articles	Number of citations	Strength of connection
1.	Veli Batdi	18	204	5
2.	Murat Balkis	17	454	12
3.	Hatice Yildiz Durak	15	373	0
4.	Erdinc Duru	12	327	13
5.	Gokmen Arslan	12	244	3
6.	Engin Karadağ	11	59	0
7.	Tarik Talan	9	188	5
8.	Mehmet Baris Horzum	9	118	0
9.	Ibrahim Yildirim	9	330	0
10.	Ramazan Yilmaz	9	118	0

3. Distribution of research on academic achievement by journals

The ranking of journals in WoS in terms of the number of articles on academic achievement is presented in Table 3. As can be seen, Education and Science, which is the only journal in Türkiye that is indexed in SSCI, takes the first place in terms of the number of articles. This is followed by Hacettepe University Journal of Education and Educational Sciences-Theory & Practice. Among the top ten journals in WoS where Turkish scholars publish on academic achievement, eight of them are Turkish journals and two of them are journals founded by foreigners. This shows that Turkish academics prefer Turkish journals more when publishing their studies on academic achievement.

Table 3: Journals Publishing the Most Studies and Number of Citations

Journal name	Number of articles	Number of citations	Strength of connection
Education and Science	121	785	45
Hacettepe University Journal of Education	75	340	33
Educational Sciences-Theory & Practice	73	486	13
Eurasian Journal of Educational Research	64	582	18
Education and Information Technologies	60	819	10
Pamukkale University Journal of Education	44	109	15
Cukurova University Faculty of Education Journal	34	91	8
Pegem Journal of Education and Instruction	28	85	7
Innovation and Creativity in Education	26	132	5
Journal of Higher Education	25	59	2

4. Distribution of research on academic achievement by institutions

The ranking of publications on academic achievement according to institutions is presented in Table 4. As can be seen, the institutions with the highest number of publications are Hacettepe, Gazi and Ankara University, respectively. Looking at the list, it is seen that all of the universities included in the ranking are long-established public universities in Türkiye. When we analyze the list in terms of the number of citations and link strength, it can be said that Hacettepe University ranks first by far ahead of other universities. Atatürk University also stands out in terms of the number of citations and is ahead of other universities.

Table 4: Article Rankings of Institutions

Order	Institutions	Number of articles	Number of citations	Strength of connection

1.	Hacettepe Üniversitesi	168	2118	47
2.	Gazi Üniversitesi	117	943	13
3.	Ankara Üniversitesi	86	826	19
4.	Marmara Üniversitesi	84	608	18
5.	Ataturk Üniversitesi	77	1091	14
6.	Ortadoğu Üniversitesi	56	398	12
7.	Ege Üniversitesi	56	515	15
8.	Dokuz Eylül Üniversitesi	55	693	22
9.	Akdeniz Üniversitesi	55	363	9
10.	Sakarya Üniversitesi	53	620	11

5. Distribution of research on academic achievement according to collaborative studies (Co-author)

Information on the collaborations between authors publishing on academic achievement is presented in Figure 1. It is seen that the collaboration of authors is very weak.



Şekil 1: Yazarlar Arası İşbirliği

6. Distribution of studies on academic achievement according to co-citations (co-citation)

The findings of the co-citation network analysis of publications on academic achievement are presented in Figure 2. During the analysis, the minimum number of citations was set as 50 and 70 works emerged. When the citation network map is examined, it is seen that methodology and analysis books

and Bandura are cited the most.

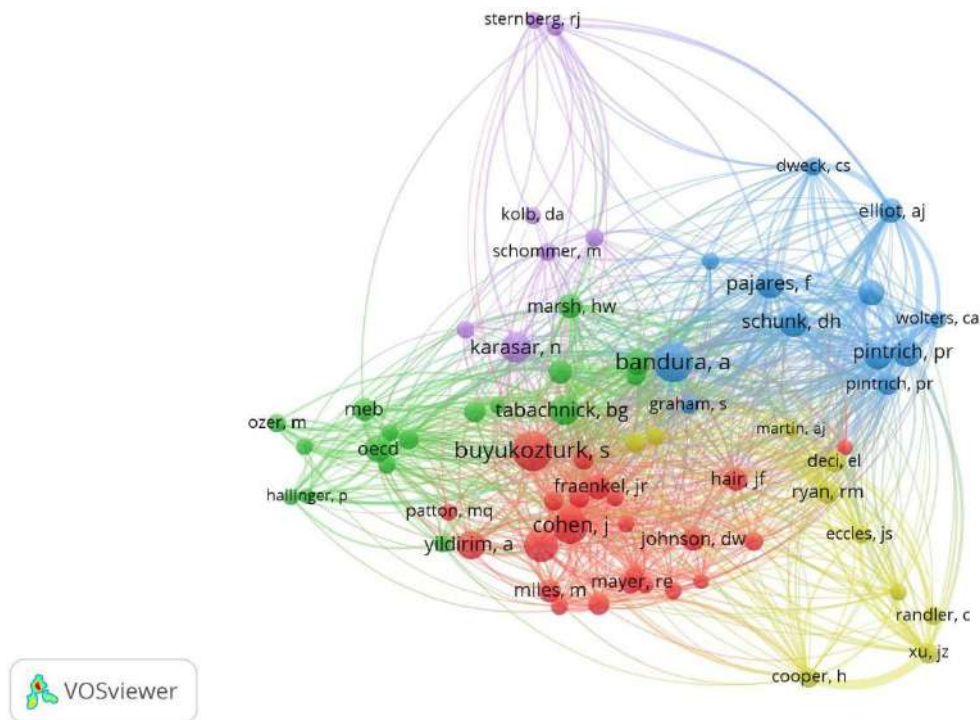
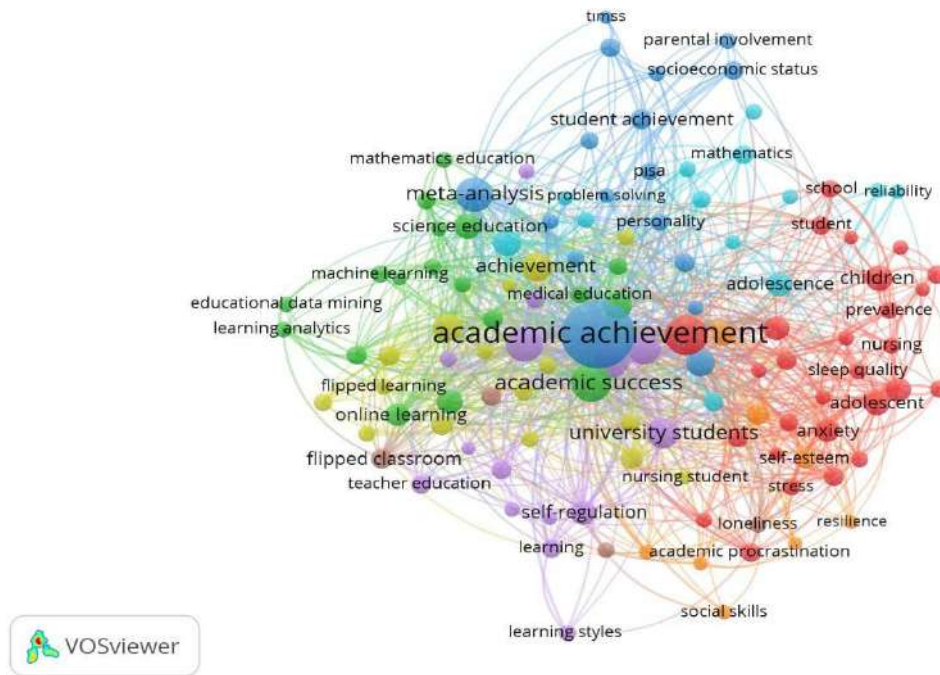


Figure 2: Co-Citation Network

7. Distribution of studies on academic achievement according to common keywords used

Distribution of studies on academic achievement according to common keywords used

The findings of the common word network analysis of publications on academic achievement are presented in Figure 3. The minimum number of repetitions was determined as 10 and 119 words emerged as a result of the analysis. In the word map, it is seen that concepts such as motivation, meta-analysis, self-efficacy, gender, university students, achievement, and attitude are repeated more frequently. When the colors in the map are examined, it is noteworthy that the red area includes studies related to psychological problems, the green and yellow areas include learning methods, and the blue Area includes international exams.



Discussion and Conclusion

This study aimed to identify prevailing research trends on academic achievement in publications originating from Turkey and indexed in international journals, using a bibliometric approach. Through scientific mapping based on publication years, author and institutional citation rankings, collaboration networks, and keyword co-occurrences in the Web of Science (WoS) database, the study provides insights into the scholarly output in this field. The visualization of these trends offers valuable information for identifying underdeveloped research areas and supporting evidence-based strategic planning.

The analysis revealed that scholarly publications on academic achievement began around 1980 and have shown a steady increase over time. This trend is consistent with the growing individual and societal emphasis on academic success in Turkey. The authorship analysis indicated that scholars affiliated with departments of Educational Sciences are the most prolific contributors, likely due to the natural alignment between academic achievement and educational topics such as learning processes, instructional environments, teaching methods, learning models, and educational policy.

Journal analysis showed that most articles were published in high-impact educational journals indexed in SSCI and ESCI, highlighting the academic rigor of this research area. In terms of institutional output, universities such as Hacettepe, Gazi, and Ankara—renowned for their long-established faculties of education—were found to be leading contributors. Despite

this productivity, the co-authorship network analysis revealed limited collaboration among authors, suggesting an area for improvement in scholarly cooperation.

Citation analysis indicated that the most frequently cited authors were international experts in research methodology, suggesting a reliance on foundational methodological literature. Lastly, the keyword co-occurrence analysis revealed diverse thematic clusters, visually represented by different color-coded networks, illustrating the multidimensional structure of academic achievement research.

In conclusion, this study offers a comprehensive overview of academic achievement research conducted in Turkey and published in international journals, highlighting key patterns and gaps that can guide future research and policy development.

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Cartoons in Teaching Turkish to Foreign Children: Rafadan Tayfa

Example...

Sedef GÖLTAŞ

sedef.goltas@avrasya.edu.tr, 0000-0001-7486-6489, TURKEY

Avrasya Üniversitesi

Abstract

Today, children prefer to watch cartoons the most. The effects of these productions, which occupy a large place in the children's world, on education have become an interesting research topic. From this point of view, different methods and materials are used in teaching Turkish to foreigners. Among these materials, cartoons have an important place. Especially cartoons can be considered as an effective resource in language teaching. TRT archive has a very rich content in terms of cartoons that can be used in teaching Turkish to foreign children. Various studies on this subject show that cartoons contribute positively to the language learning process.

In this study, the cartoon movie 'Rafadan Tayfa' broadcasted on TRT was analyzed and its benefits in terms of teaching Turkish to foreign children were examined. In the paper, the role of the cartoon in language teaching was emphasized and evaluations were made on the determined episodes. In the research, especially the episodes named 'Bee in the Room, Rafadan Radio, Mind Library, Circle and Stone, Victory of Malazgirt' were taken as basis. Firstly, the content of these episodes was introduced, and then the results about the general gains offered by the cartoon in terms of language teaching were reached. As a result of the research, the fluent and didactic language of the cartoon was found to be very useful for foreign children.

Keywords: Turkish teaching, children, foreign, cartoon, Rafadan Tayfa.

Introduction

Many different methods and techniques have been developed and applied in foreign language teaching over time. These methods have been continuously developed and made more effective in line with the experiments conducted in the past and the results obtained (Taştan, 2022).

The methods used in teaching Turkish to foreigners may have different effects on different age groups. In particular, one of the most effective methods for attracting children's attention and developing their hearing and speaking skills is the Auditory and Visual Method. Thanks to this method, children can focus on language learning more easily.

People have to fulfill certain developmental tasks in every period of their lives. The science of psychology reveals the conditions under which and the rates at which these tasks are

completed through observations and experiments. Among these tasks is language development, which is expected to take place at certain age intervals. At this point, psycholinguistics (psycholinguistics), a field where psychology and linguistics intersect, emerged (Taştan, 2022).

Babies first make a variety of sounds during the "chirping phase" and gradually begin to produce phrases such as "agu". Around one year of age, they enter the "one-word phase" and soon begin to form "two-word sentences". As their vocabulary increases, they enter the "telegraphic word stage" and finally reach a stage where they can form longer, meaningful sentences (Cüceloğlu, 2009). This process is called "language acquisition" and develops spontaneously and naturally thanks to the individual's innate language ability. Teaching foreign languages to children requires not only a good knowledge of language teaching methods, but also a sound knowledge of child development. The attention given to them should be shaped in line with their age-appropriate capacities and the relationships they establish with their social-cultural environment (Vanthier, 2009, p. 17).

On the other hand, the process of "language learning" does not happen naturally. It is guided by a teacher, a specific program is followed and various methods and materials are used. In language learning, it is of great importance that the individual participates in the process consciously, willingly and actively. One of the common points that children have in this period is their interest in cartoons. This commonality leads to the use of cartoons in language teaching as an element that supports learning a common foreign language (Philp, Mackey, & Oliver, 2008).

Cartoons are one of the important tools that attract children's attention and support foreign language learning. The fact that they contain both auditory and visual elements contributes to the development of children's listening skills. In addition, language skills learned with auditory and visual support are further reinforced through reading and writing processes.

Children spend an average of one hour or more a day with television and other technological devices (Gündoğdu et al., 2016). According to a study conducted with 452 primary school students, 90.7% of children watch cartoons (Bold & Paker, 2007).

Cartoons play a major role in the self and personality development of preschool children because children in this age group cannot fully distinguish between imagination and reality. It is inevitable that a child who watches cartoons in front of the television for more than three hours a day will be affected by visual and verbal stimuli and behavioral patterns (Özyürek & Tecim, 2011).

According to studies in the literature, Meller (1996), Gentile and Walsh (2002), Ayrancı, Köşgeroğlu and Günay (2004), Büyükbaykal (2007), Akçay and Özcebe (2012), Özakar and Koçak (2012) found an increase in impulsive and aggressive behaviors in children affected by violent themes on television. In 2008, with the establishment of TRT Çocuk (cartoon channel), TRT's support for domestic cartoons increased and the market in this field grew. In this context, many cartoons such as Maysa and Bulut, Rafadan Tayfa, Küçük Hezarfen, Dede Korkut and Pepee were introduced to children (Alicenap Taş, 2015).

According to Aytan and Tuncel (2015, p. 246), cartoons make an important contribution to teaching Turkish as a foreign language. While the participants in the study gave mostly correct answers to the questions about cartoons, the number of incorrect answers remained quite low. Likewise, they showed high success in the questions that required them to choose verbs based on the cartoons they watched. The participants were able to establish a strong connection between visual materials and written texts, which supported the learning process. In line with these findings, it was concluded that cartoons can be more effective and efficient when used in teaching Turkish to foreigners in accordance with age and language level. From this point of view, in this study, the contributions of Rafadan Tayfa, one of the most watched cartoons, to Turkish teaching were examined.

Method

This study was conducted with a descriptive approach in the survey model. Five of the 127 episodes out of 127 episodes in 10 seasons of the cartoon movie "Rafadan Tayfa" broadcast on TRT Children's channel were selected and watched by random selection method. In this study, document analysis method, one of the qualitative research methods, was used. Document analysis is a method of carefully and systematically analyzing the content of all types of written, printed and electronic documents (Corbin & Strauss, 2008).

Document analysis is divided into two groups according to its nature and setting:

Document analysis by nature:

- Those based on writing (such as texts, books, encyclopedias, reports, dictionaries, journals, diaries),
- Those based on visuals (such as photographs, posters, maps),
- Those based on sound (such as sound recordings, music broadcasts, radio broadcasts),

- Audiovisual (such as documentaries, TV programs, videos, feature films).

Document analysis according to its environment:

- Written (such as books, reports, journals),
- Film-based ones (such as photographs),
- What is on the computer (such as databases),
- Portable magnetic ones (such as CDs, flash drives) (Geray, 2006)..

Results

RAFADAN TAYFA

Rafadan Tayfa is a Turkish animated series that started airing on TRT Çocuk channel on December 1, 2014. Produced by ISF Studios, the series is produced and directed by 'İsmail Fidan' and most of the scripts are written by 'Ozan Çivit'. The animation 'Produced in Ankara' is about the adventures of a group of friends living in a neighborhood on the Asian side of Istanbul.

The series also has different series such as 'Ramazan Tayfa, Traffic Tayfa and Digital Tayfa'. The cartoon series, which lasted a total of '10 seasons and 127 episodes', was removed from TRT Çocuk's broadcast stream on September 1, 2023, but was later added again.(Wikipedia)

Subject.

The cartoon series Rafadan Tayfa is about the fun and adventurous events that happen to a group of friends consisting of four children. The series reflects the neighborhood culture of the 1980s and 1990s, sincere human relations and the warm neighborhood environment of that period on the screen.

The name of the group came about during the search for a name while shooting a movie in an episode. Hayri, one of the characters, mistakenly used the expression "Rafadan Tayfa" instead of "Kafadan Tayfa" due to hunger and this name was accepted as the name of the group.

Living in a neighborhood on the European side of Istanbul, this group of friends experience funny and exciting adventures in their daily lives. The series narrates these events in an entertaining and impressive way, while at the same time conveying to the audience the neighborhood relations, neighborhood culture and sincere friendships of the past years. Also, at the end of some episodes, important lessons are taught to the viewers. (Wikipedia)

Bee in the Room



Mert and Hayri play chess at home. When Hayri says that he is bored of Mert not making any moves, Mert states that he looks at it from a strategic point of view and that is why he plays late. When Hayri asks 'what is strategy', Mert replies that 'strategy is the plan made in advance to achieve the goal'. Here, explaining the unknown word is an important point for children to develop their vocabulary. During the game, they plan a strategy to take the bee that enters the room out of the window. In the meantime, information is given about the type of bee, its sound, its way of life, its behavior and its importance in nature. This is a positive result in teaching Turkish to foreign children in the beginning.

Circle and Stone



Mert, Hayri and Akin saw a circle and a stone neatly drawn in the middle of the street. They started to come up with ideas to find out why this circle was drawn and why the stone was placed in the center. At that moment Kamil shows up with a book about a meteor shower. According to Kamil, this stone is the last piece of a huge meteorite. Hayri, not believing it at all, asks where the rest of the meteorite is. Kamil gives detailed information about the formation and disintegration of the meteorite. These discourses and the visuals supported by these discourses are very useful for foreign children to understand Turkish better.

Radio Rafadan



Mert, Hayri and Kamil decide to make a radio program. Mert, Hayri and Kamil joined the program as guests. Mert asked the guests to tell a story. Kamil and Hayri said that it was their first time in such a project and they were excited. The children told about their dreams and the insects they saw, but they decided that the radio program would not work this way and decided to continue with another topic. In this section, both daily information and terminological concepts are given about the radio program, what to talk about, what kind of style to use, and which topics will attract attention.

Mind Library



Mert, Hayri, Kamil, Akın are sitting at home because it is raining outside. Hayri is complaining about the rain; Kamil is making a paper boat to float in the water that accumulates after the rain; Mert is reading a book called 'SCIENCE'. Mert explains the concept of mind library he read in the book and tries to focus by controlling his mind as he learned from the book. They then decide to play the 'name-city-plant' game to reveal learned knowledge. While Hayri, Kamil and Akın had difficulty in playing the game, Mert focused as he had learned from the book, remembered the information in his mind immediately and finished the game in a short time. Both the animations and the concepts are very explanatory.

Malazgirt Victory



A radio program organizes a quiz show and Kamil will participate in the radio show on August 26. The children immediately looked at the importance of August 26th in history. On August 26, 1071, Sultan Alparslan opened the gates of Anatolia to the Turks with the Malazgirt Victory. Kamil thought that this information would not be enough and said that he was going to study at home, but Mert convinced his friend by saying 'we cannot let you study alone, we will study together'. All the friends went to the library and studied together. On the way to the radio program the next day, Akın gives historical information from the intersection of Anatolia's historical trade routes to the fact that Anatolia has been home to Byzantines and Romans in history. The intelligence, war strategies and warrior structures of Turks were also mentioned. It is very useful to give information about Turkish culture and history rather than teaching Turkish to foreign children.

Discussion and Conclusion

TRT cartoons can be used as an effective material in teaching Turkish to foreign children. These movies support the language learning process by providing children with continuous exposure to Turkish. Especially by playing an important role in the development of listening and speaking skills, they can contribute to foreign children learning Turkish in a more natural and fluent way (Taştan, 2022). Rafadan Tayfa has a very fluent and didactic language; the absence of violence in the cartoon can be seen as binding for children. In addition, new concepts and terminology can be useful for foreign children to learn from Turkish sources. Murat and Bal (2021) stated that while benevolence, respect and patience stand out as the basic values in the episode 'Circle and Stone', there are other important values such as friendship, love, justice, honesty and responsibility; since the children of the neighborhood have self-control skills, it is clearly seen that these values are naturally experienced in their daily lives.

According to Aydođan & İnce Samur (2021), in the episode 'Radyo Rafadan', it is thought that the necessity of communication instead of violence is encouraged to solve problems related to life. It was concluded that the Rafadan Tayfa team created an activity based on direct communication with their radio program and that there was no element of violence in the episode.

This cartoon can help children develop their vocabulary and support their transition from abstract concepts to concrete meanings. In particular, Ege and Gaga characters' thinking aloud in the face of the events they encounter was visualized and presented to the audience with cartoon animation techniques. In this way, abstract concepts were made concrete and visual and auditory support was provided for children to better comprehend the language. Especially for children who are in the process of learning a foreign language, such narratives can provide great convenience in terms of making sense of concepts and learning in context. Think aloud sections can guide children in understanding the relationships between events, while at the same time contributing to strengthening their communication skills by reinforcing their vocabulary knowledge. Thus, children in the process of learning a language are provided with both a fun and instructive experience (Tařtan, 2022).

Goltas (2021) also examined Rafadan Tayfa in her study on gender inequality in cartoons. Goltas concluded that the visuals in the analyzed cartoons were created according to the widely accepted norms in the society. For example, the female characters usually have long hair and wear skirts or dresses, while the male characters mostly prefer clothes in shades of blue. This can be considered as a view that universally accepted rules will be considered normal by foreign children..

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Assessment of Public Administration Reform Policies in Kosovo within the Framework of the EU Integration Process

Arianisa Ramadani

St. Kliment Ohridski, N. MACEDONIA

e-mail: arianisa2.ramadani@universitetiaab.com, Orcid No: 0009-0005-5810-304X

Abstract

This paper aims to assess public administration reform policies in Kosovo in the context of the European Union (EU) integration process. Public administration reform has been one of Kosovo's main priorities in its efforts to meet the EU membership criteria, focusing on improving the efficiency, transparency and accountability of state institutions. This paper examines the implementation process of these policies and assesses their impact on meeting EU requirements, with a particular focus on the impact at the administrative, legislative and institutional levels. Through an in-depth analysis of documents, policy reports, international institutions and through an analysis of the academic literature on public administration, the paper identifies the challenges and obstacles that Kosovo has encountered during the implementation of the reforms. A comparative analysis with other Western Balkan countries, which are also in the integration process, provides a broader perspective on the effectiveness of the reform policies. This analysis also examines the role of international agencies, particularly the EU, in supporting these reforms and monitoring progress. The policy assessment is based on an analytical methodology, which includes a qualitative research approach. The paper focuses on identifying factors that have influenced the success or failure of these reforms, including lack of resources, weak institutional capacities and political uncertainty. The paper also provides recommendations for improving these policies and strengthening Kosovo's institutional capacities to meet EU requirements and ensure a more sustainable and efficient public administration. This analysis contributes to the academic literature on public administration and the European integration processes of the Western Balkan countries, by providing a deep and detailed understanding of the dynamics of public administration in the context of integration challenges.

Keywords: Public administration reform, European Union integration, Kosovo, Public policy

Introduction

Public administration reform is one of the key aspects of Kosovo's integration process into the European Union (EU). Despite the numerous challenges that the country has faced in this regard, public administration reform remains one of the main priorities for achieving EU requirements. Also, for improving the efficiency, transparency and accountability of state

institutions. This paper aims to analyze public administration reform policies in Kosovo and their impact on the EU integration process, focusing on the assessment of the implementation of these policies, the challenges encountered and recommendations for improving these reforms. The European integration process has been a powerful driver of reforms in the public administrations of the Western Balkan countries, including Kosovo. As part of the conditions for membership in the European Union, these countries have committed to transforming their public administration in order to comply with European standards. This transformation focuses on increasing transparency, improving institutional efficiency and strengthening accountability mechanisms (Robaj, 2024).

Transparency and accountability are fundamental elements for building an efficient public administration in the Western Balkan countries, especially in the context of reforms aimed at meeting European Union standards. These principles help create institutions that act with integrity and serve citizens, becoming better prepared for the challenges of European integration (Jashari & Pepaj, 2018; Meyer-Sahling, 2009). Several authors analyze the current situation of public administration in Kosovo and the challenges related to the European Union integration process. They emphasize that, although efforts have been made to modernize administrative structures and improve the provision of public services, the implementation of reforms often remains partial and fragmented due to the lack of institutional capacities and the influence of party politics on the administration. Also, according to the authors, the role of the European Union is as a driving factor for reforms through political pressure and technical assistance, emphasizing that the EU's influence has limited effect in the absence of domestic political will for deep structural reforms (Haliti, Abdullahu, & Asllani, 2020).

Public management and administration encompass a wide range of theoretical approaches, the most prominent of which is New Public Management (NPM). NPM emphasizes efficiency and managerial practices modeled after the private sector. This approach is particularly relevant for Kosovo, where reforms have focused on adopting modern management techniques and promoting greater transparency and accountability within the public sector. Moreover, in the context of European integration, administrative theories guided by EU standards play a crucial role. A key element of this process is the approximation of national laws and policies to those of the European Union, prioritizing modernization and increasing efficiency in the delivery of public services.

The academic literature on public administration reform and the European integration process has covered the Western Balkans region extensively, providing a solid basis for understanding the challenges and opportunities facing these countries. In the case of Kosovo,

European Commission reports highlight that public administration reforms are essential for meeting EU membership criteria, particularly in areas such as transparency, effective resource management and the fight against corruption. The literature identifies several key obstacles, including limited institutional capacity, political uncertainty and lack of inter-institutional coordination – all of which have hindered the successful implementation of reforms.

This study is important for two main reasons: first, because of the impact that public administration reform policies based on European Union standards have; and second, because it provides an in-depth analysis of how these policies are implemented in a complex and often unstable political and institutional environment. Furthermore, the importance of this research lies in its focus on promoting a more efficient and accountable public administration in Kosovo – a key component for the country's progress towards European integration.

The purpose of this paper is to assess the public administration reform policies in Kosovo and their impact on the European Union integration process. Part of this assessment will be to analyze the implementation of these policies, identify the main challenges and provide recommendations for their improvement. This research will attempt to provide an in-depth and objective assessment of administrative reforms.

The study aims to find answers to the following research questions:

1. What are the main public administration reform policies in Kosovo that are related to the European Union integration process?
2. What are the main challenges and obstacles that Kosovo has encountered during the implementation of these policies?
3. How do international agencies, especially the European Union, influence the support of these reforms and the monitoring of progress?
4. What recommendations can be offered for improving public administration reform policies in Kosovo in the context of its EU integration?

Method

This research uses the qualitative part to analyze public administration reform policies in Kosovo and their impact on the European Union integration process. This methodology will help to provide a complete and in-depth overview of the implemented policies, the challenges and factors that affect their success, as well as provide recommendations for improving existing policies. Therefore, the research will follow the qualitative part, where policy documents will be analyzed, to assess the progress of the reforms. The qualitative part will focus on the analysis

of policy documents and international reports related to administrative reforms, analyzing the main messages, goals and progress achieved. This analysis will be based on theories of public administration and public management, especially those related to the European integration processes. Two main groups are important in this research: experts and professionals who are directly involved in the implementation of public administration reforms in Kosovo and policy documents that cover the reforms. The experts include academics who support the reforms and have researched in the field of public administration and European integration. The second group consists of policy documents and reports from international institutions such as the European Commission and other organizations that monitor public administration developments and Kosovo's European integration processes.

Results

In this section, the main research findings that were reached through the analysis of documents, articles and books are presented. The results are divided into several main parts, which reflect the research questions and objectives of the study.

Q1: What are the main public administration reform policies in Kosovo that are related to the European Union integration process?

One of the main findings of this research is that public administration reform policies in Kosovo are designed in line with EU requirements, but the implementation of these policies has encountered some significant difficulties. At the administrative level, there have been efforts to modernize structures and increase the efficiency of public services, but the main challenges have included the lack of financial resources and human capacities. In addition, there have been difficulties in coordinating between different government institutions and international agencies. A concrete example of reform policies is the establishment of the Agency for Public Service Management, which aims to improve transparency and increase the efficiency of the administration. However, its implementation has been hampered by the lack of proper training and by political pressure that has affected the independence of the agency. The transformation of public administration in Kosovo should be oriented towards the creation of a civil service based on professionalism, where appointments and promotions of staff are based on merit and skills, avoiding political interference. Political influence in the administration has been identified as one of the main obstacles that has prevented the building of a functional and independent administration.

According to Batalli (2022), public administration reforms require professionalization of civil servants and improvement of institutional capacities, underlining that the politicization

of the administration has been one of the main obstacles to the development of an effective and independent administration. In order to meet the requirements of the European Union integration process, it is essential for Kosovo to build sustainable institutional capacities. This includes continuous training for the public administration and the definition of clear professional standards, in order to effectively implement EU legislation (Batalli, 2022). According to the European Commission's 2023 report, Kosovo has made limited progress in meeting the necessary standards for EU membership, highlighting the need for further reforms in public administration and strengthening institutional capacities (Komisioni Evropian, 2023).

Meanwhile, the European Commission report (2019) highlights the need to improve the organizational structure of public administration, including a clear separation of functions and responsibilities. It also emphasizes the need to create a legal framework that guarantees a fair and transparent process in the recruitment and promotion of civil servants, as well as reducing political influence in decision-making (European Commission, 2019). One of the main challenges hindering the progress of reforms in Kosovo's public administration is the acceptance of corruption as part of institutional structures and the lack of transparency in the management of public finances. In the absence of accountability and integrity in administrative activity, meeting the criteria for integration into the European Union becomes impossible (Limani, 2017).

Q2: What are the main challenges and obstacles that Kosovo has encountered in implementing these policies?

From the analysis of documents, articles and books, several main challenges and obstacles have been identified that have affected the implementation of public administration reforms in Kosovo. These challenges can be summarized in four main categories:

The lack of financial resources and institutional capacity constitutes one of the main challenges in the effective implementation of reform policies in Kosovo's public administration. Although the European Union has provided assistance through financial support and technical assistance, there is still a significant gap between real needs and capacities for sustainable implementation of reforms.

Institutionalized corruption continues to be a serious obstacle to the implementation of administrative reforms. Despite efforts to improve transparency and accountability, mismanagement practices and the lack of effective mechanisms for punishing violations remain a concern.

Political instability and lack of institutional stability have negatively affected the reform process. Frequent changes in leadership and an unstable political climate have created

difficulties in consolidating long-term reforms and in building a functional and sustainable administration.

Limited institutional capacities and the lack of qualified personnel in public administration constitute a major challenge in the process of harmonizing domestic legislation with that of the European Union. These shortcomings hinder the effective implementation of reforms and delay the fulfillment of the standards required for integration (Selaci, 2020). Thus, the author argues that the lack of professional capacity in Kosovo's public institutions is one of the biggest obstacles to meeting EU membership criteria, underlining the importance of continuous staff training and building a sustainable administration. According to the European Commission (2019), the process of approximation of legislation with that of the European Union and the implementation of reforms in Kosovo are hindered by the lack of effective coordination between institutions as well as deficiencies in accurate translations of legal acts (European Commission, 2019). The implementation of the decentralization process in Kosovo has often been partial and poorly coordinated, with a lack of technical and financial support for municipalities, which has negatively affected the quality and efficiency of public service delivery (Shasha, 2020).

Q3. How do international agencies, especially the European Union, influence the support of these reforms and the monitoring of progress?

Another important aspect of the research is the influence of international agencies and the EU on the public administration reform process in Kosovo. The findings show that the role of the EU has been quite important in supporting the reforms, but there has also been criticism of the EU's undefined influence on some aspects of the reform process. For example, the European Commission has provided financial support for various projects, but there has been a lack of in-depth monitoring and assistance in managing the implementation of the reforms. Representatives of international institutions, it is clear that there is a high commitment to help Kosovo meet EU standards, but the frequency of changes in domestic policy and the influence of domestic political factors have meant that support has been fragmented and without proper coordination. According to the European Commission (2019), the EU provides technical assistance, financial assistance and political guidance to Kosovo through the Instrument for Pre-Accession Assistance (IPA), aiming to build a sustainable public administration in line with European standards (European Commission, 2019). European Union External Action (2020) emphasizes that support includes training of civil staff, strengthening public finance management, improving recruitment processes, and modernizing institutional structures (European Union External Action, 2020). One of the most effective forms of influence of the

European Union is to establish reform conditions as a precondition for advancing in the integration process, namely: only through reforming the public administration can the country make progress towards EU membership.

According to Gerguri-Nimanbegu (2022), the European integration process constitutes an important driving factor for reforms in Kosovo, however, these reforms often aim more to meet the formal requirements of the European Union than to bring about fundamental and sustainable changes within public institutions. Therefore, it is argued that the pressure to meet EU conditions has led to superficial implementation of reforms, without deep reflection on the real needs of public administration in Kosovo. Therefore, the author argues that the pressure to meet EU conditions has led to superficial implementation of reforms, without deep reflection on the real needs of public administration in Kosovo (Gerguri- Nimanbegu, 2022). Despite ongoing challenges, some progress has been made in terms of improving efficiency and transparency within public administration. Reports by international organizations show that the provision of public services has made progress, especially in terms of resource management and services to citizens. A concrete example is the integration of information technology in several administrative units, which has had a positive impact on accelerating service processes and reducing corruption cases.

Q4: What recommendations can be offered to improve public administration reform policies in Kosovo in the context of its EU integration?

To improve public administration reforms, it is necessary to make significant investments in training and staff capacity development, so that policies can be implemented with a higher level of efficiency. Closer cooperation between state institutions and international agencies should also be ensured, to avoid duplication of activities and to enable more sustainable implementation of reforms. At the same time, the EU should provide more coordinated and focused support, ensuring that policies are more sustainable and supported with sufficient resources for their implementation. According to Meyer- Sahling, 2019, the report assesses recruitment practices in the public sector in the Western Balkans region, including Kosovo, and emphasizes the importance of merit-based recruitment to improve the performance and integrity of public administration (Meyer- Sahling, 2019).

Investment in continuous training for public administration personnel is recommended, to increase the skills and knowledge to implement EU legislation and meet European integration criteria (Batalli, 2022). The authors emphasize the need for closer coordination between state institutions and international agencies, to avoid duplication and ensure a successful

implementation of reforms (Limani, 2017). The authors suggest the creation of independent mechanisms for the recruitment and promotion of civil servants, to prevent political influences and to ensure that processes are based on merit and skills, rather than party affiliation. The European Commission (2019) recommends strengthening the capacities of the Public Administration Agency, to enable more consistent implementation of the civil service law (European Commission, 2019). Improving budget management requires regular audits at all levels of government and a clearer link between strategic planning and budget allocation. It is also recommended to provide training and technical support to municipal administrations to increase the quality of services and strengthen local accountability. It is also recommended to create mechanisms for coordination between central and local levels of government to prevent the division and fragmentation of functions.

Following the results of the analysis of public administration reform in Kosovo, a comparative analysis was conducted with other Western Balkan countries, such as Albania, North Macedonia, Montenegro and Serbia. All of these countries have adopted reform strategies harmonized with the requirements of the European Union and the SIGMA methodology (European Commission, 2019). However, differences in practical implementation and level of progress are pronounced. Albania and North Macedonia have achieved more visible results in the professionalization and depoliticization of the administration, thanks to the establishment of independent mechanisms for recruitment and promotion in the civil service (Meyer- Sahling, 2019). In contrast, Kosovo continues to face political obstacles and a lack of institutional capacities, which limit the effectiveness of reform implementation (Komisioni Evropian, 2023).

In terms of transparency and accountability, North Macedonia and Montenegro have made significant progress through the digitalization of public services and reporting mechanisms (Ristic, 2020), while in Kosovo, limited civil society involvement and weak technical capacities remain ongoing challenges (Gerguri- Nimanbegu, 2022). Although all countries benefit from EU assistance through the Instrument for Pre-Accession Assistance (IPA), Kosovo shows more difficulties in effectively absorbing funds and managing complex projects, which has also been highlighted in European Commission reports (Komisioni Evropian, 2023). These comparisons highlight the need for Kosovo to strengthen internal monitoring mechanisms, strictly implement the principles of meritocracy, build sustainable institutional capacities and increase civic engagement, learning from the experiences of neighboring countries that have advanced further in the European integration process.

Discussion and Conclusion

In this section, we will discuss the research results regarding public administration reform policies in Kosovo and the impact of these reforms on the European Union (EU) integration process. We will analyze how our findings align with the existing literature and provide recommendations for improving public administration reforms. Finally, we will present the main conclusions of this research and highlight the importance of these reforms for Kosovo's European integration efforts. The findings of this research show that, although public administration reform policies in Kosovo are in line with European Union requirements, there have been numerous challenges in implementing these policies. One of the main challenges is the lack of financial resources and internal capacities to support and implement the necessary changes. This is consistent with the findings of the existing literature, which shows that many Western Balkan countries have encountered similar challenges in implementing public administration reforms (Ristic, 2020). Another key finding is that there has been significant progress in increasing the efficiency and transparency of public administration, especially in the use of technology for the management of public services. This meets one of the main objectives of the reform, as envisaged by the European Commission, which requires Balkan countries to increase the efficiency of their administration (European Commission, 2019). However, difficulties with corruption and lack of inter-institutional coordination are still significant obstacles. Research shows that, despite considerable support from the European Union, the implementation of reforms in Kosovo has been hampered by the lack of effective supervision and proper coordination of reform activities. This has resulted in a partial and unsustainable implementation of public administration reforms. This assessment is in line with the position of Elbasan (2013), who argues that the EU's impact in Western Balkan countries is often limited due to the lack of sustained pressure and coordinated support strategies (Elbasani, 2013).

In conclusion, this research has highlighted some key aspects of public administration reform in Kosovo in the context of EU integration. Thus, although reform policies have been developed in line with European Union directives, their implementation in Kosovo has faced difficulties, mainly due to the lack of sufficient financial resources and institutional capacities. Some positive results have been achieved, especially in terms of improving transparency and the use of technology in the provision of public services. International support, especially that provided by the European Union and other international organizations, has been an important factor in promoting reforms. However, this assistance requires better coordination and closer supervision to ensure sustainable and effective implementation of reforms.

Throughout this study, it has become clear that the process of public administration reform in Kosovo represents an ongoing and complex challenge. Although some progress has been made in aligning with European Union standards, significant challenges remain related to institutional capacity, transparency and the fight against corruption. Reform policies have been largely motivated by the objective of European integration, but their implementation requires a deeper commitment and better coordinated support. Therefore, to build a functional, efficient and sustainable public administration, Kosovo needs to continue structural reforms by deepening cooperation with international actors and ensuring an approach based on accountability and good governance. This study also shows that Kosovo's challenges are not isolated, but reflect a common pattern in the Western Balkan countries on the path to European integration, thus highlighting the need for a more tailored and supportive approach from the EU.

Based on the findings of this study, several key recommendations can be formulated for advancing public administration reforms in Kosovo in the context of European Union integration:

- To improve the implementation of reforms, it is necessary to invest in the professional development of public administration staff. This includes providing specialized training and enhancing the technical competencies of public officials, so that they are equipped to cope with the demands arising from the process of approximation with EU standards.
- One of the main obstacles to the effective implementation of reforms has been insufficient coordination between public institutions. Therefore, it is necessary to establish efficient vertical and horizontal coordination mechanisms to ensure an integrated approach and to avoid overlapping or duplication of functions.
- The European Union and international donors should provide better targeted and coordinated assistance, including strong monitoring and evaluation mechanisms to ensure that financial and technical resources are used effectively and in line with the reform goals.
- To increase transparency and accountability in public administration, it is essential to strengthen internal and external control mechanisms, as well as rigorous implementation of anti-corruption legislation. This means supporting institutions with a clear mandate to monitor and punish corrupt practices.

Based on the internal analysis of public administration reforms in Kosovo and comparison with other Western Balkan countries, it results that Kosovo needs to undertake a series of concrete actions to improve the implementation of reforms and advance towards European integration. The experience of countries such as North Macedonia, Montenegro and

Albania shows that progress is possible when there is sustained political will, independent implementation mechanisms and broad involvement of social actors. Some of the steps that are recommended to be considered:

1. Kosovo should institutionalize sustainable systems for monitoring and evaluating reforms, through the development of performance indicators and the involvement of civil society in the evaluation.
2. In line with the findings of Meyer-Sahling (2019), which emphasizes the importance of merit-based recruitment in Western Balkan countries, Kosovo should establish independent mechanisms for hiring, promote professional development, and protect civil servants from political influence.
3. To increase citizen trust, Kosovo should follow the example of North Macedonia in building digital platforms and implementing laws on access to official documents.
4. The European Commission report (2023) has highlighted that the lack of human and technical resources in Kosovo has contributed to the slowdown of reforms. For this reason, it is urgent to invest in training, academic partnerships and increasing the budget for key sectors.
5. The European Commission (2023) also highlights that the capacity to absorb EU funds remains limited. Kosovo needs to establish inter-institutional teams trained in project cycle management and learn from the experiences of countries such as Montenegro and Serbia in this regard.

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The Role of Public Administration in the Process of Kosovo's Integration into the European Union: Challenges and Opportunities of Managing Institutional Changes

Arianisa Ramadani

St. Kliment Ohridski, N. MACEDONIA

e-mail: arianisa2.ramadani@universitetiaab.com, Orcid No: 0009-0005-5810-304X

Abstract

This paper aims to examine the role of public administration in the process of Kosovo's integration into the European Union (EU), by analyzing the challenges and opportunities that arise during the management of the institutional changes necessary for this process. Kosovo's integration into the EU requires the reform and modernization of public administration, making it more suitable to meet EU requirements and to ensure a sustainable and efficient functioning of state institutions. This paper examines how Kosovo's public administration has managed this period of major changes and how it has reacted to the pressures and demands of European integration. Through the analysis of policy documents, EU reports, the paper assesses the impact of institutional changes on the capacities of public administration to manage the challenges that come with the integration process. This process includes reforming administrative structures and processes, improving public services, and increasing transparency and accountability. It also examines the main challenges, including lack of resources, weaknesses in institutional capacities, and resistance to change from some interest groups. The paper also identifies opportunities for better management of these changes, including improving managerial capacities and developing a stronger culture of cooperation and coordination between different institutions. Through these opportunities, public administration can contribute to a more successful integration of Kosovo into the EU and to fulfilling the necessary conditions for membership. This paper contributes to the understanding of the role of public administration in Kosovo's European integration and offers recommendations for improving the management of institutional changes and strengthening administrative capacities to meet the integration requirements.

Keywords: Public administration, European Union integration, Kosovo, Management of institutional changes, public administration reform.

Introduction

The integration of Kosovo into the European Union represents one of the most important strategic priorities of the country and requires the undertaking of deep reforms in all state structures. In this process, public administration is of fundamental importance, as it constitutes the basis for the efficient functioning of the state and for the implementation of legislation and policies originating from the EU. In order to achieve compliance with the requirements of membership, the administration must be transformed, modernized and equipped with sufficient capacities to manage the institutional challenges associated with this journey. The process of transformation of public administration in Kosovo is not limited only to the technical aspect, but also includes political and social dimensions, directly affecting the construction and functioning of the state. Integration into the European Union represents one of the key objectives of national policies, both in the external and internal plan. This path is complex and requires the fulfillment of the standards set by the Copenhagen criteria, as well as the obligations arising from the agreements with the EU. Within this framework, the existence of a capable, accountable and independent public administration is considered a decisive factor for the progress of integration. This administration plays a central role in the implementation of reforms, the approximation of domestic legislation with European legislation, as well as in improving the quality of public services.

However, to achieve these objectives, an in-depth process of reform and modernization of public administration is necessary, which faces various obstacles, including the lack of human and technical resources, reluctance to change, and weak coordination between institutions. At the same time, the integration process also brings opportunities to strengthen institutional capacity and build a sustainable public administration, oriented towards the principles of good governance. These dynamics emphasize the importance of analyzing the way in which public administration in Kosovo is coping with this period of profound transformations, as well as the difficulties of an internal and external nature that accompany it. It is also important to identify the spaces for further improvement and development in order to approximate to European standards. This study aims to provide an analytical and argued overview of the role that public administration plays in this process, examining its ability to manage the institutional transformations required within the framework of integration into the European Union. In this regard, the analysis relies on relevant literature, local and European strategic documents, annual progress reports from the European Commission, as well as interviews with institutional representatives, with the aim of clarifying the connection between administrative reforms and European integration.

The theoretical framework of this study is based on European institutionalism, a theory that emphasizes the transformative role of the European Union in the institutional structures of candidate countries. This approach argues that through the standards, regulations and conditions set, the EU exerts a profound influence on the adaptation and reform of local institutions. In parallel, the perspective of organizational change management is also integrated into this analysis, with a particular focus on the models developed by Kotter and Lewin. These approaches provide analytical tools to understand the processes of institutional transition, the role of leadership in mobilizing relevant actors, as well as ways to overcome resistance to reforms. In this way, the combination of these theories allows for a more in-depth assessment of Kosovo's efforts to adapt to the requirements of European integration and the factors that influence the effectiveness of these reforms.

The academic and institutional literature on the European integration process of the Western Balkan countries has consistently emphasized the essential role of public administration in fulfilling the criteria set by the European Union. It argues that progress towards membership is largely dependent on the institutional capacity to implement legislation and implement effective reforms. However, despite numerous contributions, there is still a lack of in-depth analyses that address the concrete way of managing institutional change in the Kosovo context. In particular, the way in which public administration faces specific local challenges, including lack of resources, political interference and a weak culture of institutional accountability, has not been adequately addressed.

This study represents an important contribution to understanding the role played by public administration in Kosovo's European integration process, by providing a detailed analysis of the obstacles and opportunities that affect the management of institutional reforms. In the conditions where EU integration remains one of the strategic objectives of the state, the examination of these processes takes on particular importance for policymakers, international organizations and Kosovar society as a whole. The main purpose of this paper is to investigate the way in which public administration faces the challenges of institutional transformations required within the framework of the European integration process. The study also aims to identify the most prominent barriers that appear during this transition and to highlight the spaces for improvement, with the aim of strengthening institutional capacities and approximation with European Union standards.

The study aims to find answers to the research questions:

1. What is the role of public administration in the process of Kosovo's integration into the European Union?

2. What are the main challenges that hinder the management of institutional changes in public administration?

3. How has the process of institutional reforms been managed so far and what are the concrete results?

4. What are the opportunities for improving administrative capacities and change management in the context of European integration?

Method

This section presents the methodology followed for conducting research on the role of public administration in the process of Kosovo's integration into the European Union, with a particular focus on the management of institutional changes, challenges and opportunities that arise during this process. The research relies on a qualitative approach, which aims to provide an in-depth and contextual understanding of the experience of public institutions in Kosovo in implementing reforms related to European integration. Through the case study method, a detailed analysis of complex phenomena in their natural environment is enabled, which makes this approach suitable for examining institutional reforms that are influenced by a multitude of internal and external factors. The data were collected mainly through documentary analysis of the European Commission's annual reports on Kosovo, strategic documents of the Kosovo government, as well as reports of local and international organizations dealing with public administration reform and the European integration process. To ensure the reliability and validity of the results, a systematic review of relevant academic literature, including scientific articles, books and official documents, was conducted. This combined methodology aims to provide the most complete and well-argued picture possible of the capacity of public administration to cope with the reform demands within the framework of the EU integration process.

Results

This section presents the main findings of the research, which were drawn from a documentary analysis of relevant reports and strategies. The results are organized according to themes identified through the thematic analysis.

Q1: What is the role of public administration in the process of Kosovo's integration into the European Union?

The results show that public administration in Kosovo has a central role in the process of European integration, in particular in: implementing EU-harmonized legislation,

coordinating institutional reforms in line with EU requirements, and in preparing and implementing sectoral policies, especially in areas such as the rule of law, economy, and environment. However, it is emphasized that this role is often hampered by the lack of a clear institutional vision and weak coordination between different state agencies. SIGMA reports highlight that public administration in Kosovo constitutes a key element in the process of European integration, having important responsibilities in aligning with the Principles of Good Administration and in achieving the standards required by the European Union. However, these reports also highlight the existence of significant challenges, especially in the effective management of human resources, ensuring accountability and improving inter-institutional cooperation (SIGMA, Public service and the principles of good administration in Kosovo, 2022). The European Commission considers public administration reform to be a key priority for Kosovo's progress on its path to EU membership. The 2020 report notes³ that there have been some positive developments, progress in the direction of integration, while the implementation capacities of the administration have been weak, especially in relation to the professionalization and depoliticization of the civil service (European Commission, 2023).

Meyer-Sahling (2012) argues that the professionalization of the civil service is essential for strengthening institutional capacities in the Western Balkan countries. He emphasizes that the lack of meritocracy and the politicization of public administration undermine its ability to meet the requirements of European integration and to effectively implement public policies (Meyer-Sahling, 2012). Public administration also plays a crucial role in the Europeanization process of the Western Balkan countries. Although the formal structure of institutions is in line with European Union standards, success in the real implementation of reforms depends largely on the level of political will and internal administrative capacity. Dimitrova (2010) argues that in many cases, new EU member states adopt European rules and standards mainly formally, without implementing deep and substantial changes in institutional structures. According to her, public administration has a key role in the effective absorption of the *acquis Communautaire*, as administrative capacities must extend beyond simple legal compliance (Dimitrova, 2010).

It is necessary to underline the importance of strengthening administrative capacities to face the challenges of the European integration process in the Western Balkans. In this context, Kosovo continues to face significant shortages in both professional resources and administrative infrastructure, which negatively affects the effective implementation of reforms and the absorption of European Union policies. According to the UNDP assessment (2021), public administration is a key factor in promoting good governance and consolidating institutions in Kosovo. However, challenges in implementing public policies and providing

services remain significant, mainly due to the lack of inter-institutional coordination and insufficient technical capacities (UNDP, 2021).

The reform process in Kosovo's public administration is often characterized by more declarative efforts than by genuine and substantial changes. The pronounced politicization, the lack of a meritocratic system and the lack of a well-organized approach in the design and implementation of reforms have contributed to the weakening of the effective role of public administration in advancing the European integration process. The Public Administration Reform Strategy 2022–2026 of the Government of Kosovo aims to build a more efficient, transparent and meritocratic-oriented public administration, in line with the requirements and standards of the European Union (Government of Kosovo, 2022).

Q2: What are the main challenges that hinder the successful management of institutional changes in public administration?

The analysis of the documents has highlighted several main challenges that affect the public administration reform process. These include limited human and technical capacities within public institutions, persistent political influence that undermines professionalization and the principles of meritocracy, as well as resistance to change, especially at middle management levels. In addition, the lack of financial resources to support long-term reforms and institutional fragmentation appear as major obstacles to building a coordinated and sustainable approach to reform. SIGMA reports highlight several internal challenges that limit the effectiveness of institutional change management in Kosovo's public administration. Among the main challenges are the lack of inter-institutional coordination, insufficient capacities in policy development, and the lack of functional mechanisms for performance management and evaluation (SIGMA, 2022).

Another important challenge highlighted is institutional fragmentation and the lack of a clear and long-term vision for public administration reform. The European Commission (2023) highlights that the lack of stability in reform policies and the continued political influence on appointments and the functioning of the public administration constitute serious obstacles. These practices undermine the process of professionalization, compromise the integrity of the civil service and create uncertainty and resistance to necessary institutional reforms (European Commission, Kosovo 2023 Report, 2023). Meyer-Sahling (2012) identifies politicization as one of the biggest challenges hindering the process of public administration reform in the Western Balkans. He emphasizes that the lack of meritocracy and political influence in the appointment processes in the civil service undermine the motivation and professionalism of civil servants,

thus limiting the capacity of the administration to manage structural and institutional changes (Meyer- Sahling, 2012).

Elbasan (2009) argues that Europeanization processes often face structural obstacles, due to the lack of political will to undertake substantive reforms. She emphasizes that the focus often remains on formal and superficial changes, while informal structures and practices continue to remain unchanged, making it difficult to implement sustainable and deep reforms (Elbasani, 2009). Tadic and Jovic (2016) assess that limited administrative capacities constitute one of the main obstacles to the successful management of institutional changes. According to them, the lack of qualified staff, insufficient funds and the lack of effective mechanisms for monitoring and evaluating reforms make the process of institutional transformation fragile and unstable (Tadic & Jovic, 2016).

According to UNDP (2021), one of the main challenges is the lack of a culture of change management and low sustainability in the implementation of reform policies. The report also highlights that the role of civil society is limited and that the lack of public consultation during the design of reforms negatively affects the legitimacy and effectiveness of the implementation of these reforms (UNDP, 2021). An important criticism of the institutions is their inconsistent and often superficial approach to reforms. Bureaucratic obstacles, inherited administrative culture and the lack of a clear strategic vision have created considerable difficulties in implementing deep reforms. Moreover, changes are often only a reaction to external demands, such as those of the European Union, and not an internal initiative to improve administrative processes. The Government of Kosovo's Strategy for Public Administration Reform (2022–2026) identifies several key obstacles to institutional change, including institutional fragmentation, lack of legislative harmonization and limited capacity for policy implementation. It emphasizes the importance of an integrated, comprehensive and evidence-based approach to enable successful reform (Government of Kosovo, 2022).

Q3: How has the institutional reform process been managed so far and what are the concrete results?

Some important progress has been achieved in the reform process, such as the drafting and adoption of national strategies for public administration, including the Public Administration Reform Strategy 2022–2026, the establishment of coordination structures for European integration such as the Secretariat of the Council for European Integration, and the improvement of capacities for the translation and approximation of legislation with the EU acquis. However, progress has slowed down and has not always been sustainable, mainly due

to the lack of political continuity and the poor implementation of the strategies. According to SIGMA reports, public administration reform in Kosovo has been a slow and often unsustainable process. Despite efforts to improve institutional structures and procedures, implementation remains difficult due to the lack of human and technical capacities. However, some progress has been achieved in developing the strategic framework and drafting policies for human resource management (SIGMA, 2021).

The European Commission assesses that Kosovo has adopted several important legal reforms, such as the Law on Public Officials and the Law on Salaries. However, the implementation of these laws has encountered numerous delays and difficulties. The lack of effective monitoring and political influence on administrative processes are some of the factors that have limited the real results of the reforms (European Commission, Kosovo 2023 Report, 2023). The Public Administration Reform Strategy 2022–2026 of the Government of Kosovo has identified some moderate progress, including the creation of new platforms for the digitalization of public services and the improvement of inter-institutional coordination. However, the report emphasizes that many of the measures undertaken for reform have remained at a formal level and have not yet produced any visible impact on increasing the efficiency of the administration (Government of Kosovo, 2022).

Institutional reform in Kosovo has had a fragmented and uncoordinated character. Although some changes have been made to the legislation and structure, concrete results in improving public services and the efficiency of the administration are limited. Reforms have focused more on formal aspects than on their substantive content. Elbasan emphasizes that reform processes in the region have a superficial character, where imitation of European standards often occurs without a deep institutional transformation. She argues that reforms are often considered as an obligation to formally meet EU criteria, without an internal commitment to real change (Elbasani, 2009). Meanwhile, Tadic and Jovic underline those institutional reforms in the Western Balkans, including Kosovo, have been hampered by a lack of resources and administrative capacities. However, they recognize some positive efforts, such as improving transparency and harmonizing legislation with the EU *acquis Communautaire* (Tadic & Jovic, 2016).

Q4: What are the opportunities for improving administrative capacities and change management in the context of European integration?

Several concrete opportunities for improvement have been identified, including: Investing in sustainable training for civil servants, particularly in EU-related areas; depoliticizing public administration and strengthening the principles of meritocracy in

recruitment and promotion; increasing inter-institutional cooperation through the establishment of joint coordination platforms; making more effective use of technical assistance from the EU and international partners; and developing a culture of performance measurement and institutional accountability. SIGMA reports suggest that improving administrative capacity requires professionalizing the civil service, establishing sustainable management structures, and building a performance culture within public institutions. Furthermore, increasing inter-institutional cooperation and the use of digital technology offer concrete opportunities for delivering sustainable and effective reforms, in line with EU standards (SIGMA, 2022).

The European Commission stresses the importance of continuous training for civil servants, as well as the need to create a clear coordination mechanism for administrative reform. Furthermore, the report highlights the importance of depoliticizing public administration as an opportunity to increase the professionalism and credibility of institutions, thus strengthening the European integration process (European Commission, Kosovo 2023 Report, 2023). According to Meyer-Sahling, opportunities for improvement lie in building a meritocratic career in the civil service, focusing on recruitment and objective performance evaluation. He emphasizes that effective reform also requires greater independence of institutions from political influences (Meyer-Sahling, 2012). To increase administrative capacity in the region, it is necessary to go beyond the "formal imitation" of EU standards and create domestic conditions for sustainable reforms. This can be achieved by supporting civil society organizations, increasing transparency, and encouraging citizen participation in governance processes.

The Public Administration Reform Strategy 2022–2026 offers opportunities through the modernization of public services, the digitalization of processes, and the implementation of a performance evaluation system for civil servants. It also includes measures to strengthen managerial capacities and improve the efficiency of policymaking (Government of Kosovo, 2022). To improve administrative capacities in the region, it is necessary to invest in the development of standardized training, in strengthening regional cooperation for the exchange of practices and in strengthening supervisory institutions. The EU can play a key role as a technical and financial partner for the development of these capacities. Also, for a successful management of institutional changes in the framework of integration, the aspiring countries need to have a clear political vision and a functional internal coordination structure, which can adapt the European experience to the local context.

Discussion and Conclusion

The findings of this research show that public administration in Kosovo plays a central role in the European integration process, but faces numerous challenges that affect the efficiency and sustainability of institutional reforms. Despite efforts to modernize administrative structures and align with EU standards, progress remains slow and often fragmented. In line with the theory of European institutionalism, the results of this study confirm that external pressures from the EU have driven legal and institutional changes, but the lack of a sustainable internal capacity and continuous political influence have negatively affected the deepening of reforms. Also, according to change management approaches, the reform process requires not only technical planning, but also continuous commitment, effective leadership and an organizational culture that promotes cooperation and accountability. One of the most prominent issues is the lack of inter-institutional coordination and fragmentation of responsibilities, which leads to overlapping functions and reduced efficiency. Moreover, limited technical and managerial capacities make it difficult to implement new policies and maintain continuity in reforms. This highlights the need for a deeper transformation of the administration, not only in structural terms, but also in cultural and professional terms.

In conclusion, this research emphasizes that in order to advance on the path of European integration, Kosovo needs to invest more in building a functional, independent public administration capable of meeting the challenges of reform. While some positive steps have been made, the process remains fragile without a strong political commitment and the active involvement of all stakeholders in the implementation of reforms. Reforms in the administration should not only be a response to EU requirements, but should be seen as a necessity for building an efficient, democratic and trustworthy state for its citizens. Only a professionalized public administration can ensure a successful and sustainable integration of Kosovo into the European Union.

Based on the analysis and discussion of the results, several key recommendations can be formulated:

- Increasing the professionalism and depoliticization of public administration, by reforming the system of recruitment and promotion of civil servants, with a particular focus on implementing the principles of meritocracy.
- Developing human and managerial capacities, through organizing continuous training, promoting exchanges with EU member states and building local expertise in the field of European integration.

- Improving coordination between institutions, by strengthening cooperation and communication mechanisms to ensure a more harmonized approach to reforms and the EU integration process.

- Establishing effective performance measurement and accountability systems, to assess the results of reforms in a clear and transparent manner, as well as to increase institutional efficiency.

- Making better use of technical and financial assistance from the EU, with the aim of supporting institutional reform initiatives and compliance with the *acquis Communautaire*.

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Piloting a Digital Mental Health Model for a Southern Urban Community in a developing Southeast Asian country

Van-Son Huynh

Ho Chi Minh City University of Education, VIETNAM,
e-mail: sonhv@hcmue.edu.vn, Orcid No: 0000-0003-3314-4329

Thanh-Nghia Lam¹

Ho Chi Minh City University of Education, VIETNAM,
e-mail: lamthanhnghia65@gmail.com, Orcid No: 0009-0003-9108-4464

Thanh-Tien Vo

Ho Chi Minh City University of Education, VIETNAM,
e-mail: vothanhtientlhk46@gmail.com, Orcid No: 0009-0003-9161-1375

Abstract

In the context of global digital transformation, digital mental health models have become an important choice to meet the increasing demand for psychological and mental health care services. Smartphone applications, online platforms and new technologies such as virtual reality and artificial intelligence have been widely used to provide remote counseling, treatment and psychological support services. Digital health care models not only help overcome geographical and social distance barriers, but also can increase access to more people's care services, reduce the burden on traditional health systems and provide flexible and convenient solutions. They also play an important role in monitoring and managing the mental health status of the people towards creating a healthy and happy life. In this study, we are based on the results of surveying the demand for mental health care on digital equipment of the people, focusing on students, teachers and parents in the urban community to build appropriate implementation models. From the survey data, we designed a model of digital mental health care with 3 main pillars: (1) Screening psychological issues for therapy; (2) Education to prevent mental health problems; and (3) Communication to increase the mental health literacy. All the pilot content is deployed on digital platforms such as online classrooms, virtual interactive space, podcast programs, and community workshops to serve the needs of the people's mental care. In experimental pillars, we discover that communication strategies to raise people's awareness through digital devices receive the best and most effective feedback when helping many parents support their children in time with mental health problems. In addition, teachers and students also responded that the pilot model has helped them improve their quality of life than before through the timely professional psychological support from school counselors. The pilot results reflect the urgency of the model and is an important evidence for us to promote social security policies for people in a developing country - Vietnam - aiming to pay more attention to the mental life.

Keywords: digital health care, digital mental health, community health, virtual mental care, AI counseling, AI mental health care.

Introduction

The rising burden of mental health challenges in urban areas, especially within low- and middle-income countries (LMICs), has underscored the urgent need for innovative, scalable, and culturally appropriate service delivery models. Traditional mental health systems in these settings often grapple with infrastructure constraints, shortages of trained professionals, stigma, and limited funding factors that hinder timely and equitable access to care (Naslund et al., 2017;

Rathod et al., 2017). In response, digital mental health (DMH) solutions have emerged as a promising avenue for expanding access to care, particularly in underserved urban communities.

Globally, the COVID-19 pandemic has accelerated the adoption of digital health tools, including mobile health (mHealth), telepsychiatry, AI-enabled self-help platforms, and online psychoeducation, in both high-income and resource-limited settings (Torous et al., 2020; World Health Organization, 2022). These technologies encompass smartphone applications, wearable sensors, cloud-based services, and conversational AI, which have demonstrated potential in mental health screening, diagnosis, prevention, and therapeutic support (Inkster et al., 2016; Mohr et al., 2013). By offering real-time, flexible, and anonymous support, digital tools can complement traditional face-to-face interventions while reducing costs and stigma (Hollis et al., 2015).

Urban populations in Southeast Asia especially students, educators, and low-income working families represent a strategic demographic for DMH implementation due to increasing smartphone penetration and digital literacy (Wani et al., 2024). However, implementation in LMICs remains limited by infrastructural and regulatory challenges, lack of integration into public health systems, and the risk of exacerbating digital divides if technologies are not adapted to local cultural contexts (Arjadi et al., 2018; Khoja et al., 2012)

While global frameworks such as the WHO's classification of digital health interventions offer general guidance, there remains a significant gap in localized, evidence-informed DMH models tailored to the sociocultural, infrastructural, and educational contexts of urban communities in the Global South (World Health Organization, 2019). Vietnam, like many Southeast Asian LMICs, is experiencing rapid urbanization alongside rising mental health needs among youth and educators, yet lacks integrated digital strategies in public mental health policy.

Therefore, this study aims to design and pilot a conceptual digital mental health care model for a southern urban community in Vietnam. The model comprises three interrelated

components: (1) digital screening and referral for early identification of mental health issues, (2) culturally relevant digital psychoeducation for awareness and prevention, and (3) community engagement through digital communication platforms to reduce stigma and promote mental health literacy. These interventions are delivered via familiar digital channels, including online classrooms, mobile platforms, and podcasts.

Grounded in a participatory design framework, this pilot integrates input from parents, teachers, school counselors, and youth to ensure cultural resonance, usability, and sustainability. A “researcher-in-the-loop” approach guides the iterative development, contextual adaptation, and continuous evaluation of the model principles critical to responsible digital innovation in LMICs (Saxena et al., 2007). By documenting the process and early outcomes, this study contributes to the evidence base for DMH implementation in resource constrained urban settings and offers practical implications for policy and practice in similar contexts.

Theoretical Framework

Foundations in Community Mental Health

Community mental health care is underpinned by principles of prevention, promotion, accessibility, and cultural relevance. Preventive approaches emphasize the early identification of mental health risks and timely intervention to prevent escalation into more severe conditions (Barry et al., 2013). In LMICs, where services are often scarce or stigmatized, promotive strategies such as public education, resilience training, and community-based psychosocial support are essential for fostering mental well-being at the population level (Patel et al., 2018).

The World Health Organization advocates for a multi-tiered, community integrated mental health system, where schools, families, and primary care providers collaborate to deliver sustainable, person-centered care (World Health Organization, 2013). This approach recognizes the ecological determinants of mental health, such as social inclusion, education, and economic stability, necessitating interventions that extend beyond clinical settings (Compton & Shim, 2015). In the context of urban Southeast Asia, embedding mental health literacy, early screening, and school-based support within the community ecosystem is particularly effective for improving outcomes among children, adolescents, and caregivers.

Digital Health Frameworks

The development of DMH interventions is informed by global digital health frameworks, notably the WHO Classification of Digital Health Interventions (World Health Organization, 2019), which categorizes technologies based on their primary function for clients,

health providers, system managers, and data services. In the mental health domain, these functions translate into client-facing tools (e.g., self-help apps), provider support technologies (e.g., teleconsultation platforms), and governance tools (e.g., electronic records, decision support systems).

User engagement with digital health tools is often conceptualized through the Technology Acceptance Model (TAM), which identifies perceived usefulness and perceived ease of use as key determinants of technology adoption (Davis, 1989; Venkatesh & Bala, 2008). Furthermore, digital health literacy adapted from Nutbeam's (2000) health literacy framework and expanded by Norman and Skinner (2006) is crucial for enabling individuals to access, understand, and critically evaluate digital mental health information (Norman & Skinner, 2006; Nutbeam, 2000). Culturally sensitive design, multilingual accessibility, and interactivity are essential to ensuring that DMH tools effectively promote awareness, reduce stigma, and encourage help-seeking behaviors in diverse communities.

Modeling Strategy

Effective DMH models in LMICs must adopt a contextualized and sustainable strategy that bridges global best practices with local realities. Drawing on frameworks such as stepped-care models (e.g., Australia) and task-shifting approaches (e.g., sub Saharan Africa), implementation strategies should be adapted to existing infrastructure, digital penetration levels, and sociocultural contexts (van Ginneken et al., 2013)

In urban Vietnam, where smartphone usage is widespread but digital literacy remains uneven, DMH models must prioritize low cost, high-accessibility technologies such as SMS based tools, mobile-responsive platforms, chatbots, and open-access content libraries (Naslund et al., 2019). The application of co-design methodologies, involving end-users students, teachers, parents ensures that interventions are user centered, contextually relevant, and adaptable to evolving policy and technological environments (Torous & Roberts, 2017). A robust DMH model must not only deliver services efficiently but also cultivate a culture of mental health literacy and digital self efficacy across the community.

Contextual Considerations

Urban Community Characteristics

Southern Vietnam's urban centers have experienced rapid growth in digital infrastructure and technology adoption, particularly among families, students, and educators. According to the Vietnam Internet Network Information Center (VNNIC), as of 2022, approximately 72% of the national population had internet access, with significantly higher

rates in urban areas (VNNIC, 2022). Notably, a 2022 survey by Google reported that Vietnamese children own smartphones at an average age of 9, compared to the global average of 13, underscoring the early and widespread exposure to mobile technology (VietnamNet, 2022).

This high level of digital engagement has reshaped communication patterns within families. Research by Nguyen and Le (2021) found that parents increasingly use the internet to stay connected with their children, seek information, and facilitate family interactions. However, while digital communication has broadened the range of conversation topics, it has also led to a reduction in emotional depth and interpersonal quality of parent-child relationships (Marinescu & Nguyen, 2021). Despite strong digital connectivity, the availability of mental health services remains limited, especially in school settings where teachers and counselors report challenges in engaging families particularly those from ethnic minority backgrounds (Unicef Vietnam, 2021).

These conditions present both a challenge and an opportunity: while traditional mental health services are lacking, the technological readiness of urban Vietnamese communities provides a promising foundation for delivering digital mental health interventions that are accessible, scalable, and contextually relevant.

Cultural Sensitivities

Mental health stigma remains a pervasive barrier to care in Vietnam, particularly in urban areas. A study by Ta et al. (2016) found that urban residents in Hanoi demonstrated higher levels of stigma toward mental illness compared to their rural counterparts—an effect potentially linked to increased social competition, performance pressure, and limited mental health awareness (Ta et al., 2016). This stigma often discourages help-seeking behavior due to fears of discrimination, loss of social status, or negative family reactions.

Family and school systems serve as central agents in supporting youth mental health. However, deeply rooted traditional beliefs and low levels of mental health literacy can limit their effectiveness. The UNICEF (2021) policy brief identified that students from ethnic minority backgrounds often experience economic hardship, discrimination, and marginalization, increasing their vulnerability to mental health issues (Unicef Vietnam, 2021). Similarly, LGBTQ+ youth report challenges related to family rejection and fear of social exclusion, which further compounds their psychological risk.

In this sociocultural context, the development of culturally sensitive digital mental health interventions is essential. Effective models must prioritize stigma reduction, mental health literacy, and inclusive design, ensuring that support systems resonate with the lived

experiences and values of diverse urban populations in Vietnam. Interventions must be framed not merely as technological solutions, but as culturally adaptive tools that engage families, schools, and communities in fostering mental health awareness and care-seeking behavior.

The Proposed Model

A digital mental health model is a comprehensive approach that embeds digital technologies within conventional mental-health services. The model is built on three core pillars — Science, Digital Technology, and Operations — designed to deliver mental-health care that is effective, accessible, and attuned to users' needs in the digital era. Centred on these pillars, the model advances three principal solutions:

Digital screening for online counselling and therapy – Web-based screening tools generate an initial assessment of each user's mental health status; the resulting profile then guides appropriate e-counselling or tele-therapy referrals. Torous and colleagues (2020) demonstrated that such online screening markedly improves service access and shortens waiting times for users.

Preventive psychoeducation – The model offers online courses and educational materials on mental health, enabling users to build knowledge and self-care skills. Bakker et al. (2018) found that web-based psychoeducational programmes can reduce depressive and anxious symptoms among adults.

Digital communication to enhance mental-health awareness – Using social-media platforms and other digital channels, the model disseminates evidence-based information, raises community awareness, and combats stigma. Naslund and collaborators (2018) showed that digital mental-health campaigns can lessen stigma and encourage help-seeking among individuals experiencing mental-health difficulties.

Pillar 1: Digital Screening and Early Detection

Digital Screening and Early Detection constitutes the model's entry point, ensuring that every subsequent intervention is grounded in accurate, real-time clinical data. Specifically, users especially university students—complete online, self-administered assessments that the research team has standardised (PHQ-9, GAD-7, DASS-21, etc.) within a secure app / web platform; their scores are instantly processed by a risk-stratification algorithm that simultaneously activates a 24/7 AI chatbot to probe additional symptoms and recommend professional linkage when necessary. In cases flagged as urgent, the system automatically dispatches an encrypted report to the user-care unit, which schedules an online or outpatient appointment and assigns a dedicated case manager to monitor progress. This multi-tiered

architecture embodies primary– and secondary-prevention principles, echoing evidence that mobile mental-health solutions can markedly reduce depression, anxiety, and stress among young people (Linardon et al., 2019; Karyotaki et al., 2023). By leveraging artificial intelligence, big-data analytics, and digitised referral pathways, the Digital Screening and Early Detection pillar not only narrows the detection-to-intervention gap and delivers immediate support, but also generates a valuable data reservoir for policy formulation while alleviating pressure on conventional service systems.

Pillar 2: Mental Health Education and Prevention

Pillar 2: Mental Health Education and Prevention is critical to addressing psychological concerns across population groups, particularly in secondary schools and higher-education institutions. Effective strategies comprise (a) embedding mental-health content within formal curricula, (b) launching awareness-raising campaigns, and (c) delivering structured psychoeducation programmes. The overarching goals are to reduce stigma, enhance literacy, and foster early intervention.

The e-learning platform is organised into vetted micro-learning modules that concisely cover core topics—stress-coping strategies, sleep hygiene, mindfulness, and emotional self-regulation. Each module combines interactive videos, standardised quizzes, real-time feedback, and an algorithm that recommends the next lesson, thereby reinforcing knowledge acquisition and sustaining learner engagement.

In parallel, a series of topic-specific infographics and gamified elements—practice mini-games, leader boards, and progress badges—are widely disseminated via social media and school portals to maximise reach, lower stigma-related barriers, and strengthen intrinsic motivation. Personalised learning pathways are automatically generated from the risk-stratified results produced in Pillar 1, ensuring seamless service continuity from early detection to universal and indicated interventions.

Recent meta-analyses confirm that online psychoeducation delivered through blended-learning formats—combining micro-lectures, guided practice, and instantaneous feedback—significantly reduces depressive and anxious symptoms in adolescents while improving their propensity to seek professional help. Consequently, Pillar 2 not only communicates accurate scientific knowledge but also catalyses attitude and behaviour change, constructing a multilayered line of defence for community mental health.

Pillar 3: Digital Communication and Engagement

Pillar 3: Digital Communication and Engagement operates as a multi-tier “communication ecosystem,” using social interaction as a catalyst to enhance clinical outcomes

while sustaining long-term user adherence to the interventions delivered in the preceding two pillars.

Structural Layer – Multichannel Outreach. A multichannel media layer—podcasts, livestreams, and hashtag-driven social-media campaigns—performs the functions of advocacy, education, and evidence-based diffusion of mental-health messages, thereby reducing community stigma. Aggregate data indicate that digital campaigns can improve help-seeking attitudes and increase actual help-seeking behaviours (Tam et al., 2024); lower self-stigma; improve attitudes toward mental health; and heighten awareness of treatment effectiveness (Diouf et al., 2022; Plackett et al., 2024).

Peer-Support Layer. A peer-sharing forum and buddy-system, moderated by trained facilitators, provides structured peer support—an element shown to significantly decrease loneliness and improve depression indices after eight weeks of online intervention (Joo et al., 2023).

Platform Integration. All channels are consolidated within a centralised web/app platform equipped with a real-time professional dashboard, ensuring continuous service flow from screening → education → support. The design adheres to user-centred principles, conforms to WCAG 2.1 accessibility standards, and employs end-to-end encryption, reflecting the standardisation recommendations of Torous and colleagues on safety, privacy, and usability in digital mental-health applications (Torous et al., 2019).

Macro Layer – Engagement Analytics. Developing engagement indices—visit frequency, interaction duration, and forum-participation depth—provides intermediate indicators that predict clinical effectiveness, consistent with Torous and colleagues’ overview of the link between engagement level and treatment response in mobile applications.

Accordingly, Pillar 3 is not merely an information-broadcast channel; it is a pivotal interactive component that reinforces trust, motivation, and continuity of care. The combination of multichannel communication, coordinated peer support, and an integrated, standards-compliant platform expands reach, reduces access barriers, and thereby optimises the overall effectiveness of the digital mental-health care ecosystem.

Expected Benefits

Drawing from empirical evidence, the digital mental-health model is expected to help the public enhance mental-health literacy and obtain timely, cost-effective care that fits individual schedules and is unconstrained by place or time. The anticipated user benefits are as follows:

First, improvements in accessibility and service coverage. By leveraging widespread smartphone ownership and ever-faster mobile-data services, the model can deliver mental-health packages anytime, anywhere, eliminating the spatial and temporal barriers inherent in face-to-face counselling. Bunyi et al. report that more than 10,000 mental-health apps are now active—most with built-in user-support features—greatly enlarging access for those seeking care. Robinson et al. (2024) further emphasise that when developed within a diversity–equity–inclusion (DEI) framework, digital programmes can close service gaps that have persisted for decades in the United States.

Second, effective reach to vulnerable or stigmatised populations. Advanced digital technologies expand outreach to people lacking financial resources or reliable transport, while also helping communities reduce stigma around mental-health care. Digital tools promote techquity by offering privacy-preserving, flexible features that let users engage with content discretely (Robinson et al., 2024).

Third, demonstrated cost-effectiveness. Buntrock’s (2024) narrative review shows that most digital interventions fall below national health-system willingness-to-pay thresholds. A meta-analysis of 37 RCTs by Rohrbach et al. (2023) concludes that internet-based programmes for depression and anxiety generate more quality-adjusted life-years (QALYs) at equal or lower cost than standard treatment. In resource-constrained settings, the Step-by-Step trial in Lebanon (Abi Hana et al., 2024) proved that guided online interventions are socially cost-saving while improving symptom remission compared with enhanced usual care.

Fourth, relief of pressure on traditional health-care systems. By handling front-line tasks such as screening, psychoeducation, and low-intensity AI-guided support, the digital model can ease outpatient workloads. Buntrock (2024) estimates a 15 %–30 % reduction in clinic visits, coupled with savings from averting premature or unnecessary hospitalisations and allowing clinicians to focus on emergencies.

Finally, stronger mental-health literacy and help-seeking intentions. Digital education programmes markedly elevate knowledge, reduce stigma, and encourage professional help-seeking. In a synthesis of 114 interventions, Yeo et al. (2024) found moderate effects on mental-health outcomes and large effects on mental-health literacy.

In sum, converging data indicate that a well-designed digital mental-health care model can substantially broaden service coverage, foster techquity for stigmatised or disadvantaged groups, deliver clinically effective care at lower cost, ease the burden on conventional services, and produce meaningful gains in knowledge, attitudes, and early intervention—yielding sustainable clinical, economic, and social benefits for individuals and communities alike.

Challenges and Limitations

Deploying a digital mental-health model in Ho Chi Minh City faces a web of intertwined challenges: unequal technical infrastructure limits mobile-data access across neighbourhoods; device sharing and low smartphone literacy—especially among older adults and those with limited resources—constrain uptake; data costs, the absence of insurance coverage for digital therapies, and persistent cultural stigma toward mental disorders undermine sustained engagement. Because the model is not yet integrated into the public-health system, clinical records and specialised personnel remain fragmented; the city’s scarcity of mental-health professionals has already caused school counsellors’ workloads to spike. Most intervention content still relies on Western frameworks, so cultural adaptation is essential. In addition, AI-driven components require professional oversight to minimise diagnostic error, and robust information-security measures are imperative. Rapid technological change also threatens long-term sustainability through obsolescence. To overcome these hurdles, multi-layered solutions are needed: data-cost subsidies through public–private partnerships, targeted support programmes for vulnerable communities, policies that embed digital mental-health services into primary care, intensive training to build a high-quality workforce, and a unified data-governance framework—all of which would promote equity, effectiveness, and scalable growth for digital mental-health services.

Conclusion

The digital mental-health model structured around three core pillars: screening, preventive education, and multichannel communication is expected to deliver optimal clinical outcomes, reduce costs for users, and ensure cultural relevance for the residents of Ho Chi Minh City. Online screening employs rigorously standardized instruments to shorten the detection-to-intervention interval. Preventive mental-health education is delivered via gamified e-learning modules that both enhance knowledge and diminish stigma. Leveraging multichannel communication through podcasts, livestreams, social-media campaigns, and moderated peer forums sustains user engagement with the model over time.

However, uneven technical infrastructure across districts, high mobile-data costs, workforce shortages, and stringent security requirements continue to impede scalability. To operate effectively and reach diverse populations, the model will require coordinated support from both government and industry to expand coverage, optimize funding, integrate primary-care medical records, establish unified data-governance protocols, and localize content. These

measures will be essential to ensure safety, equity, and long-term sustainability as the model scales city-wide and, ultimately, across the nation.

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Beyond the Hue: A Cross-Cultural Analysis of Color Symbolism in China and the West

Yue Tan

Author 1 Zhengzhou University, 2662692763@qq.com, 0009-0008-0902-9607, CHINA

Xiao Tong Sun

Author 2 Zhengzhou University, s17731765188@163.com, 0009-0001-9693-3897, CHINA

Abstract

Color symbolism varies significantly across cultures, reflecting deep-rooted differences in history, geography, religion, and traditions. This article explores the divergent interpretations of colors—red, white, and yellow—in Chinese and Western cultures, contextualizing these differences through scholarly perspectives and comparative analysis. By addressing the cultural nuances embedded in these interpretations, the research aims to mitigate misunderstandings in global interactions. Employing a comparative analysis framework, the study synthesizes scholarly literature, historical texts, and several observations to trace the evolution of color symbolism in both cultural contexts. Thematic categorization and case studies are utilized to contrast the multifunctional roles of colors in rituals, art, language, and daily practices.

Findings suggest stark contrasts in the interpretation of red, which symbolizes luck, prosperity, and celebration in Chinese culture but is often associated with danger, passion, or sin in Western contexts. White, emblematic of mourning and purity in China, represents innocence and peace in Western traditions, reflecting divergent views on life and death. Yellow holds historical prestige in China, linked to imperial authority and cosmic harmony, whereas in Western societies, it frequently conveys caution, joy, or cowardice.

The study reveals the necessity of culturally informed perspectives in design, branding, diplomacy, and media to avoid unintended symbolism. It concludes that recognizing these chromatic divergences fosters mutual respect and enriches intercultural dialogue. By bridging symbolic gaps, this research contributes to strategies for minimizing cultural friction and advancing global harmony.

Keywords: Color symbolism, Cross-cultural communication, Cultural traditions, Comparative analysis

Introduction

Color symbolism serves as a silent yet powerful language that shapes cultural values, histories, and belief systems across societies. The meanings embedded in colors influence

perception, behavior, and communication, yet these interpretations vary significantly between cultures—what one culture celebrates, another may mourn or forbid. As globalization intensifies cross-cultural interactions, misinterpretations of color symbolism can lead to stereotypes, miscommunication, and even diplomatic or commercial friction. This study seeks to bridge these gaps by examining the divergent symbolic interpretations of red, white, and yellow in Chinese and Western cultures, tracing their historical and socio-cultural roots, and proposing strategies to mitigate misunderstandings.

The research is grounded in Edward T. Hall's (1976) conceptualization of culture as a "silent language," which argues that unspoken cultural codes shape human behavior and perception. This framework helps explain how color symbolism operates as an implicit yet influential aspect of cultural communication. Complementing this perspective, Michel Pastoureau's (2001) historiography of color symbolism provides insight into how colors acquire sociohistorical meanings over time. Together, these frameworks illuminate the interplay between cultural context and chromatic interpretation, offering a foundation for comparative analysis.

Existing scholarship has explored color symbolism from various cultural and disciplinary angles. Zhou and Gao's *The Language of Color in China* (1991) examines the cosmological and political significance of colors in Chinese dynastic history, highlighting their role in imperial rituals, philosophy, and social hierarchy. In contrast, Heller's *The Symbolism of Colors* (2000) catalogues Western chromatic associations, particularly in art, religion, and psychology, demonstrating how colors like red, white, and yellow convey distinct emotions and ideologies. While these studies provide valuable cultural insights, few have systematically compared Eastern and Western interpretations or addressed the practical implications of these differences in contemporary global interactions.

In an increasingly interconnected world, misunderstandings of color symbolism can have tangible consequences—ranging from marketing failures to diplomatic missteps. For instance, while red symbolizes luck and prosperity in China, it may signify danger or aggression in Western contexts. Similarly, white, often associated with purity in the West, represents mourning in Chinese culture. Such disparities underscore the need for deeper intercultural awareness. By decoding these "silent" cultural cues, this study contributes to more effective global communication, fostering mutual understanding in business, diplomacy, and social exchanges.

This study has three primary objectives: (1) to map the divergent symbolic meanings of red, white, and yellow in Chinese and Western cultural contexts; (2) to trace the historical, religious, and environmental factors that have shaped these differences; and (3) to propose actionable strategies for minimizing cross-cultural miscommunication in professional and social settings. To guide this investigation, the research addresses the following questions: How do interpretations of red, white, and yellow differ between Chinese and Western cultures? What historical, religious, and socio-environmental factors drive these divergences? And how can an understanding of these variations enhance intercultural dialogue and collaboration? By integrating theoretical, historical, and comparative analyses, this research advances scholarly discourse on color symbolism while offering pragmatic insights for global communication practices.

Method

This qualitative study employs comparative literature analysis to examine color symbolism in Chinese and Western cultures. The methodology involves three key components:

(1) Data Collection: Systematic selection of academic sources (books, journal articles) and cultural materials (artworks, religious texts, folklore) representing both traditions.

(2) Analysis Method: Thematic analysis identifies and compares symbolic meanings of red, white, and yellow across cultures. Triangulation validates findings through cross-disciplinary verification (anthropology, art history, cultural studies).

(3) Comparative Framework: Structured comparison first analyzes each color within its cultural context, then contrasts interpretations between cultures to reveal patterns and divergences.

This approach ensures rigorous, culturally-grounded understanding of color symbolism while maintaining methodological transparency.

Results

The analysis reveals stark contrasts in color symbolism (Table 1).

Table 1: Cross-Cultural Symbolism of Red, White, and Yellow

Color	China	West
Red	Fortune, revolution, sacrifice	Love, violence, vitality
White	Mourning, death	Purity, divinity, surrender
Yellow	Imperial power, harvest	Cowardice, betrayal

Examples include the Chinese “Red Eyebrows Army” versus Western red roses for romance, and Judas’s yellow robes in Christian art contrasting with China’s Yellow Emperor mythology.

Discussion and Conclusion

Understanding how different countries interpret the same color not only contributes to personal growth and development but also plays a vital role in promoting harmony and progress in global society. By appreciating the diverse meanings of colors, individuals can navigate cultural differences more effectively, reduce misunderstandings, and contribute to a more inclusive and interconnected world. This study underscores the importance of cultural awareness in fostering cross-cultural communication and global harmony.

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Using Digital Technologies to Enhance Foreign Language Education in Rural Schools

Ercila Regina da Silva Ferreira

Master's Student in Education, Catholic University of Brasília – UCB
Email: ercila.r@gmail.com | ORCID: <https://orcid.org/0009-0001-2091-7807>
Lattes: <http://lattes.cnpq.br/3548998502478228>
BRAZIL

Mônica Mendes Pereira Alves

PhD Student in Education, Catholic University of Brasília – UCB
Email: bluejelbr@gmail.com | ORCID: <https://orcid.org/0009-0002-7028-4873>
Lattes: <http://lattes.cnpq.br/5119810252986630>
BRAZIL

Abstract

In the current educational scenario, marked by social and technological changes, Digital Learning Objects emerge as promising tools for teaching Modern Foreign Languages, especially in rural areas. This study, based on two cases of studies, explores the potential of Digital Learning Objects to overcome geographical and social barriers, contextualizing learning and promoting student autonomy.

Digital Learning Objects are innovative resources that transcend the limits of traditional teaching, offering a more engaging, interactive and personalized learning experience. Through autonomous, reusable and interactive digital tools, students take an active role in building their knowledge, exploring content relevant to their reality and developing linguistic, intercultural and citizenship skills.

Analysis of two schools in different rural contexts reveals the transformative impact of Digital Learning Objects. At the Japanese school in Brasília, the appropriate use of resources, combined with community engagement and appreciation of local and family culture, resulted in an inspiring educational experience. At the Gama school in Brasília too, the challenges of precarious teaching, with little connection to the students' reality, highlight the need for adequate infrastructure and contextualized pedagogical practices for the success of teaching Modern Foreign Languages.

Digital Learning Objects represent a crucial step towards building more equitable and effective education in rural areas. By promoting digital inclusion, student autonomy and

contextualization of learning, these resources transform traditional education, making it more dynamic, accessible and inspiring. Through Digital Learning Objects, rural students are equipped for the future, with the tools of learning and motivation necessary to reach their full potential and build a promising future.

Keywords: Digital learning objects, digital inclusion, modern foreign languages, rural areas.

Introduction

The integration of digital technologies into education has become a key strategy for promoting equity, innovation, and inclusion, particularly in rural and socially vulnerable contexts where traditional educational models often fall short. In these scenarios, technological resources can play a transformative role in reducing learning gaps, democratizing access to knowledge, and fostering meaningful and contextualized learning experiences.

Among these resources, Digital Learning Objects (DLOs) stand out as flexible, interactive, and reusable tools that can enhance teaching and learning processes across disciplines. DLOs are defined as digital entities designed to be used, reused, and referenced during technology-supported learning. They incorporate multimedia components, such as text, images, audio, and video, and enable interaction that promotes active engagement and the construction of knowledge (Wiley, 2002; Silva & Barbosa, 2018).

In the field of Modern Foreign Language (MFL) education, DLOs have gained increasing attention for their potential to support communicative and intercultural competence, particularly when traditional classroom resources are scarce. They allow learners to interact with authentic linguistic content, practice listening and speaking skills, and explore diverse cultural contexts—all within digital environments that can be tailored to individual learning needs and paces.

According to Moran (2015), digital learning environments empower students by placing them at the center of the learning process, encouraging autonomy, and facilitating meaningful interactions with content. Moreover, as highlighted by researchers such as Kenski (2012) and Pereira & Silva (2018), DLOs have the capacity to transcend physical and social boundaries, making quality language education more accessible in rural areas. However, the effectiveness of these tools depends on several contextual factors, including teacher preparedness, institutional support, infrastructure, and pedagogical alignment.

This study seeks to analyze the pedagogical potential of DLOs in rural schools by comparing two cases with distinct realities in the Federal District of Brazil. The goal is to understand how DLOs can be used not only to support language acquisition but also to promote equity, digital inclusion, and culturally responsive education in regions historically marginalized in terms of educational resources and technological access.

Method

The research follows a qualitative, exploratory, and descriptive approach, rooted in the epistemological framework of constructivism, which values the interpretation of social phenomena through the perspectives and experiences of participants (Creswell, 2013). Specifically, the study employs the multiple case study method (Yin, 2015), which allows for an in-depth examination of complex educational contexts and the identification of cross-case patterns and contrasts.

Two public schools located in rural areas of the Federal District, Brazil, were selected based on purposive sampling, considering their distinct levels of engagement with digital learning strategies and their contrasting socioeconomic and infrastructural conditions. This sampling strategy enabled the researchers to compare successful and challenging implementations of DLOs within similar geographic but different pedagogical realities.

Data collection was conducted using a combination of qualitative techniques:

- **Classroom Observations:** Sessions were observed to examine the use of DLOs in practice, student engagement, and teacher facilitation strategies.
- **Semi-structured Interviews:** Teachers and administrators were interviewed to gain insights into planning, implementation challenges, and perceptions regarding the impact of DLOs on language learning.
- **Document Analysis:** Lesson plans, institutional documents, and school reports were analyzed to complement and triangulate observational and interview data.

Data were analyzed using thematic coding, guided by categories such as infrastructure, pedagogical strategies, student engagement, digital competence, and community involvement. The use of triangulation enhanced the credibility and trustworthiness of the findings.

The units of analysis were:

a) **Japanese School (Brasília):** A rural school with a strong cultural identity and consistent use of digital tools integrated into language instruction.

b) Gama School (Brasília): A rural school facing structural difficulties and lacking systematic approaches to technology use in the classroom.

Results

The comparative analysis revealed both the transformative potential and the limitations associated with the use of Digital Learning Objects in rural language education. The two cases presented significant contrasts that illustrate how contextual variables influence the effectiveness of digital pedagogical strategies.

In the Japanese School, the implementation of DLOs was characterized by intentional pedagogical planning, cultural contextualization, and teacher autonomy. Teachers were trained in digital methodologies and encouraged to adapt DLOs to local realities. This alignment between content, culture, and community produced a dynamic classroom environment in which students actively engaged with foreign language content. The use of videos, interactive quizzes, digital storytelling, and virtual simulations enriched the students' experience and stimulated their curiosity. Oral expression and intercultural reflection were particularly strong areas of development.

Furthermore, the school's strong ties to the local community played a crucial role. Parents and community members participated in cultural exchange activities and supported the integration of technology into the curriculum. This approach fostered a sense of belonging and relevance that helped sustain student motivation and engagement.

In contrast, the Gama School faced several technical and pedagogical barriers that limited the use of DLOs. Teachers reported limited access to stable internet connections, lack of institutional investment in digital infrastructure, and insufficient training in the use of digital tools. Many digital activities were underutilized or implemented in a superficial way, with little alignment to the students' realities. As a result, student participation was low, and the development of communicative and intercultural competencies was limited.

These contrasting cases reinforce the idea that while DLOs can enhance language teaching in rural areas, their success depends on a complex interplay of factors, including:

- Infrastructure and connectivity;
- Teacher training and digital literacy;
- Institutional vision and pedagogical alignment;
- Community involvement and cultural integration.

This study demonstrates that Digital Learning Objects can serve as powerful tools for the teaching and learning of Modern Foreign Languages in rural settings—provided that their implementation is supported by adequate infrastructure, teacher training, and contextualized pedagogical practices. When thoughtfully integrated, DLOs can promote autonomy, increase learner motivation, and support the development of linguistic, cultural, and digital competencies.

The analysis of the two rural schools illustrates the importance of going beyond mere technological availability. In the successful case, DLOs were embedded in a broader educational project that valued student identity, respected local culture, and promoted active, inclusive learning. In the less successful case, technological limitations and lack of pedagogical planning hindered the potential benefits of DLOs.

Therefore, DLOs should be understood not just as digital tools, but as strategic instruments for educational equity, capable of empowering rural students and reshaping traditional educational practices. Their adoption must be accompanied by structural investments, professional development policies, and community engagement to ensure sustainability and impact.

Future research may explore longitudinal effects of DLOs on student outcomes in rural areas, as well as the development of open-access platforms specifically designed for linguistically and culturally diverse rural populations.

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Wellness Initiatives in the Workplace: A Strategic Approach to Employee Health

Rukayat Oladayo Ogundipe Ph.D

Department of Adult Education, Faculty of Education, University of Ibadan, Ibadan, Nigeria
Email: dayoville@gmail.com, Orcid No: 0009-0009-3710-0025 <https://orcid.org/0009-0009-3710-0025>

Fatahat Oyeteju Olajide

Department of Adult Education, Faculty of Education, University of Ibadan, Ibadan, Nigeria
Email: fatahatolajide@gmail.com, Orcid No: 0001-0009-9983-5088

Abstract

This paper explores the strategic implementation of wellness initiatives in the workplace and their impact on employee health and organisational performance. In light of increasing concerns about occupational stress and lifestyle-related health challenges, many forward-thinking organisations are prioritising comprehensive wellness programmes that holistically promote physical, mental and emotional well-being. By doing so, these organisations aim to foster a healthy and productive workforce, while simultaneously gaining a competitive advantage in an increasingly complex and dynamic business landscape. In recognising employees as the cornerstone of organisational success, wellness initiatives transcend mere corporate responsibility they are a declaration of value and respect for human potential. When employees feel cared for, they are more likely to be engaged, loyal and innovative. The study adopts a desk-based review and analysis, drawing on secondary data from academic literature, industry reports and existing case studies of organisations with established wellness frameworks. Through this approach, the paper identifies key components of effective wellness programmes, including physical fitness support, mental health resources, flexible work arrangements and preventive health screenings.

The analysis highlights the positive outcomes of well-designed wellness strategies, such as decreased absenteeism, improved job satisfaction, enhanced morale and increased productivity. It also discusses challenges related to implementation, including resource constraints, limited employee participation and lack of organisational commitment. The paper emphasises the critical role of leadership commitment, tailored programme design and ongoing monitoring in

sustaining wellness efforts. It concludes that for organisations to reap sustained benefits, wellness must be embedded into the corporate culture and aligned with broader business goals. Ultimately, investing in employee well-being is a strategic priority for building organisational resilience and maintaining a competitive advantage in a dynamic business environment.

Keywords: Workplace wellness, employee health, productivity, well-being, organisational strategy

Introduction

Employee well-being has become increasingly acknowledged as essential to organisational success. As a result, workplace wellness programmes have gained momentum as a powerful method to improving health and well-being. These programmes often address fitness, nutrition, mental health and stress management. Businesses recognise the link that exists between employee health and productivity, leading to the global expansion of wellness programmes, especially in low-and middle-income countries (LMICs), alongside advanced economies (Sentinel Consulting, 2013). This research addresses the rising concern over employee well-being, which has become a crucial factor in organisational success. As workplace-related stress and lifestyle diseases increase, companies are recognising the value of investing in wellness programmes. These initiatives are important not only for improving employee health and morale but also for enhancing productivity, reducing absenteeism and lowering healthcare costs. Additionally, wellness programmes contribute to creating a supportive organisational culture, improving employee retention, and achieving long-term business sustainability if well implemented. Over time, workplace wellness has evolved from a marginal idea to a core element of organisational strategies. Once predominantly seen in high-income areas like North America, these programmes are now growing across Asia, South America, Africa and the Middle East, tackling both communicable diseases (HIV, malaria) and Non-Communicable Diseases (NCDs) (diabetes, cardiovascular conditions). Companies in LMICs increasingly see the benefits, with 47% of Asian and 33% of African and Middle Eastern organisations implementing wellness programmes (Sentinel Consulting, 2013). These initiatives span diverse sectors healthcare, automotive and technology targeting a wide range of health concerns (Sentinel Consulting, 2013) in both the private and public sectors. Employers are increasingly adopting workplace wellness programmes to support employees' health and to foster a more productive workforce (Goetzel & Ozminkowski, 2008). These programmes typically include physical health interventions, mental health support and

initiatives aimed at improving work-life balance. Research demonstrates that effective wellness initiatives not only improve employee health outcomes but also enhance organisational performance by reducing absenteeism, increasing engagement and lowering healthcare costs (Abasili et al., 2023; Baicker et al., 2010). The paper's main thrust is its synthesis of existing research on the effectiveness of workplace wellness programmes, coupled with practical recommendations for implementation. Building on a thorough review of existing research, this paper provides a strategic framework that organisations can use to initiate, execute as well as appraise wellness initiatives that are both effective and sustainable. Additionally, the paper offers insights into the role of data-driven decision-making in optimising wellness programs and highlights the importance of integrating wellness into organisational culture.

The remainder of this study furnishes an overview of the study's structure: the subsequent section presents a comprehensive review literature, which delves into the underlying reasons for workplace wellness initiatives and examines the fundamental elements of successful programmes. This is succeeded by an exploration of the challenges associated with the implementation of wellness initiatives, followed by case studies that substantiated the effectiveness and importance of wellness programmes. The paper then delineates a strategic approach that organisations can embrace to optimise the advantages of wellness programmes. A methodology section expounds on the procedures employed in conducting this study. Lastly, the conclusion encapsulates the principal findings and presents policy recommendations for organisations aiming to enhance employee health, productivity and overall business performance through improved wellness programmes.

Literature Review

Workplace wellness initiatives have become a vital component of organisational strategies directed at enhancing employee health, productivity and overall well-being. These programmes are created to address a broad spectrum of health issues, including physical and mental aspects that are increasingly recognised as crucial to fostering a healthy and productive work environment. The growing importance of these initiatives is driven by their potential to align with organisational goals, improve employee morale and reduce healthcare costs, thereby benefiting both employees and employers. Despite the growing popularity of wellness programmes, there is still a lack of understanding about the specific factors that make them effective. Many existing studies focus on how to implement these programmes without thoroughly exploring the factors that influence their success, such as organisational culture, employee engagement, leadership commitment. There is also limited analysis of the long-term sustainability of wellness initiatives and how regional or industry-specific challenges may

impact their effectiveness. This research aims to address these gaps by examining how wellness programmes can be tailored to different organisational contexts and evaluating their long-term benefits.

The Rationale and Importance of Workplace Wellness Initiatives

Workplace wellness programmes have their roots in the broader public health movement, where preventive health measures aim to improve overall community health outcomes. Within the workplace, these initiatives are designed to proactively address the health risks associated with sedentary work environments, chronic diseases and mental health challenges, which contribute to low productivity (Mattke et al., 2013). As organisations recognise the value of a healthy workforce, wellness programmes are evolving from simple gym memberships or health screenings to more comprehensive, multi-dimensional approaches. According to the Centre for Disease Control and Prevention (CDC), lifestyle-related diseases such as cardiovascular disease, diabetes and obesity contribute significantly to increased absenteeism and higher healthcare costs (CDC, 2023). Workplace wellness programmes that promote physical activity, healthy eating and regular health assessments can mitigate these risks, leading to improved employee health outcomes.

Moreover, employees who participate in wellness programmes report greater job satisfaction, improved physical fitness, sound mind and a stronger sense of belonging within their organisation (Abdullah & Lee, 2012; Brown et al., 2011; Goetzel et al., 2014). The concept of wellness gained widespread acceptance in the 1970s and workplace wellness programmes became increasingly popular in the 1980s to improve the physical, mental and emotional health of employees (Sentinel Consulting, 2013). The significance of wellness programmes in the workplace has been well-documented. Workplace wellness programmes target a range of benefits, including improved health, morale, productivity, employee satisfaction and reducing absenteeism (Sentinel Consulting, 2013) and healthcare costs. Studies have shown that well-executed wellness initiatives have proven to yield significant returns on investment by elevating job satisfaction, decreasing turnover and improving the overall health of the workforce (Baicker et al., 2010; Goetzel & Ozminkowski, 2008). Furthermore, these programmes contribute to broader societal benefits, such as improved public health outcomes and reduced national healthcare expenditures (McDaid, 2011). Evidence suggests that workers who are physically and mentally healthy are more productive and involved with their work, contributing positively to overall business performance (Baicker et al., 2010). Furthermore, with the increasing strain

of Non-Communicable Diseases (NCDs) like diabetes and cardiovascular disease, wellness programmes play a crucial role in reducing healthcare costs and promoting long-term employee health.

Key Components of Effective Wellness Programmes

A successful workplace wellness programme addresses multiple dimensions of employee health needs, including physical health, mental well-being and work-life balance. While the specific components of wellness programmes may vary depending on the organisation and its workforce, several critical elements contribute to their effectiveness, elements such as:

Physical Health Initiatives: Physical health programmes typically involve promoting regular exercise, healthy eating habits and preventive health care. Many organisations provide on-site fitness centres, nutritional counselling and annual health screenings. These programmes can reduce the risk of chronic diseases and help employees manage existing conditions more effectively (Aldana, 2001). Baicker et al. (2010) have shown that workers who take part in physical wellness programmes experience lower rates of absenteeism and increased productivity.

Mental Health and Stress Management: Mental health support has become an increasingly important aspect of wellness programmes, especially in light of growing awareness of the impact of stress, anxiety and depression on employee performance. Organisations that offer mental health aid such as employee assistance programmes (EAPs), mindfulness training and access to mental health professionals report better outcomes in employee engagement and retention (Richardson & Rothstein, 2008). Additionally, stress management programmes that teach coping strategies for handling work pressures have been shown to reduce burnout and improve job satisfaction (Lamontagne et al., 2007).

Work-Life Balance: Employees who struggle to balance work demands with personal responsibilities are more likely to experience stress and burnout, leading to reduced job performance. Wellness programmes that promote flexible working modalities, such as telecommuting or flexible hours, are increasingly recognised as essential for supporting work-

life balance (Kossek et al., 2010). Other initiatives, such as paid family leave and childcare support, have been shown to improve employee well-being and productivity (Allen et al., 2014).

Health Education and Communication: Wellness programmes are most effective when employees understand the benefits and have access to clear information about their options. Health education plays a crucial role in raising awareness about preventive health practices, such as smoking cessation or weight management (Goetzel et al., 2010). Additionally, effective communication strategies such as wellness newsletters, intranet portals and health coaching can encourage greater participation and engagement with wellness initiatives.

For wellness programmes to be effective, they must be strategically aligned with organisational objectives and customised to meet the needs of the workforce. Successful programmes typically involve a comprehensive approach integrating physical and mental health interventions. These initiatives often include health risk assessments, personalised health coaching and stress management workshops. The inclusion of psychological well-being as a critical component of these programmes has become increasingly common, reflecting a broader understanding of health (Kelloway, 2017). Moreover, employee involvement in the design and implementation of these programmes is crucial, as it increases relevance and engagement, leading to better outcomes (Grawitch et al., 2006).

Challenges in Implementing Workplace Wellness Programmes

Despite the clear benefits, many organisations face challenges in implementing and sustaining workplace wellness initiatives. One of the most common barriers is cost, as comprehensive wellness programmes can require significant financial investment in terms of facilities, personnel and resources (Mattke et al., 2013; Sentinel Consulting, 2013). Small and medium-sized enterprises (SMEs), may find it difficult to justify these expenses without clear evidence of a Return on Investment (ROI). Another challenge is low employee participation and engagement; this can undermine the effectiveness of these initiatives (Attridge et al., 2013). While many organisations offer wellness programmes, participation rates are often lower than expected. Lack of time, interest, or awareness can prevent employees from taking advantage of wellness resources (Aldana, 2001). Employees are more likely to engage in wellness programmes when they perceive them as relevant to their needs and when they have been involved in their design (Goetzel et al., 2007).

Difficulty in finding qualified staff and delivering services for programmes in remote locations, cultural barriers and lack of support from leadership were frequently identified as challenges (Sentinel Consulting, 2013). Lastly, privacy concerns may deter employees from fully engaging with wellness initiatives, especially when programmes require sensitive health information for personalisation or incentives. In other words, the availability of wellness programmes does not always translate to utilisation, particularly for mental health services. Stigma, confidentiality concerns and a lack of awareness can prevent employees from seeking help, even when programmes are available (Dimoff & Kelloway, 2016). To address these issues, employers must create a culture of wellness that integrates health into the daily work experience, rather than offering wellness activities as optional or isolated events. Employers must ensure that all data collected through wellness programmes is handled in compliance with health privacy laws and other health laws specific to the country or state in which an organisation is situated, laws such as the Health Insurance Portability and Accountability Act (HIPAA) and National Health Act (NHA) 2014 in Nigeria (Edemekong et al., 2023). Also, ensure employees feel confident that their personal information will remain confidential (Edemekong et al., 2023) likewise involve them in mapping out plans for executing the programmes.

Case Studies of Effective Wellness Initiatives in Some Countries around the World

The case study explores the growing significance of workplace wellness programmes within organisations and their impact on employee well-being and overall productivity. As businesses across the globe increasingly recognise the direct link between a healthy workforce and organisational success, wellness initiatives have shifted from a supplementary benefit to a critical component of strategic planning. This case study examines the evolution and expansion of these programmes in low and middle-income countries (LMICs), where they are becoming increasingly prevalent, to show the importance of these initiatives as catalysts for positive behavioural and financial change, even in the face of limited resources. Case studies are chosen to show that even countries with fewer funds are keying into it due to the benefits that can be derived from such programmes. By focusing on diverse industries and regions, the study provides insights into how wellness programmes are being adapted to address both communicable and non-communicable diseases, highlighting their role in fostering a healthier, more engaged and productive workforce. Apart from being from lower-income countries, these case studies are valuable because they showcase diverse health challenges, resource constraints and cultural integration. They highlight how organisations innovate to address specific issues

like HIV/AIDS and financial literacy, despite scarce resources. The programmes' adaptability and impact on employees and surrounding communities offer scalable models for similar settings globally. Additionally, they provide insights into addressing global concerns, making them relevant beyond just low-income contexts.

Chevron Nigeria: Chevron's "Healthy Heart" programme aims to mitigate the risk of cardiovascular disease among employees. The programme includes risk assessments, lifestyle modification support and peer health educator models to encourage healthy behaviours (Sentinel Consulting, 2013). In the workplace, peer educators are workers who have been trained to assess and modify co-workers high-risk behaviours, promoting positive change (International Labour Organisation [ILO], 2013). Peer educators have been particularly effective in addressing both communicable and non-communicable diseases, such as HIV and cardiovascular risks, enhancing the programme's reach and impact.

Unilever India: Unilever's "Lamplighter" programme focuses on assessing the risk of NCDs and promoting healthy lifestyles among employees. The programme integrates health risk assessments, monitoring for hypertension, cholesterol and body mass index (BMI) and coaching for mental resilience and physical fitness (Sentinel Consulting, 2013). This initiative has successfully moved employees from high-risk health categories into safer zones, demonstrating the effectiveness of proactive wellness interventions.

Volkswagen South Africa: Volkswagen's comprehensive wellness programme, initially focused on HIV prevention, has evolved to include NCD screenings and occupational health services. The programme has significantly increased employee engagement in health checks, achieving a participation rate of 80-89% for health screenings, which cover conditions like diabetes, hypertension and mental health (Sentinel Consulting, 2013).

Philippines (HP): HP Philippines developed the "Winning with Wellness" programme to create a culture that encourages a healthy lifestyle within and outside the organisation, focusing on three core components physical health, emotional health and financial health. This programme aimed to integrate previously separate wellness initiatives into a comprehensive approach to boost participation and employee output while addressing the different needs of the workforce. This programme brought about changes in how employees manage their physical and emotional health including financial wellness thus improving overall health.

Zimbabwe (Zimplats): Zimbabwe Platinum Mine initiated its workplace wellness programme in 2003, focusing on addressing the widespread of HIV in the mining industry. The programme intends to curb the transmission of HIV, mitigate the impact on infected employees and minimise stigma and bias connected to the disease. It includes peer educators, free condoms and antiretroviral treatment for employees and their dependents. The programme extends to the community, offering sexually transmitted infections (STI) clinics, condom distribution and income-generating projects for sex workers. Collaborations with organisations like Population Service International (PSI) and the Zimbabwe Business Council on AIDS (ZBCA) have helped reduce STI rates and employee deaths.

These examples demonstrate that workplace wellness initiatives can be adapted to suit the unique health challenges of different regions, effectively improving employee health outcomes and productivity.

A Strategic Approach to Wellness and Implementation of Wellness Programmes

For wellness programmes to be truly effective, they must be strategically aligned with organisational goals and tailored to meet the specific needs of the workforce. A one-size-fits-all approach is unlikely to yield optimal results. Instead, organisations should use data-driven insights to customize their wellness offerings based on employee demographics, health risks and preferences (Goetzel & Ozminkowski, 2008). For wellness programmes to be effective, organisations must adopt a strategic approach to their design and implementation to prevent some of these diseases, intervene and accommodate those that can be managed. Kelloway (2017) suggested prevention, intervention and accommodation as an effective framework for addressing workplace wellness comprehensively. Thus a comprehensive approach must adopt evidence-based practices in the design and implementation of these programmes to enhance their effectiveness and sustainability (Rousseau & Barends, 2011). Sentinel Consulting (2013) outlines several key factors for successful programme execution, including:

Tailored Interventions: Wellness programmes should be designed to address the specific health risks and challenges faced by the workforce. This often means addressing both communicable diseases and NCDs. For instance, programmes in Nigeria and South Africa focus on HIV prevention alongside cardiovascular disease management (Sentinel Consulting, 2013).

Engagement and Education: Peer support and education are essential components of wellness initiatives. Programmes that employ peer educators, such as Chevron's initiative in Nigeria, have been particularly successful in promoting health behaviours within culturally relevant frameworks (Sentinel Consulting, 2013). These educators not only provide information but also serve as role models for healthy living, increasing programme uptake and effectiveness.

Comprehensive Support: Offering a range of services that address various aspects of employee well-being physical, mental and even financial can enhance participation and sustainability. HP's programme in the Philippines, for example, addresses physical health, emotional well-being and financial literacy, recognizing the interconnectedness of these elements in employee wellness (Sentinel Consulting, 2013).

Monitoring and Evaluation: Employers should also measure the effectiveness of wellness programmes through both quantitative and qualitative metrics. Common metrics include participation rates, employee satisfaction, health outcomes and ROI (Baicker et al., 2010). Regular evaluation enables organisations to make informed decisions about how to refine and improve their wellness strategies over time. To demonstrate the value of wellness programmes, organisations must establish clear metrics for success. Other strategic approaches are:

Evidence-based programming: Evidence-based programming refers to the use of interventions, strategies and practices in wellness programmes grounded in scientific research and proven effective in improving employee health and well-being. These programmes must have been tested and evaluated through rigorous evaluation methods and be based on peer-reviewed research as well as demonstrated significant as well as sustainable outcomes. These can include programmes such as behavioural change interventions such as smoking cessation, weight management, nutrition education and healthy eating promotions among others.

Leadership support and commitment: Sentinel Consulting (2013) recognised lack of support from leadership as a challenge. According to Dimoff and Kelloway (2016), one of the factors leading to the underutilisation of wellness resources stems from inadequate leadership engagement, which is critical for facilitating resource utilisation and encouraging employee participation in wellness initiatives. Thus, leadership support is crucial for the success and effectiveness of employee well-being programmes. Supports can include resource allocation

(infrastructure, funds and personnel) to successfully implement the programme, endorsement, participation in such initiatives and so on.

Additionally, organisations should integrate wellness initiatives into the company culture, encouraging leadership support and employee involvement. When wellness is seen as a core component of the organisation's values, employees are most likely to engage with and benefit from the available resources (Allen et al., 2014).

A strategic approach to workplace wellness involves integrating these programmes into the broader organisational strategy, ensuring they align with company goals and employee needs. This approach should include proactive measures, such as altering work conditions to prevent stress and reactive measures, such as interventions that help employees manage existing stressors (Grawitch et al., 2015). Adopting evidence-based practices in the design and implementation of wellness programmes can further enhance their effectiveness and sustainability. Thus, workplace wellness initiatives are essential for fostering a healthy and productive workforce. When designed and implemented effectively, these programmes can lead to significant improvements in both employee health and organisational outcomes. However, for these initiatives to be truly successful, they must be strategically aligned with organisational goals, tailored to the specific needs of the workforce and supported by strong leadership and a culture that prioritises employee well-being.

The Long-Term Benefits of Workplace Wellness Programmes

Workplace wellness programmes have become an essential component of many organisations' strategies to promote employee health and productivity. Over time, these initiatives deliver long-term benefits for both employees and employers. Drawing from extensive research and analyses by organisations such as RAND Corporation as well as scholarly works, this article explores the sustained advantages of implementing workplace wellness programmes.

Workplace wellness programmes offer long-term benefits for both employees and organisations, as supported by various researches on wellness programmes. For employees, these programmes lead to improved physical and mental health outcomes. For example, research by Baicker et al. (2010) demonstrates that wellness initiatives significantly decrease the incidence of chronic diseases such as diabetes and heart disease, leading to better overall

health and a decrease in healthcare utilisation over time. Employees who participate in wellness programmes also report higher job satisfaction and reduced stress levels, which contribute to their long-term well-being (Goetzel et al., 2018).

Employee Health and Well-Being: One of the most critical long-term benefits of wellness programmes is the improvement in employees' physical and mental health. Studies by Baicker et al. (2010) have demonstrated that wellness programmes lead to reductions in risk factors for chronic diseases such as diabetes and cardiovascular issues. Through health screenings, fitness initiatives and mental health support, employees who participate in wellness programmes can significantly reduce their long-term health risks. Similarly, Dement et al. (2015) showed that workplace wellness programmes reduced healthcare utilisation and costs over time, further emphasising the health benefits of these programmes.

Increased Productivity and Reduced Absenteeism: Healthier employees are more productive and engaged in their work. RAND Corporation's extensive research on workplace wellness highlights that these programmes lead to fewer sick days and higher job satisfaction, both of which positively impact productivity (Mattke et al., 2014). Goetzel et al. (2018) found that organisations implementing comprehensive wellness programmes experienced a reduction in absenteeism and an increase in presenteeism, where employees are more productive when they are at work. In the long run, healthier employees translate to enhanced organisational performance.

Financial Savings and Return on Investment: Wellness programmes not only benefit employee health but also result in significant financial savings for employers. A study by Baicker et al. (2010) found that for every dollar spent on wellness programmes, employers saved \$3.27 in healthcare costs. Similarly, the RAND Corporation's research concluded that wellness programmes targeting high-risk employees, such as those with chronic conditions, resulted in considerable cost savings (Mattke et al., 2014). Dement et al. (2015) also documented a reduction in healthcare costs for organisations that implemented wellness programmes, affirming the financial viability of these initiatives in the long term.

Positive Organisational Culture and Employee Retention: In addition to health and financial benefits, wellness programmes contribute to creating a positive organisational culture. Mattke et al. (2014) emphasise that these programmes foster a culture of health, where employees feel

supported in their wellness goals. This not only improves employee morale but also aids in retaining talent. Employees are more likely to remain with companies that invest in their health and well-being, reducing turnover costs for organisations (Baicker et al., 2010; Goetzel et al., 2018).

Long-Term Engagement and Sustained Benefits: One of the keys to successful wellness programmes is sustained employee engagement. The RAND toolkit developed by Mattke et al. (2014) outlines best practices for ensuring long-term participation, such as tailoring programmes to employee needs, using incentives and providing convenient access to wellness resources. By fostering continuous engagement, organisations can ensure that the benefits of wellness programmes are sustained over time, improving both employee health and organisational outcomes.

Hence, the long-term benefits of workplace wellness programmes are clear, improved employee health, enhanced productivity, significant financial savings and a more positive organisational culture. Research works consistently demonstrate that wellness programmes yield substantial returns on investment for organisations while promoting the well-being of their workforce. The long-term advantages for both employees and organisations highlight the necessity of integrating wellness programmes as part of a broader strategy for maintaining a healthy, productive workforce.

Method

This paper is based on a systematic examination of various studies, including peer-reviewed journal articles, published books and credible online sources. The key steps in the methodology include:

Literature Review

The first step in the methodology involved conducting an extensive literature review to gather information on workplace wellness programmes. The literature search was conducted using English only as the primary language. The keywords used included "workplace wellness programmes," "employee health," "organisational productivity," "employee well-being", "organisational strategy" and "long-term benefits of wellness programmes." Synonyms or similar terms were not used in this search. To ensure a comprehensive review, the authors focused specifically on these core terms. Sources were selected based on their relevance, credibility and the recency of their data. This review included books authored by experts in

workplace health and wellness to provide foundational knowledge and context, peer-reviewed journal articles from reputable databases such as Wiley, Elsevier and Google Scholar, which provided empirical studies and reviews on the effectiveness of wellness programmes, their impact on employee health and organisational outcomes. To complement these primary sources, the paper also incorporated data and statistics from authoritative websites, such as the Centres for Disease Control and Prevention (CDC) and the International Labour Organisation (ILO). These sources were chosen for their high credibility and for offering up-to-date information on public health and workplace wellness trends.

Data Analysis and Synthesis

The information gathered from these sources was systematically analysed and synthesized to identify common themes, trends and best practices in workplace wellness initiatives. This involved comparing findings from different studies to ensure consistency and to highlight areas where the evidence was strongest. For example, the consistent finding across multiple studies that wellness programmes reduce absenteeism and improve employee productivity was used to support the argument for the strategic importance of these initiatives. The synthesis process also involved critically evaluating the quality of the studies reviewed, considering factors such as sample size, research design and the methodologies used by the original authors. This critical approach helped to ensure that the conclusions drawn in this paper were based on robust and reliable evidence.

Ensuring Trustworthiness

To ensure the credibility of the content, the paper adhered to several methodological principles. Firstly, the paper relies only on credible sources that meet rigorous academic standards. Peer-reviewed articles were prioritised, as these undergo extensive scrutiny by experts in the field before publication, thus ensuring their reliability. Secondly, triangulation was used to verify the accuracy of the information. This involved cross-referencing data from multiple sources to confirm findings and identify discrepancies. By comparing results from different studies, consistent patterns and outliers were identified, providing a more nuanced understanding of the effectiveness of wellness initiatives. Using high-quality, credible sources and ensuring methodological transparency, this paper has ensured that the content is trustworthy and well-supported by evidence. This methodological approach provides a solid foundation for the conclusions drawn and the practical recommendations offered, making the paper a reliable resource for scholars and practitioners interested in workplace wellness initiatives.

Conclusion and Recommendations

Workplace wellness initiatives play a vital role in cultivating a healthy, productive and engaged workforce. To achieve maximum impact, these programmes must be integrated into the broader organisational strategy, aligning with company goals and addressing the unique needs of employees. By incorporating physical and mental health interventions, wellness initiatives can significantly improve employee well-being, reduce stress and boost productivity. Leadership support, employee involvement and attention to privacy concerns are imperative for the success of these programmes. Ultimately, a culture that prioritises employee well-being not only promotes individual health but also contributes to the long-term success of the organisation.

Recommendations

- 1. Holistic Approach to Employee Wellness:** Organisations should adopt policies that promote a comprehensive wellness strategy, incorporating both physical and mental health interventions. This includes offering mandatory health risk assessments, mental health support and stress management initiatives.
- 2. Integration into Organisational Culture:** Wellness programmes should be embedded within the organisation's core culture, ensuring that health initiatives are not treated as optional or isolated activities, but as an integral part of the daily work experience.
- 3. Leadership Involvement:** Policies should encourage leadership participation in wellness programmes, promoting transparency, accountability and active engagement from management to set a positive example for employees.
- 4. Compliance with Privacy Regulations:** Companies must enforce strict compliance with health laws and provisions of privacy by these laws, ensuring that employee health data is collected, stored and managed confidentially and securely.
- 5. Regular Evaluation and Adaptation:** Policies should support the continuous evaluation of wellness programmes to adapt to changing employee needs and ensure the on-going relevance and effectiveness of the initiatives.
- 6. Transparency and Confidentiality:** Clear policies should be in place that addresses employee concerns regarding privacy, ensuring that personal health information remains confidential and is handled with transparency.

7. Data-Driven Decision-Making: Companies should implement policies that use data from wellness assessments to make informed decisions, tailoring wellness programmes to address the specific needs of their workforce.

8. Incentives and Engagement: Policies should promote the use of incentives, such as flexible work arrangements and rewards, to encourage higher participation and sustained engagement in wellness programmes.

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Wellness Initiatives in the Workplace: A Strategic Approach to Employee Health

Rukayat Oladayo Ogundipe

Department of Adult Education, Faculty of Education, University of Ibadan, Ibadan, Nigeria

Email: dayoville@gmail.com, Orcid No: 0009-0009-3710-0025 <https://orcid.org/0009-0009-3710-0025>

Fatahat Oyeteju Olajide

Department of Adult Education, Faculty of Education, University of Ibadan, Ibadan, Nigeria

Email: fatahatolajide@gmail.com, Orcid No: 0001-0009-9983-5088

Abstract

This paper explores the strategic implementation of wellness initiatives in the workplace and their impact on employee health and organisational performance. In light of increasing concerns about occupational stress and lifestyle-related health challenges, many forward-thinking organisations are prioritising comprehensive wellness programmes that holistically promote physical, mental and emotional well-being. By doing so, these organisations aim to foster a healthy and productive workforce, while simultaneously gaining a competitive advantage in an increasingly complex and dynamic business landscape. In recognising employees as the cornerstone of organisational success, wellness initiatives transcend mere corporate responsibility; they are a declaration of value and respect for human potential. When employees feel cared for, they are more likely to be engaged, loyal and innovative. The study adopts a desk-based review and analysis, drawing on secondary data from academic literature, industry reports and existing case studies of organisations with established wellness frameworks. Through this approach, the paper identifies key components of effective wellness programmes, including physical fitness support, mental health resources, flexible work arrangements and preventive health screenings.

The analysis highlights the positive outcomes of well-designed wellness strategies, such as decreased absenteeism, improved job satisfaction, enhanced morale and increased productivity. It also discusses challenges related to implementation, including resource constraints, limited employee participation and lack of organisational commitment. The paper emphasises the critical role of leadership commitment, tailored programme design and ongoing monitoring in sustaining wellness efforts. It concludes that for organisations to reap sustained benefits, wellness must be embedded into the corporate culture and aligned with broader business goals.

Ultimately, investing in employee well-being is a strategic priority for building organisational resilience and maintaining a competitive advantage in a dynamic business environment.

Keywords: Workplace wellness, employee health, productivity, well-being, organisational strategy

Introduction

Employee well-being has become increasingly acknowledged as essential to organisational success. As a result, workplace wellness programmes have gained momentum as a powerful method to improving health and well-being. These programmes often address fitness, nutrition, mental health and stress management. Businesses recognise the link that exists between employee health and productivity, leading to the global expansion of wellness programmes, especially in low-and middle-income countries (LMICs), alongside advanced economies (Sentinel Consulting, 2013). This research addresses the rising concern over employee well-being, which has become a crucial factor in organisational success. As workplace-related stress and lifestyle diseases increase, companies are recognising the value of investing in wellness programmes. These initiatives are important not only for improving employee health and morale but also for enhancing productivity, reducing absenteeism and lowering healthcare costs. Additionally, wellness programmes contribute to creating a supportive organisational culture, improving employee retention, and achieving long-term business sustainability if well implemented. Over time, workplace wellness has evolved from a marginal idea to a core element of organisational strategies. Once predominantly seen in high-income areas like North America, these programmes are now growing across Asia, South America, Africa and the Middle East, tackling both communicable diseases (HIV, malaria) and Non-Communicable Diseases (NCDs) (diabetes, cardiovascular conditions). Companies in LMICs increasingly see the benefits, with 47% of Asian and 33% of African and Middle Eastern organisations implementing wellness programmes (Sentinel Consulting, 2013). These initiatives span diverse sectors healthcare, automotive and technology targeting a wide range of health concerns (Sentinel Consulting, 2013) in both the private and public sectors.

Employers are increasingly adopting workplace wellness programmes to support employees' health and to foster a more productive workforce (Goetzel & Ozminkowski, 2008). These programmes typically include physical health interventions, mental health support and initiatives aimed at improving work-life balance. Research demonstrates that effective wellness initiatives not only improve employee health outcomes but also enhance organisational

performance by reducing absenteeism, increasing engagement and lowering healthcare costs (Abasili et al., 2023; Baicker et al., 2010). The paper's main thrust is its synthesis of existing research on the effectiveness of workplace wellness programmes, coupled with practical recommendations for implementation. Building on a thorough review of existing research, this paper provides a strategic framework that organisations can use to initiate, execute as well as appraise wellness initiatives that are both effective and sustainable. Additionally, the paper offers insights into the role of data-driven decision-making in optimising wellness programs and highlights the importance of integrating wellness into organisational culture.

The remainder of this study furnishes an overview of the study's structure: the subsequent section presents a comprehensive review literature, which delves into the underlying reasons for workplace wellness initiatives and examines the fundamental elements of successful programmes. This is succeeded by an exploration of the challenges associated with the implementation of wellness initiatives, followed by case studies that substantiated the effectiveness and importance of wellness programmes. The paper then delineates a strategic approach that organisations can embrace to optimise the advantages of wellness programmes. A methodology section expounds on the procedures employed in conducting this study. Lastly, the conclusion encapsulates the principal findings and presents policy recommendations for organisations aiming to enhance employee health, productivity and overall business performance through improved wellness programmes.

Literature Review

Workplace wellness initiatives have become a vital component of organisational strategies directed at enhancing employee health, productivity and overall well-being. These programmes are created to address a broad spectrum of health issues, including physical and mental aspects that are increasingly recognised as crucial to fostering a healthy and productive work environment. The growing importance of these initiatives is driven by their potential to align with organisational goals, improve employee morale and reduce healthcare costs, thereby benefiting both employees and employers. Despite the growing popularity of wellness programmes, there is still a lack of understanding about the specific factors that make them effective. Many existing studies focus on how to implement these programmes without thoroughly exploring the factors that influence their success, such as organisational culture, employee engagement, leadership commitment. There is also limited analysis of the long-term sustainability of wellness initiatives and how regional or industry-specific challenges may impact their effectiveness. This research aims to address these gaps by examining how wellness

programmes can be tailored to different organisational contexts and evaluating their long-term benefits.

The Rationale and Importance of Workplace Wellness Initiatives

Workplace wellness programmes have their roots in the broader public health movement, where preventive health measures aim to improve overall community health outcomes. Within the workplace, these initiatives are designed to proactively address the health risks associated with sedentary work environments, chronic diseases and mental health challenges, which contribute to low productivity (Mattke et al., 2013). As organisations recognise the value of a healthy workforce, wellness programmes are evolving from simple gym memberships or health screenings to more comprehensive, multi-dimensional approaches. According to the Centre for Disease Control and Prevention (CDC), lifestyle-related diseases such as cardiovascular disease, diabetes and obesity contribute significantly to increased absenteeism and higher healthcare costs (CDC, 2023). Workplace wellness programmes that promote physical activity, healthy eating and regular health assessments can mitigate these risks, leading to improved employee health outcomes.

Moreover, employees who participate in wellness programmes report greater job satisfaction, improved physical fitness, sound mind and a stronger sense of belonging within their organisation (Abdullah & Lee, 2012; Brown et al., 2011; Goetzel et al., 2014). The concept of wellness gained widespread acceptance in the 1970s and workplace wellness programmes became increasingly popular in the 1980s to improve the physical, mental and emotional health of employees (Sentinel Consulting, 2013). The significance of wellness programmes in the workplace has been well-documented. Workplace wellness programmes target a range of benefits, including improved health, morale, productivity, employee satisfaction and reducing absenteeism (Sentinel Consulting, 2013) and healthcare costs. Studies have shown that well-executed wellness initiatives have proven to yield significant returns on investment by elevating job satisfaction, decreasing turnover and improving the overall health of the workforce (Baicker et al., 2010; Goetzel & Ozminkowski, 2008). Furthermore, these programmes contribute to broader societal benefits, such as improved public health outcomes and reduced national healthcare expenditures (McDaid, 2011). Evidence suggests that workers who are physically and mentally healthy are more productive and involved with their work, contributing positively to overall business performance (Baicker et al., 2010). Furthermore, with the increasing strain of Non-Communicable Diseases (NCDs) like diabetes and cardiovascular disease, wellness

programmes play a crucial role in reducing healthcare costs and promoting long-term employee health.

Key Components of Effective Wellness Programmes

A successful workplace wellness programme addresses multiple dimensions of employee health needs, including physical health, mental well-being and work-life balance. While the specific components of wellness programmes may vary depending on the organisation and its workforce, several critical elements contribute to their effectiveness, elements such as:

Physical Health Initiatives: Physical health programmes typically involve promoting regular exercise, healthy eating habits and preventive health care. Many organisations provide on-site fitness centres, nutritional counselling and annual health screenings. These programmes can reduce the risk of chronic diseases and help employees manage existing conditions more effectively (Aldana, 2001). Baicker et al. (2010) have shown that workers who take part in physical wellness programmes experience lower rates of absenteeism and increased productivity.

Mental Health and Stress Management: Mental health support has become an increasingly important aspect of wellness programmes, especially in light of growing awareness of the impact of stress, anxiety and depression on employee performance. Organisations that offer mental health aid such as employee assistance programmes (EAPs), mindfulness training and access to mental health professionals report better outcomes in employee engagement and retention (Richardson & Rothstein, 2008). Additionally, stress management programmes that teach coping strategies for handling work pressures have been shown to reduce burnout and improve job satisfaction (Lamontagne et al., 2007).

Work-Life Balance: Employees who struggle to balance work demands with personal responsibilities are more likely to experience stress and burnout, leading to reduced job performance. Wellness programmes that promote flexible working modalities, such as telecommuting or flexible hours, are increasingly recognised as essential for supporting work-life balance (Kossek et al., 2010). Other initiatives, such as paid family leave and childcare support, have been shown to improve employee well-being and productivity (Allen et al., 2014).

Health Education and Communication: Wellness programmes are most effective when employees understand the benefits and have access to clear information about their options. Health education plays a crucial role in raising awareness about preventive health practices, such as smoking cessation or weight management (Goetzel et al., 2010). Additionally, effective

communication strategies such as wellness newsletters, intranet portals and health coaching can encourage greater participation and engagement with wellness initiatives.

For wellness programmes to be effective, they must be strategically aligned with organisational objectives and customised to meet the needs of the workforce. Successful programmes typically involve a comprehensive approach integrating physical and mental health interventions. These initiatives often include health risk assessments, personalised health coaching and stress management workshops. The inclusion of psychological well-being as a critical component of these programmes has become increasingly common, reflecting a broader understanding of health (Kelloway, 2017). Moreover, employee involvement in the design and implementation of these programmes is crucial, as it increases relevance and engagement, leading to better outcomes (Grawitch et al., 2006).

Challenges in Implementing Workplace Wellness Programmes

Despite the clear benefits, many organisations face challenges in implementing and sustaining workplace wellness initiatives. One of the most common barriers is cost, as comprehensive wellness programmes can require significant financial investment in terms of facilities, personnel and resources (Mattke et al., 2013; Sentinel Consulting, 2013). Small and medium-sized enterprises (SMEs), may find it difficult to justify these expenses without clear evidence of a Return on Investment (ROI). Another challenge is low employee participation and engagement; this can undermine the effectiveness of these initiatives (Attridge et al., 2013). While many organisations offer wellness programmes, participation rates are often lower than expected. Lack of time, interest, or awareness can prevent employees from taking advantage of wellness resources (Aldana, 2001). Employees are more likely to engage in wellness programmes when they perceive them as relevant to their needs and when they have been involved in their design (Goetzel et al., 2007).

Difficulty in finding qualified staff and delivering services for programmes in remote locations, cultural barriers and lack of support from leadership were frequently identified as challenges (Sentinel Consulting, 2013). Lastly, privacy concerns may deter employees from fully engaging with wellness initiatives, especially when programmes require sensitive health information for personalisation or incentives. In other words, the availability of wellness programmes does not always translate to utilisation, particularly for mental health services. Stigma, confidentiality concerns and a lack of awareness can prevent employees from seeking help, even when programmes are available (Dimoff & Kelloway, 2016). To address these issues, employers must create a culture of wellness that integrates health into the daily work experience, rather than offering wellness activities as optional or isolated events. Employers

must ensure that all data collected through wellness programmes is handled in compliance with health privacy laws and other health laws specific to the country or state in which an organisation is situated, laws such as the Health Insurance Portability and Accountability Act (HIPAA and National Health Act (NHA) 2014 in Nigeria (Edemekong et al., 2023). Also, ensure employees feel confident that their personal information will remain confidential (Edemekong et al., 2023) likewise involve them in mapping out plans for executing the programmes.

Case Studies of Effective Wellness Initiatives in Some Countries around the World

The case study explores the growing significance of workplace wellness programmes within organisations and their impact on employee well-being and overall productivity. As businesses across the globe increasingly recognise the direct link between a healthy workforce and organisational success, wellness initiatives have shifted from a supplementary benefit to a critical component of strategic planning. This case study examines the evolution and expansion of these programmes in low and middle-income countries (LMICs), where they are becoming increasingly prevalent, to show the importance of these initiatives as catalysts for positive behavioural and financial change, even in the face of limited resources. Case studies are chosen to show that even countries with fewer funds are keying into it due to the benefits that can be derived from such programmes. By focusing on diverse industries and regions, the study provides insights into how wellness programmes are being adapted to address both communicable and non-communicable diseases, highlighting their role in fostering a healthier, more engaged and productive workforce. Apart from being from lower-income countries, these case studies are valuable because they showcase diverse health challenges, resource constraints and cultural integration. They highlight how organisations innovate to address specific issues like HIV/AIDS and financial literacy, despite scarce resources. The programmes' adaptability and impact on employees and surrounding communities offer scalable models for similar settings globally. Additionally, they provide insights into addressing global concerns, making them relevant beyond just low-income contexts.

Chevron Nigeria: Chevron's "Healthy Heart" programme aims to mitigate the risk of cardiovascular disease among employees. The programme includes risk assessments, lifestyle modification support and peer health educator models to encourage healthy behaviours (Sentinel Consulting, 2013). In the workplace, peer educators are workers who have been trained to assess and modify co-workers high-risk behaviours, promoting positive change (International Labour Organisation [ILO], 2013). Peer educators have been particularly

effective in addressing both communicable and non-communicable diseases, such as HIV and cardiovascular risks, enhancing the programme's reach and impact.

Unilever India: Unilever's "Lamplighter" programme focuses on assessing the risk of NCDs and promoting healthy lifestyles among employees. The programme integrates health risk assessments, monitoring for hypertension, cholesterol and body mass index (BMI) and coaching for mental resilience and physical fitness (Sentinel Consulting, 2013). This initiative has successfully moved employees from high-risk health categories into safer zones, demonstrating the effectiveness of proactive wellness interventions.

Volkswagen South Africa: Volkswagen's comprehensive wellness programme, initially focused on HIV prevention, has evolved to include NCD screenings and occupational health services. The programme has significantly increased employee engagement in health checks, achieving a participation rate of 80-89% for health screenings, which cover conditions like diabetes, hypertension and mental health (Sentinel Consulting, 2013).

Philippines (HP): HP Philippines developed the "Winning with Wellness" programme to create a culture that encourages a healthy lifestyle within and outside the organisation, focusing on three core components physical health, emotional health and financial health. This programme aimed to integrate previously separate wellness initiatives into a comprehensive approach to boost participation and employee output while addressing the different needs of the workforce. This programme brought about changes in how employees manage their physical and emotional health including financial wellness thus improving overall health.

Zimbabwe (Zimplats): Zimbabwe Platinum Mine initiated its workplace wellness programme in 2003, focusing on addressing the widespread of HIV in the mining industry. The programme intends to curb the transmission of HIV, mitigate the impact on infected employees and minimise stigma and bias connected to the disease. It includes peer educators, free condoms and antiretroviral treatment for employees and their dependents. The programme extends to the community, offering sexually transmitted infections (STI) clinics, condom distribution and income-generating projects for sex workers. Collaborations with organisations like Population Service International (PSI) and the Zimbabwe Business Council on AIDS (ZBCA) have helped reduce STI rates and employee deaths.

These examples demonstrate that workplace wellness initiatives can be adapted to suit the unique health challenges of different regions, effectively improving employee health outcomes and productivity.

A Strategic Approach to Wellness and Implementation of Wellness Programmes

For wellness programmes to be truly effective, they must be strategically aligned with organisational goals and tailored to meet the specific needs of the workforce. A one-size-fits-all approach is unlikely to yield optimal results. Instead, organisations should use data-driven insights to customize their wellness offerings based on employee demographics, health risks and preferences (Goetzel & Ozminkowski, 2008). For wellness programmes to be effective, organisations must adopt a strategic approach to their design and implementation to prevent some of these diseases, intervene and accommodate those that can be managed. Kelloway (2017) suggested prevention, intervention and accommodation as an effective framework for addressing workplace wellness comprehensively. Thus a comprehensive approach must adopt evidence-based practices in the design and implementation of these programmes to enhance their effectiveness and sustainability (Rousseau & Barends, 2011). Sentinel Consulting (2013) outlines several key factors for successful programme execution, including:

Tailored Interventions: Wellness programmes should be designed to address the specific health risks and challenges faced by the workforce. This often means addressing both communicable diseases and NCDs. For instance, programmes in Nigeria and South Africa focus on HIV prevention alongside cardiovascular disease management (Sentinel Consulting, 2013).

Engagement and Education: Peer support and education are essential components of wellness initiatives. Programmes that employ peer educators, such as Chevron's initiative in Nigeria, have been particularly successful in promoting health behaviours within culturally relevant frameworks (Sentinel Consulting, 2013). These educators not only provide information but also serve as role models for healthy living, increasing programme uptake and effectiveness.

Comprehensive Support: Offering a range of services that address various aspects of employee well-being physical, mental and even financial can enhance participation and sustainability. HP's programme in the Philippines, for example, addresses physical health, emotional well-being and financial literacy, recognizing the interconnectedness of these elements in employee wellness (Sentinel Consulting, 2013).

Monitoring and Evaluation: Employers should also measure the effectiveness of wellness programmes through both quantitative and qualitative metrics. Common metrics include participation rates, employee satisfaction, health outcomes and ROI (Baicker et al., 2010). Regular evaluation enables organisations to make informed decisions about how to refine and improve their wellness strategies over time. To demonstrate the value of wellness programmes, organisations must establish clear metrics for success. Other strategic approaches are:

Evidence-based programming: Evidence-based programming refers to the use of interventions, strategies and practices in wellness programmes grounded in scientific research and proven effective in improving employee health and well-being. These programmes must have been tested and evaluated through rigorous evaluation methods and be based on peer-reviewed research as well as demonstrated significant as well as sustainable outcomes. These can include programmes such as behavioural change interventions such as smoking cessation, weight management, nutrition education and healthy eating promotions among others.

Leadership support and commitment: Sentinel Consulting (2013) recognised lack of support from leadership as a challenge. According to Dimoff and Kelloway (2016), one of the factors leading to the underutilisation of wellness resources stems from inadequate leadership engagement, which is critical for facilitating resource utilisation and encouraging employee participation in wellness initiatives. Thus, leadership support is crucial for the success and effectiveness of employee well-being programmes. Supports can include resource allocation (infrastructure, funds and personnel) to successfully implement the programme, endorsement, participation in such initiatives and so on.

Additionally, organisations should integrate wellness initiatives into the company culture, encouraging leadership support and employee involvement. When wellness is seen as a core component of the organisation's values, employees are most likely to engage with and benefit from the available resources (Allen et al., 2014).

A strategic approach to workplace wellness involves integrating these programmes into the broader organisational strategy, ensuring they align with company goals and employee needs. This approach should include proactive measures, such as altering work conditions to prevent stress and reactive measures, such as interventions that help employees manage existing stressors (Grawitch et al., 2015). Adopting evidence-based practices in the design and implementation of wellness programmes can further enhance their effectiveness and sustainability. Thus, workplace wellness initiatives are essential for fostering a healthy and productive workforce. When designed and implemented effectively, these programmes can lead to significant improvements in both employee health and organisational outcomes. However, for these initiatives to be truly successful, they must be strategically aligned with organisational goals, tailored to the specific needs of the workforce and supported by strong leadership and a culture that prioritises employee well-being.

The Long-Term Benefits of Workplace Wellness Programmes

Workplace wellness programmes have become an essential component of many organisations' strategies to promote employee health and productivity. Over time, these

initiatives deliver long-term benefits for both employees and employers. Drawing from extensive research and analyses by organisations such as RAND Corporation as well as scholarly works, this article explores the sustained advantages of implementing workplace wellness programmes.

Workplace wellness programmes offer long-term benefits for both employees and organisations, as supported by various researches on wellness programmes. For employees, these programmes lead to improved physical and mental health outcomes. For example, research by Baicker et al. (2010) demonstrates that wellness initiatives significantly decrease the incidence of chronic diseases such as diabetes and heart disease, leading to better overall health and a decrease in healthcare utilisation over time. Employees who participate in wellness programmes also report higher job satisfaction and reduced stress levels, which contribute to their long-term well-being (Goetzel et al., 2018).

Employee Health and Well-Being: One of the most critical long-term benefits of wellness programmes is the improvement in employees' physical and mental health. Studies by Baicker et al. (2010) have demonstrated that wellness programmes lead to reductions in risk factors for chronic diseases such as diabetes and cardiovascular issues. Through health screenings, fitness initiatives and mental health support, employees who participate in wellness programmes can significantly reduce their long-term health risks. Similarly, Dement et al. (2015) showed that workplace wellness programmes reduced healthcare utilisation and costs over time, further emphasising the health benefits of these programmes.

Increased Productivity and Reduced Absenteeism: Healthier employees are more productive and engaged in their work. RAND Corporation's extensive research on workplace wellness highlights that these programmes lead to fewer sick days and higher job satisfaction, both of which positively impact productivity (Mattke et al., 2014). Goetzel et al. (2018) found that organisations implementing comprehensive wellness programmes experienced a reduction in absenteeism and an increase in presenteeism, where employees are more productive when they are at work. In the long run, healthier employees translate to enhanced organisational performance

Financial Savings and Return on Investment: Wellness programmes not only benefit employee health but also result in significant financial savings for employers. A study by Baicker et al. (2010) found that for every dollar spent on wellness programmes, employers saved \$3.27 in healthcare costs. Similarly, the RAND Corporation's research concluded that wellness programmes targeting high-risk employees, such as those with chronic conditions, resulted in considerable cost savings (Mattke et al., 2014). Dement et al. (2015) also

documented a reduction in healthcare costs for organisations that implemented wellness programmes, affirming the financial viability of these initiatives in the long term.

Positive Organisational Culture and Employee Retention: In addition to health and financial benefits, wellness programmes contribute to creating a positive organisational culture. Mattke et al. (2014) emphasise that these programmes foster a culture of health, where employees feel supported in their wellness goals. This not only improves employee morale but also aids in retaining talent. Employees are more likely to remain with companies that invest in their health and well-being, reducing turnover costs for organisations (Baicker et al., 2010; Goetzel et al., 2018).

Long-Term Engagement and Sustained Benefits: One of the keys to successful wellness programmes is sustained employee engagement. The RAND toolkit developed by Mattke et al. (2014) outlines best practices for ensuring long-term participation, such as tailoring programmes to employee needs, using incentives and providing convenient access to wellness resources. By fostering continuous engagement, organisations can ensure that the benefits of wellness programmes are sustained over time, improving both employee health and organisational outcomes.

Hence, the long-term benefits of workplace wellness programmes are clear, improved employee health, enhanced productivity, significant financial savings and a more positive organisational culture. Research works consistently demonstrate that wellness programmes yield substantial returns on investment for organisations while promoting the well-being of their workforce. The long-term advantages for both employees and organisations highlight the necessity of integrating wellness programmes as part of a broader strategy for maintaining a healthy, productive workforce.

Method

This paper is based on a systematic examination of various studies, including peer-reviewed journal articles, published books and credible online sources. The key steps in the methodology include:

Literature Review

The first step in the methodology involved conducting an extensive literature review to gather information on workplace wellness programmes. The literature search was conducted using English only as the primary language. The keywords used included "workplace wellness programmes," "employee health," "organisational productivity," "employee well-being", "organisational strategy" and "long-term benefits of wellness programmes." Synonyms or similar terms were not used in this search. To ensure a comprehensive review, the authors

focused specifically on these core terms. Sources were selected based on their relevance, credibility and the recency of their data. This review included books authored by experts in workplace health and wellness to provide foundational knowledge and context, peer-reviewed journal articles from reputable databases such as Wiley, Elsevier and Google Scholar, which provided empirical studies and reviews on the effectiveness of wellness programmes, their impact on employee health and organisational outcomes. To complement these primary sources, the paper also incorporated data and statistics from authoritative websites, such as the Centres for Disease Control and Prevention (CDC) and the International Labour Organisation (ILO). These sources were chosen for their high credibility and for offering up-to-date information on public health and workplace wellness trends.

Data Analysis and Synthesis

The information gathered from these sources was systematically analysed and synthesized to identify common themes, trends and best practices in workplace wellness initiatives. This involved comparing findings from different studies to ensure consistency and to highlight areas where the evidence was strongest. For example, the consistent finding across multiple studies that wellness programmes reduce absenteeism and improve employee productivity was used to support the argument for the strategic importance of these initiatives. The synthesis process also involved critically evaluating the quality of the studies reviewed, considering factors such as sample size, research design and the methodologies used by the original authors. This critical approach helped to ensure that the conclusions drawn in this paper were based on robust and reliable evidence.

Ensuring Trustworthiness

To ensure the credibility of the content, the paper adhered to several methodological principles. Firstly, the paper relies only on credible sources that meet rigorous academic standards. Peer-reviewed articles were prioritised, as these undergo extensive scrutiny by experts in the field before publication, thus ensuring their reliability. Secondly, triangulation was used to verify the accuracy of the information. This involved cross-referencing data from multiple sources to confirm findings and identify discrepancies. By comparing results from different studies, consistent patterns and outliers were identified, providing a more nuanced understanding of the effectiveness of wellness initiatives. Using high-quality, credible sources and ensuring methodological transparency, this paper has ensured that the content is trustworthy and well-supported by evidence. This methodological approach provides a solid foundation for the conclusions drawn and the practical recommendations offered, making the paper a reliable resource for scholars and practitioners interested in workplace wellness initiatives.

Conclusion and Recommendations

Workplace wellness initiatives play a vital role in cultivating a healthy, productive and engaged workforce. To achieve maximum impact, these programmes must be integrated into the broader organisational strategy, aligning with company goals and addressing the unique needs of employees. By incorporating physical and mental health interventions, wellness initiatives can significantly improve employee well-being, reduce stress and boost productivity. Leadership support, employee involvement and attention to privacy concerns are imperative for the success of these programmes. Ultimately, a culture that prioritises employee well-being not only promotes individual health but also contributes to the long-term success of the organisation.

Recommendations

- 1. Holistic Approach to Employee Wellness:** Organisations should adopt policies that promote a comprehensive wellness strategy, incorporating both physical and mental health interventions. This includes offering mandatory health risk assessments, mental health support and stress management initiatives.
- 2. Integration into Organisational Culture:** Wellness programmes should be embedded within the organisation's core culture, ensuring that health initiatives are not treated as optional or isolated activities, but as an integral part of the daily work experience.
- 3. Leadership Involvement:** Policies should encourage leadership participation in wellness programmes, promoting transparency, accountability and active engagement from management to set a positive example for employees.
- 4. Compliance with Privacy Regulations:** Companies must enforce strict compliance with health laws and provisions of privacy by these laws, ensuring that employee health data is collected, stored and managed confidentially and securely.
- 5. Regular Evaluation and Adaptation:** Policies should support the continuous evaluation of wellness programmes to adapt to changing employee needs and ensure the on-going relevance and effectiveness of the initiatives.
- 6. Transparency and Confidentiality:** Clear policies should be in place that addresses employee concerns regarding privacy, ensuring that personal health information remains confidential and is handled with transparency.
- 7. Data-Driven Decision-Making:** Companies should implement policies that use data from wellness assessments to make informed decisions, tailoring wellness programmes to address the specific needs of their workforce.

8. Incentives and Engagement: Policies should promote the use of incentives, such as flexible work arrangements and rewards, to encourage higher participation and sustained engagement in wellness programmes.

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Holistic Development of a Child in School

Shobhna Laksmi Devi

University of Fiji, Saweni campus, Lautoka, Fiji.

Email Address: shobhnad@unifiji.ac.fj

Abstract

The overall development of a child is essential for becoming a better human being and a good citizen of the country. Therefore, the importance of regular schooling should not be underestimated. Principals and staff members must address students and parents during career counseling sessions held at schools. For a child to become a better human being and a good citizen of the country, their overall development is essential. It should be the aim of every school to help identify careers that align with the students' personality and interests. Parents and teachers should work together for the importance of aligning career options with personal capabilities, ensuring that students embark on a journey that is both fulfilling and successful. It has been noted that without quality education, children face significant obstacles later in the field of employment. High schools must organize meetings with parents to accommodate such interactive session with their children. Parents can also share their views about traditional or regular schools. Regular schools provide opportunities for friendship and networking, which can be beneficial later in life. Non-attending students may miss out on these benefits. Teachers from various faculties of the school, capable of facing future challenges, can also encourage parents and students to be part of regular or traditional schools. They can inform parents that non-attending students cannot develop effective study habits. More and more emphasis must be given on the significant role of parents in the decision-making process. Regular or traditional schools help students develop interpersonal skills through daily interactions. This facility may be less developed in non-attending students. Teachers should encourage parents to assist children in making informed choices, creating an environment where the child feels empowered and accepted. This approach will help students become confident and capable while preparing them to face future challenges.

Keywords: holistic, teacher, parents, development

Introduction

The overall development of a person—whether physical, mental, emotional, or social—is influenced by numerous factors. The role of family and school is particularly important among these factors, as they are the primary institutions where the foundation of a child's personality is laid. Development and learning have a deep and complicated relationship. Just as seeds sprout quickly in fertile soil to take the form of a strong and developed tree, a favorable family and educational environment encourages the mental and intellectual development of a child and significantly enhances their learning capacity. Learning is not limited to school, but is a continuous process influenced by various life experiences, family background, social conditions, and the framework of the education system. A child's learning style, curiosity, and ability to think and understand depend on the type of family environment and school atmosphere they receive. If a child receives an environment where they are encouraged to think freely, understand, and ask questions, their learning process becomes more effective and creative.

Family and schools are not just means of providing knowledge, but they also assist in developing a child's self-confidence, discipline, problem-solving skills, and moral values. A child's early education is not limited to books; rather, they continuously learn from their environment. The mindset of parents, their behavior, family values, and traditions have a profound impact on the child's perspective. Similarly, the teaching methods of teachers in school, their interactions with peers, and the overall environment of the school also influence a child's learning. Therefore, it is essential to understand the various factors that affect an individual's development and how they shape the learning process. For this, we need to deeply understand the interactions between family, school, and society, so that an environment can be created for children that strengthens their holistic development and knowledge acquisition process.

Dalhousie Hala-Chal (Garli): Inaugurating the district-level two-day children's fair at Government Senior Secondary School, Garli, MLA Kamlesh Thakur stated that the overall development of children is the responsibility of teachers and parents. He said that children are the future of the country, and in the coming times, these children will become doctors, engineers, officers, and teachers. He advised children to follow discipline and stay away from drugs.

Major Factors Affecting Development

Family and Its Influence

The family is the first school for a child, where they learn the fundamental values, behaviors, and skills of life. In the early years of childhood, parents and other family members shape the child's cognitive abilities, emotional stability, and social competencies. A positive family environment lays the foundation for the child's overall well-being and academic success.

Safe and Supportive Family Environment

A safe, loving, and supportive family environment is essential for a child's mental, emotional, and social development. When a child receives affection, respect, and support at home, their confidence increases, and they are more motivated to learn new things. A positive family atmosphere helps in developing a child's problem-solving ability, emotional balance, and decision-making skills. Additionally, when a child receives moral support from the family, they become more capable of taking risks and facing new challenges. The lack of a safe environment can cultivate a sense of insecurity in a child, which can hinder their ability to learn.

Impact of a Stressful Environment

A stressful, violent, or unstable family environment can have a negative impact on a child's mental and emotional health. Situations such as domestic conflict, disagreement between parents, strict discipline, or financial hardship can generate anxiety, fear, and self-doubt in the child (Philip, 2022). When a child is constantly stressed, their ability to concentrate decreases, leading to inadequate involvement in the learning process. Children living in such environments often perform poorly in school and may have limited self-expression abilities. Therefore, it is essential for the family to provide a positive and stable environment so that the child can learn with confidence without any mental pressure.

Communication and Cooperation

Open dialogue and collaboration between parents and children are essential for a child's overall development. When parents try to understand their children's emotions, thoughts, and problems, it fosters a sense of self-motivation and self-esteem in the child. Regular communication encourages the child to express their thoughts freely and makes them feel that their opinions and feelings matter. Moreover, when parents actively participate in their children's learning, support their educational goals, and encourage their interests, it nurtures a curiosity and independence to learn in children. A lack of communication or a strict disciplinary attitude can

undermine the child's confidence and affect their learning capacity.

Influence of Parental Relationships

The mutual relationship between parents and the harmony between them have a profound impact on a child's mental and emotional health. If there is an atmosphere of mutual respect, love, and cooperation between the parents, the child feels more secure and self-reliant. This enhances their desire to learn and focus. In contrast, if there are constant fights, disagreements, or stress between the parents, the child may feel insecure, which can negatively affect their self-esteem and academic performance (Philip, 2022). Positive relationships between parents strengthen the child's social and emotional skills, allowing them to develop qualities such as teamwork, leadership, and empathy. Therefore, parents should maintain a balanced and cooperative relationship so that the child's development can be healthy and balanced.

Educated Parents and Educational Opportunities

Educated parents play a vital role in the overall development of their children. They not only encourage their children to receive quality education but also provide them with necessary resources and guidance. Such parents better understand their children's educational needs and strive to provide them with the right study materials, technological resources, and a conducive learning environment. Furthermore, educated parents promote a culture of home study to enhance their children's learning and adopt appropriate strategies to maintain the continuity of education. When a child receives intellectual support from the family, their learning capacity and self-confidence increase, enabling them to excel in their academic achievements.

Parental Education and Child's Curiosity

Parents' education has a direct impact on their children's curiosity and learning inclination. When parents themselves have an interest in learning and consider education as a continuous process, children are naturally motivated to explore and understand new things. Educated parents encourage their children's questions, promote their curiosity, and help develop logical thinking. Additionally, they involve their children in various educational activities, reading books, conducting science experiments, and engaging in intellectual discussions, which significantly enhances the children's intellectual and creative development. If a child receives continuous inspiration and guidance from their parents, their interest in learning remains intact, and they remain eager to understand various subjects in depth.

Culture of Valuing Education

The culture of prioritizing education within the family directly affects children's educational development (Nokha News, 2024). When parents consider education as the foundation for success in life and view it as a continuous process, their children also start to take their studies seriously. Such families create a positive environment for learning, where children receive the necessary motivation and support to learn. In contrast, if parents adopt an indifferent attitude towards education or see it merely as a means to pass exams, the child's learning process may be disrupted. A family that values education helps foster qualities in the child such as discipline, a quest for knowledge, and self-reliance. Therefore, parents should ensure that they do not limit education to just formal degrees, but instead view it as a means to absorb new ideas and develop innovations.

Parental Sensitivity and Guidance

Parents being sensitive towards their children is extremely essential for their overall development. When parents understand the emotional, mental, and educational needs of their children, they can provide them with the right guidance and necessary support. Every child is different, and their learning pace, interests, and challenges also vary. If parents recognize these individual needs of their children and offer support accordingly, it fosters confidence and self-reliance in the child. Conversely, if parents ignore their children's problems or put excessive pressure on them, it can negatively impact their mental health and learning ability. Therefore, parents should maintain communication with their children, recognize their interests and abilities, and be supportive of their education and personal development. When parents play the role of a sensitive guide, children can achieve success not only in academics but in every aspect of life.

Lack of Learning Resources and Its Impact

Simply enrolling in school is not sufficient for obtaining an education; necessary resources are also required for that. Children from economically weaker families often face a lack of educational materials, online resources, and additional academic support, which slows their educational progress. In the modern era, the importance of digital education has increased, but children from economically weaker families have limited access to computers, the internet, and other technological facilities, leaving them deprived of digital learning. Additionally, they also face difficulties in receiving tutoring and other personal educational support, which can affect their learning process. Due to these challenges, economically weaker students often lag behind

their peers, negatively impacting their academic success. Thus, the availability of educational resources is critically essential for children's learning and educational progress.

Importance of Discipline, Ethics, and Hard Work

The family is the most important foundation for a child's early education and personality development. In families where discipline, morality, and hard work are prioritized, children also internalize these qualities. Discipline teaches children time management, responsibility, and self-control, allowing them to achieve their educational and personal goals more effectively. Morality helps them understand the difference between right and wrong, enabling them to emerge as responsible citizens in society. Meanwhile, the spirit of hard work inspires children to tackle challenges and make continuous efforts, allowing them to progress toward their goals despite difficulties. Children raised in such a family environment not only perform well in their studies but are also prepared to lead successful and balanced lives in their future.

Effect of Prioritizing Education

The perception and priority regarding family education directly influence a child's academic performance and interest. If parents consider education important and view it as a continuous learning process, the child also begins to take an interest in studies. When there is a positive atmosphere for studying at home, such as a regular study routine, intellectual discussions, and participation in educational activities, the child naturally gets motivated to read and learn new things. Furthermore, if parents themselves show an interest in learning new things and prioritize knowledge acquisition, the child starts to adopt those habits. Children raised in such families are more academically motivated and see education as an enjoyable process rather than an obligation.

School and Its Influence

The school is a place where children not only receive formal education but also develop social, intellectual, and moral skills. A positive and effective school environment encourages children's learning.

Teacher's Knowledge and Teaching Style

The qualifications and teaching style of a teacher play a crucial role in the learning process of students. When a teacher has a deep understanding of the subject and is capable of presenting it effectively, students are able to grasp the subject matter better. Teaching is not just about

providing information, but it is a process of motivating students to think, analyze, and connect knowledge with real life. A teacher's behavior, language style, and communication skills also impact the effectiveness of learning. If a teacher adopts a positive and encouraging attitude, it inspires students to learn. Conversely, if the teaching style is boring and traditional, students may lose interest in the subject (Hatolkar, 2022). Thus, the teacher's knowledge and teaching methodology have a direct impact on children's academic development.

Role of Inspiring and Supportive Teachers

A good teacher is not just someone who teaches, but also serves as a guide and source of inspiration for children. Inspirational teachers play a crucial role in developing students' self-confidence, logical thinking, and problem-solving skills. They encourage students to face challenges, learn from mistakes, and express their thoughts freely. A supportive teacher understands the individual needs of students and provides a conducive environment for learning. When teachers teach with encouragement and support, students study with more interest and self-motivation. Thus, a teacher's positive attitude and collaborative behavior help to enhance the pace of students' learning.

Effective Teaching Methods

To make education effective and engaging, it is essential to use innovative teaching techniques that go beyond traditional methods. When teaching is not limited to textbooks but is presented through practical activities, discussions, and experiential learning, students' ability to understand and retain information increases. Game-based education, group discussions, project-based learning, and problem-solving techniques help students engage actively in learning. Such teaching methods not only simplify the complexities of the subject but also promote curiosity and creativity among students. If teachers make teaching interesting and interactive in the classroom, children begin to embrace education as an enjoyable process.

Encouraging Creativity and Logical Thinking

The purpose of education should not only be to make students memorize information, but it should focus on developing students' creativity and logical abilities. When teachers inspire students to understand, analyze, and develop new ideas rather than merely rote learning, their thinking capacity increases. This not only enhances their academic performance but also prepares them to solve real-life problems. Teachers who encourage students to ask questions, think independently, and present their ideas create an inclusive and innovation-driven learning

environment. Thus, when creativity and reasoning are encouraged by teachers, students not only perform well in exams but also progress with an exploratory and innovative approach.

Importance of a Disciplined and Inspiring School

The school environment plays a crucial role in shaping students' learning capacity. A disciplined, safe, and inspiring school atmosphere not only instills confidence in students but also enhances their desire to learn. When rules and discipline are properly adhered to in schools, students receive a structured and conducive environment where they can focus on their studies without any fear or hindrance. Additionally, when schools promote positive values and engage students in motivating activities, they show more interest in their studies. The collaborative role of teachers and administration also helps in maintaining this inspiring environment. A school where children are encouraged, where their achievements are appreciated, and where they receive the right guidance for solving their problems, is supportive of the overall development of children.

Healthy Competition and Co-curricular Activities in School

Education is not limited to books and exams, but it is also a means of holistic personality development. Healthy competition and co-curricular activities in schools promote students' mental, physical, and social growth. Sports, debates, arts, music, drama, and other creative activities provide opportunities for children to enhance their talents. When students participate in competitions, their self-confidence increases, they learn teamwork and leadership skills, and they develop the ability to face challenges. In the same way, strong communication between teachers and students helps children openly share their problems and learn better. A school that provides practical experiences and opportunities for creativity, rather than focusing solely on the curriculum, makes education

Impact of Friends and Peers

The child's social circle, especially his friends and classmates, plays a crucial role in his learning process and overall development. The time spent in school is not limited to formal education; it also provides children with social experiences and an understanding of group behavior. When children interact with their peers, share ideas, and learn from one another, their cognitive and social skills develop (Eden, 2024). If the peer group is academically motivated and positive, the child shows interest in studies and other creative activities. Conversely, if the influence of peers

is negative and they are undisciplined or uninterested in studies, it can affect the child's education and behavior. Therefore, parents and teachers should guide children in choosing the right friends and establishing positive social relationships.

Positive and Negative Influence

Friends and classmates play a significant role in the personal and educational development of children. If they are part of an inspiring and supportive group, it helps boost their confidence, keeps them motivated, and encourages creative thinking. Good friends encourage each other, assist in studies, and provide support in difficult situations. On the other hand, negative company can lure children into indiscipline, lack of interest in studies, and unproductive activities. If a student spends time with peers who do not value educational efforts or engage in inappropriate behavior, it can hinder their development. Therefore, children should be taught to understand the influences around them and choose their circle of friends wisely.

Social Interaction and Skill Development

Social participation enriches children's learning process and helps develop their communication skills, leadership abilities, and problem-solving skills. When children engage in teamwork with peers at school, exchange ideas, and work together, they develop the capacity to tackle real-world challenges. Group activities, such as debate competitions, project work, and sports, not only provide children with opportunities for self-expression but also teach them the importance of patience, tolerance, and teamwork. Through these interactions, they understand different perspectives and learn to respect the feelings of others. Therefore, schools should provide an environment that encourages social engagement and prepares children to be part of a collaborative and inclusive society.

Coordination Between Parents and Teachers

Effective communication and coordination between parents and teachers play a crucial role in enhancing children's academic performance. When teachers and parents regularly discuss the child's progress, interests, weaknesses, and needs, they can work together to guide the child in the right direction (Ameya, n.d). Parents should participate in school meetings, maintain communication with teachers, and take an active role in their children's education. Meanwhile, teachers should also understand that every child is different and may require individual support. If families and schools work together, learning issues can be identified early, and the right strategies can be implemented to address them. This enhances their education while also boosts

their confidence and sense of belonging.

Conclusion

The family is a child's first school, where they learn fundamental moral values, discipline, and social behavior. The parents' thoughts, their teaching approach, and the family environment influence the child's mentality and pace of learning. When the family prioritizes education and encourages intellectual development, the child's confidence increases, and they remain eager to learn new things. On the other hand, schools provide a structured environment where children excel in various subjects, logical thinking, and problem-solving skills. A good school not only ensures academic success but also aids in children's social, emotional, and creative development. A child's education is not limited to school and family; society and the environment also play significant roles. Due to technological advancements and modern resources, learning methods are also changing, making education no longer confined to books and classrooms. Therefore, it is essential that parents, teachers, and society come together to provide new learning opportunities for children and create an environment where they can think freely, absorb new ideas, and be prepared for future challenges. When education is not limited to examinations but is made a means of holistic development, only then can we create a strong and aware generation.

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Ethical Leadership Practices as a Strategy for Enhancing Staff Retention in Nigerian Higher Institutions

Afolakemi O. OREDEIN

orcid.org/0000-0003-2051-4730

opefolake1@yahoo.com; a.oredein@lcu.edu.n

Department of Educational Management

Faculty of Education

Lead City University, Oyo State, Nigeria

Oluwumi Olatunde AKINOLA

Department of Educational Foundations,

School of Education,

Federal College of Education (Special), Oyo

orcid.org/0009-0009-2613-0050

Wumak09@gmail.com; akinola.oluwumi2205@fcesoyo.edu.ng

Abstract

This paper explores the role of ethical leadership practices in enhancing staff retention in colleges of education in Southwest Nigeria. Ethical leadership, characterized by integrity, fairness, transparency, and respect, is crucial in creating a positive work environment that fosters employee commitment and satisfaction. The paper focuses on the concept of Staff retention, the Ethical Leadership process, problems associated with staff retention in Nigerian higher Institutions, as well specific strategies that can be implemented to address these challenges through ethical leadership. This paper concludes by highlighting the importance of the ethical leadership process as a strategic approach to address staff retention challenges, providing insights into how educational institutions can cultivate a supportive and ethical work environment. The paper among many recommends that adopting ethical leadership practices can lead to a more stable and effective educational environment, enhancing both staff well-being and institutional performance in Nigeria through promoting fair and transparent decision-making.

Keywords: Staff Retention, Ethical Leadership, Ethical Leadership Process Higher Institutions

Introduction

Ethical leadership practices are increasingly recognized as a crucial factor in organizational success and sustainability, particularly within educational institutions. Ethical

leaders are characterized by their commitment to principles of fairness, transparency, integrity, and accountability, which collectively foster a positive organizational climate and enhance employee satisfaction (Vikaraman, Mansor, Nor, Alias & Gurusamy, 2021). In the context of higher education, the role of ethical leadership is paramount, as it directly influences not only the educational outcomes but also the retention of staff, which is essential for institutional stability and growth.

In Nigeria, higher institutions face numerous challenges related to staff retention, including inadequate funding, limited career advancement opportunities, and administrative inefficiencies (Ogunsola, 2023). High turnover rates among academic and non-academic staff can disrupt the continuity and quality of education, making it imperative to explore factors that can mitigate these issues. Recent studies have shown that ethical leadership can play a significant role in addressing these challenges by fostering an environment of trust, respect, and motivation (Ko, Ma, Bartnik, Haney, & Kang, 2018).

Ethical leadership practices, such as equitable treatment, involvement in decision-making processes, and the alignment of organizational values with personal ethics, have been found to significantly impact staff retention (Ogunsola, 2023). Leaders who exhibit ethical behavior are more likely to build strong relationships with their staff, which in turn enhances job satisfaction and loyalty. This relationship is critical in educational settings where the stability and commitment of the workforce directly affect the quality of education and student outcomes.

Moreover, the implementation of ethical leadership in colleges of education in Southwest Nigeria is not without its challenges. External pressures, such as political interference and resource constraints, can hinder leaders' ability to maintain ethical standards (Oyededeji, 2023). Despite these challenges, the adoption of ethical leadership practices remains a viable strategy for improving staff retention. By prioritizing ethics in leadership, colleges can create a more supportive and sustainable work environment, thereby enhancing their overall effectiveness and reputation (Ogunsola, 2023). The importance of ethical leadership practices in retaining staff within colleges of education in Southwest Nigeria cannot be overstated. Therefore, this paper aims to explore the role ethical leadership process in enhancing staff retention in higher institutions in Nigeria. Thus, this paper will be discussed under the following subsections: Staff Retention, Ethical Leadership process, Theoretical Review, Hindrances to Staff Retention in Higher Institutions in Nigeria, Ways By Which Ethical Leadership Can Enhance Staff Retention in Higher Institutions in Nigeria, Conclusion, Way Forward.

Concept of Staff Retention

Staff retention is a critical issue in educational institutions, particularly in colleges of education in Southwest Nigeria. It involves the strategies and practices employed to retain talented and valuable staff members to ensure the continuity and stability of the institution (Wakabi, 2016). High staff turnover can disrupt the academic process, reduce the quality of education, and increase recruitment and training costs. Staff retention refers to an organization's ability to keep its employees and minimize turnover. High retention rates indicate a stable and satisfied workforce, often achieved through competitive salaries, benefits, career development opportunities, and a positive work environment. According to recent trends, offering flexible work arrangements and continuous feedback are essential strategies to improve staff retention (SHRM, 2024)

In the context of higher institutions in Nigeria, staff retention is influenced by several factors, including working conditions, career development opportunities, job satisfaction, and leadership practices (Ogunsola, 2023). Effective staff retention strategies are essential for maintaining a motivated and committed workforce, which is crucial for achieving educational goals and improving student outcomes.

Recent studies highlight the significance of ethical leadership practices in enhancing staff retention. Ethical leaders, who demonstrate integrity, fairness, and transparency, create a supportive work environment that fosters trust and loyalty among employees (Lee, Hur & Shin, 2023). This positive organizational climate is instrumental in reducing turnover intentions and increasing job satisfaction.

Moreover, the alignment of organizational values with personal ethics and the involvement of staff in decision-making processes are key elements that contribute to staff retention (Ko, et al., 2018). Employees are more likely to stay with an organization that values their input and treats them with respect and fairness. However, retaining staff in higher institutions in Nigeria also involves addressing challenges such as inadequate funding, limited resources, and political interference (Oyedemi, 2023). These challenges can undermine the efforts of ethical leaders and negatively impact staff morale and retention.

Despite these obstacles, implementing robust staff retention strategies can lead to significant benefits for educational institutions. These strategies include offering competitive salaries and benefits, providing opportunities for professional development, and creating a positive work-life balance (Wakabi, 2016). Additionally, fostering a culture of recognition and appreciation can enhance employee engagement and commitment. Staff retention is a multifaceted concept that requires a comprehensive approach involving ethical leadership, supportive working

conditions, and effective policies. By prioritizing these factors, higher institutions in Nigeria can improve staff retention, thereby ensuring the continuity and quality of education.

Concept of Ethical Leadership Practices

Ethical leadership is a leadership style characterized by guiding and influencing others through established principles and moral values. Ethical leadership is a crucial practice that emphasizes the importance of integrity, transparency, accountability, and respect in guiding and managing organizations. The core principles of ethical leadership include fairness, justice honesty, integrity, transparency, respect, and accountability.

Ethical leadership practices are essential for staff retention in every organisation, including educational institutions in Nigeria. Ethical leadership involves making decisions based on moral principles and the common good, rather than personal gain. Leaders who exhibit ethical behavior foster trust, respect, and fairness within their organizations, which are crucial elements for retaining staff.

In the context of higher institutions in Nigeria, ethical leadership has been shown to have a positive impact on staff retention. Leaders who demonstrate ethical practices create an environment where staff feel valued and respected, leading to higher levels of job satisfaction and commitment. This is particularly important in Nigeria, where challenges such as corruption and distrust can significantly affect employee morale and retention rates (Cullen, 2022). For example, ethical leaders in these higher institutions are likely to engage in transparent communication, fair resource allocation, and inclusive decision-making processes. These practices help build a sense of belonging and loyalty among staff, reducing turnover intentions. Studies have found that when employees perceive their leaders as ethical, they are more likely to stay with the organization, as they trust that their well-being and professional growth are prioritized (Eneanya, 2020).

Moreover, ethical leadership can mitigate some of the systemic issues in Nigerian educational institutions by promoting a culture of accountability and integrity. This not only enhances the overall work environment but also contributes to the long-term stability and success of the institutions by retaining skilled and motivated staff (Igbaekemen & Odivwri, 2015; GPH-International Journal of Business Management, 2024; Smith, 2020).

Transformational Leadership Theory

The concept of transformational leadership theory has its roots in the work of several scholars, but it was formalized and popularized primarily through the work of James MacGregor Burns and Bernard M. Bass in 1978. **Transformational Leadership** is a leadership style where leaders inspire and motivate their followers to achieve extraordinary outcomes and, in the

process, develop their leadership capacity (Squires, 2018). Transformational leaders focus on the growth and development of their followers, fostering an environment that encourages creativity, innovation, and positive change. This leadership style is characterized by the ability to create a shared vision, promote ethical practices, and inspire followers to exceed their self-interests for the collective good.

Impact and Applications of Transformational Leadership

Transformational leadership has had a significant impact on organizational behavior and leadership studies. This theory is widely used in various sectors, including education, healthcare, business, and the military. The style is particularly effective in environments that require change, innovation, and the alignment of followers with a shared vision (Stewart, 2006).

In practice, transformational leadership has been associated with numerous positive outcomes, such as increased job satisfaction, higher employee engagement, improved organizational performance, and enhanced creativity. It also plays a crucial role in ethical leadership, as transformational leaders are often seen as moral exemplars who prioritize the well-being of their followers and the greater good of the organization.

Critiques and Limitations

While transformational leadership is highly regarded, it is not without its critiques. Some scholars argue that the concept is overly broad and difficult to measure consistently. Additionally, there is a concern that transformational leadership can become manipulative if not grounded in strong ethical principles. Critics also point out that the theory may not fully account for the complexities of leadership in diverse and global contexts.

Despite these critiques, transformational leadership remains a foundational theory in leadership studies and continues to influence how leaders are trained and developed across various fields.

Influence of Transformational Leadership Theory on Ethical Leadership Practices in Enhancing Staff Retention in Higher Institutions in Nigeria

Transformational leadership significantly influences ethical leadership practices, particularly in educational settings where fostering a positive and ethical environment is crucial for staff retention. In Higher institutions in Nigeria, the application of transformational leadership can lead to the creation of a work culture that values integrity, trust, and professional development, all of which are essential for retaining talented staff members.

One of the primary ways transformational leaders enhance ethical practices is through the role modeling of ethical behavior by leaders. Transformational leaders are known for their **idealized influence**, which involves acting as role models and demonstrating high ethical standards. This behavior sets a tone of integrity and trustworthiness within the institution, encouraging staff

members to adopt similar ethical practices (Barinua, Waripamo, Progress, & Okilo, 2022). By establishing a strong ethical foundation, leaders can create an environment where staff feel valued and respected, leading to greater job satisfaction and, consequently, higher retention rates.

Transformational leadership's focus on individualized consideration fosters a supportive and inclusive work environment where the unique needs and aspirations of staff members are recognized and addressed. This personalized attention not only enhances employee morale but also reinforces the ethical commitment of the leadership to treat each staff member fairly and justly (Squires, 2018). In Higher institutions in Nigeria, this approach can be particularly effective in retaining staff who might otherwise feel overlooked or undervalued in larger or more bureaucratic institutions.

Inspirational motivation, another key component of transformational leadership, plays a crucial role in aligning staff with the ethical goals of the institution. Leaders who communicate a compelling and ethical vision for the college inspire their staff to commit to this vision, fostering a sense of shared purpose and collective responsibility (Givens, 2008). This sense of belonging and alignment with ethical values can lead to increased loyalty and a lower likelihood of turnover among staff members.

Transformational leaders encourage **intellectual stimulation**, promoting a culture of continuous improvement and ethical decision-making. By challenging staff to think critically and engage in problem-solving, leaders help cultivate an environment where ethical dilemmas are addressed collaboratively and thoughtfully (Khanin, 2007). In educational settings, where ethical challenges often arise, this approach can enhance the institution's overall ethical climate, making it a more attractive and stable place to work.

In conclusion, transformational leadership profoundly influences ethical leadership practices by promoting integrity, inclusiveness, and a strong ethical vision. These elements are critical in enhancing staff retention in Southwest Colleges of Education, as they create a work environment that supports and values employees, leading to higher job satisfaction and long-term commitment to the institution.



Hindrances to Staff Retention in Higher Institutions in Nigeria

Staff retention in Higher institutions in Nigeria faces numerous challenges. These problems can be categorized into several key areas: (Tettey, 2006).

1. **Inadequate Funding:** One of the most significant issues is the lack of adequate funding. Insufficient financial resources result in poor salaries, delayed payment of salaries, and a lack of necessary teaching materials and infrastructure. This financial instability discourages staff from staying long-term, as they seek better opportunities elsewhere.
2. **Poor Working Conditions:** Many educational institutions in Nigeria suffer from poor working conditions, including inadequate facilities and insufficient teaching resources. This not only affects the quality of education but also contributes to job dissatisfaction among staff. The absence of conducive working environments makes it challenging for staff to remain motivated and committed to their roles.
3. **Lack of Professional Development Opportunities:** Continuous professional development is crucial for staff retention. However, many higher institutions in Nigeria do not provide sufficient opportunities for training and development. This lack of investment in professional growth leads to stagnation and frustration among staff, prompting them to look for better prospects where their skills and careers can develop.
4. **Poor Management and Administrative Practices:** Inefficient management and administrative practices contribute to job dissatisfaction. Issues such as poor communication, lack of support from management, and inadequate recognition and reward systems undermine staff morale. Effective leadership and fair administrative practices are essential for creating a supportive work environment that encourages staff to remain with the institution.
5. **Economic Instability and Job Insecurity:** The broader economic instability in Nigeria also plays a role in staff retention. Job insecurity due to economic fluctuations and frequent industrial actions, such as strikes, disrupt the educational process and contribute to an unstable work environment. This instability makes it difficult for staff to plan their futures and feel secure in their positions.

Addressing these issues requires a comprehensive approach that includes increased funding, improved working conditions, enhanced professional development programs, effective management practices, and policies that provide economic stability and job security for staff.

By tackling these challenges, colleges of education in Southwest Nigeria can improve staff retention and ensure a more stable and productive educational environment.

Ways By Which Ethical Leadership Practices Can Enhance Staff Retention in Higher Institutions in Nigeria

Ethical leadership plays a crucial role in addressing staff retention issues in higher institutions in Nigeria. By fostering an environment that values integrity, fairness, and respect, ethical leaders can create a positive workplace culture that encourages staff to remain committed to their institutions. (Nwokocha & Iheriohanma, 2015). Here are some ways ethical leadership can help solve staff retention problems, supported by recent research:

1. Building Trust and Transparency

Ethical leaders build trust through transparency in decision-making and open communication. When staff members feel that their leaders are honest and transparent, they are more likely to trust the institution and remain committed to it. According to Omogbemi (2023), trust in leadership significantly reduces turnover intentions among staff in educational institutions in Nigeria, as it fosters a sense of security and belonging.

2. Fostering Fairness and Equity

Ethical leadership involves fair treatment of all staff members, ensuring that promotions, rewards, and disciplinary actions are conducted impartially. A study by Udokwu, Oshioste, Okoye, Nwankwo, Azubuike & Uzougbo, (2023), found that perceived fairness in workplace policies and practices is a key predictor of job satisfaction and retention among higher institution staff in Nigeria. By promoting fairness, ethical leaders can enhance job satisfaction, reducing turnover.

3. Promoting Professional Development

Ethical leaders support the professional growth of their staff by providing opportunities for training, development, and career advancement. This approach not only enhances employees' skills but also shows that the institution values their contributions and is invested in their future. Ibraheem, (2024) highlight that access to professional development opportunities is a critical factor in staff retention in Nigerian educational institutions, as it helps employees feel valued and appreciated.

4. Encouraging a Positive Work Environment

Creating a positive work environment where staff feel respected and their contributions are valued is another key aspect of ethical leadership. According to Kehinde, (2024), a supportive and inclusive work culture significantly enhances staff retention in educational institutions. Ethical leaders who prioritize a positive workplace culture can help reduce stress and increase job satisfaction, leading to higher retention rates.

5. Implementing Ethical Policies and Practices

Ethical leadership involves implementing and upholding ethical policies and practices that promote integrity and discourage unethical behavior. When staff perceive that their institution upholds high ethical standards, they are more likely to stay. Research by Bamidele (2024). suggests that ethical policies in educational institutions in Nigeria positively correlate with staff retention, as they create a stable and predictable work environment.

6. Providing Adequate Compensation and Benefits

While compensation is not the only factor in job satisfaction, fair and adequate pay is essential for retaining staff. Ethical leaders ensure that compensation and benefits are competitive and commensurate with the roles and responsibilities of staff members. A recent study by Rahman, Permada, & Oktarini, (2025). found that adequate compensation is a significant determinant of staff retention in Nigerian higher education, as it reflects the institution's commitment to its employees' welfare.

Conclusion

Ethical leadership practices are a powerful strategy for enhancing staff retention in colleges of education in Southwest Nigeria. By fostering trust, transparency, fairness, and respect, ethical leaders create an environment where staff feel valued, supported, and motivated to stay. The implementation of fair policies, professional development opportunities, and adequate compensation further strengthens this commitment, ensuring that employees are both satisfied and engaged in their roles. Additionally, ethical leadership helps cultivate a positive workplace culture, which is crucial in reducing turnover and enhancing job satisfaction. As research has shown, these practices not only improve staff morale but also contribute to the overall effectiveness and stability of educational institutions. Therefore, by prioritizing ethical leadership, higher education in Nigeria can significantly improve staff retention, leading to better educational outcomes and a more sustainable workforce.

Way forward

To effectively use ethical leadership practices as a strategy for enhancing staff retention in higher institutions in Nigeria, the following recommendations are proposed:

1. **Develop and Implement Clear Ethical Guidelines:** Colleges should establish comprehensive ethical guidelines that outline expectations for behavior and decision-making. These guidelines should be communicated to all staff members to ensure a shared understanding of the institution's values and standards. Regular training on ethical practices can reinforce these guidelines and help maintain a high standard of integrity throughout the institution.
2. **Promote Fair and Transparent Decision-Making:** Leaders should prioritize fairness and transparency in all decisions, especially those related to promotions, rewards, and disciplinary actions. By involving staff in decision-making processes and providing clear, honest communication about institutional policies and changes, leaders can build trust and reduce perceptions of favoritism or bias.
3. **Enhance Professional Development Opportunities:** Institutions should invest in the professional growth of their staff by offering regular training, workshops, and career advancement opportunities. Providing a clear pathway for career development not only helps staff feel valued but also encourages them to remain with the institution long-term.
4. **Foster a Positive Work Environment:** Ethical leaders should strive to create a supportive and inclusive work environment where staff feel respected and appreciated. Encouraging collaboration, recognizing achievements, and addressing grievances promptly can help build a positive organizational culture that supports retention.
5. **Ensure Competitive Compensation and Benefits:** Adequate compensation is a key factor in staff retention. Institutions should regularly review and adjust salaries and benefits to ensure they are competitive with industry standards and reflect the cost of living in the region. This demonstrates the institution's commitment to the welfare of its employees and helps retain top talent.
6. **Encourage Open Communication and Feedback:** Establishing channels for open communication and feedback allows staff to voice concerns and provide input on institutional policies and practices. Leaders should actively listen to staff feedback and take necessary actions to address issues. This approach not only improves staff morale but also fosters a sense of ownership and loyalty to the institution.
7. **Lead by Example:** Leaders should model ethical behavior in all aspects of their work. By demonstrating integrity, accountability, and respect, leaders set a standard for all staff members to follow. This can create a ripple effect, fostering a culture of ethical behavior throughout the institution and enhancing staff commitment.

By adopting these ways forward, higher institutions in Nigeria can leverage ethical leadership practices to improve staff retention, creating a more stable and effective educational environment that benefits both staff and students.

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Creativity as the Major Prerequisite of Human Health and Well-Being

Alexander Voznyuk

Zhytomyr Ivan Franko State University, UKRAINE

e-mail: alexvoz@ukr.net;

Orcid id: 0000-0002-4458-2386

Abstract

The purpose of the article is to analyze creativity as a cornerstone of human health and well-being. Since health and creativity can be understood as the main factors of human well-being and two fundamental aspects of human existence, they can and must be interconnected in the scientific and cognitive plane. The actuality of the article stems from the statement that human health is the most complex issue for cognition revealing its interdisciplinary character, since only in the sphere of various sciences a holistic understanding of this phenomenon can be achieved. The interdisciplinary study in addition to the theoretical analysis of the problem field of creativity studies, the concept of functional asymmetry of the hemispheres of human brain, the theory of stress, the information theory of emotions, the theory of cognitive dissonance, the data of the Institute of Kinesiology, the paradoxical oriental logic of four alternatives uses. It is shown that creative people can maintain a psychophysiological emotional-cognitive state of uncertainty for a long time, possessing the property of reflection, using several opposing ideas, concepts, representations, psychophysiological states at the same time, which allows creative people to perceive and explore such logical-informational, cause-and-effect relationships and connections that are often inaccessible to those people who strive to achieve situational clarity and logical unambiguity. Under such conditions, creativity enables a person to overcome negative psychological states through the ability to integrate opposites, which allows to form the holistic structures that reveal the synergistic effect of the systemic properties of the. And this reduces the entropy of living systems, increasing the vitality of a person, strengthening his/her immunity, generating a state of health as the major factor of well-being.

Keywords: creativity, diplasty, human health, well-being, human emotions, absurd, human brain, illness.

Introduction

Human health being a cornerstone value of human life is the most complex issue for cognition. This issue reveals an interdisciplinary character, since only in the sphere of various sciences a holistic understanding of this phenomenon can be achieved. The analysis of scientific sources has shown, that there are more than 400 different definitions of health which can be reduced to medical, biomedical, biosocial, value-social aspects.

Since health and creativity (that can be understood as the main factors of human well-being) are two fundamental aspects of human existence, they can and must be interconnected in the scientific and cognitive plane. Thus, the **purpose** of the article is to analyze creativity as a cornerstone of human health and well-being.

Method

The interdisciplinary study in addition to the theoretical analysis of the problem field of health and creativity studies, the concept of functional asymmetry of the hemispheres of human brain (Springer, Deutsch, 1997; Voznyuk, et al, 2021; Wang, 2023), the theory of stress (Selye, 1974), the information theory of emotions (Simonov, 1991), the theory of cognitive dissonance ((Festinger, 1962), the data of the Institute of Kinesiology (Diamond, 1979; Weinzwieg, 1988), the paradoxical oriental (Buddhist and Indian) logics of four alternatives (Jayatilleke, 1967) uses.

Results

Analysis of various scientific sources on a lot of aspects of health enables to come to a conclusion: health as a psychophysiological entity most fully characterizes the state of functional and somatic integrity of the human organism (Voznyuk, 2018).

Loss of health is accompanied by human organism's losing the state of somatic integrity/coherence due to detrimental actions on the organism by the external and/or internal environment, which, as the second law of thermodynamics teaches, leads to an increase in entropy (the state of organism's chaos), when the processes of decay develop stemming from the inconsistency of biorhythms and functions of organism's cells, organs and systems.

The integrity of the human body is also revealed in the theory of stress: the body responds to any negative stimulus from the environment with a single adaptive reaction – stress, resulting in various diseases (Selye, 1974). So stress as a psychophysiological process in human body appears as a holistic state being accompanied by a set of non-specific reactions, common to most, if not to all, illnesses.

The above mentioned phenomenon presupposes that the major cause of any disease is

connected with a narrow set of causes focused on a single factor that leads to weakening the organism's vitality, narrowing its "space" of life. And this, in turn, leads to violation/distortion of harmonious functioning of one of organism's "weak" links, which reveals a certain disease that can be overcome by a single health resource – immunity, the weakening of which is now considered many scientists to be the main factor of any disease.

At large, stress/distress as the most common phenomenon of the modern world is, first of all, an information process when any disease in the context of information processes occurs when the human body cannot adequately respond to external stimuli due to psychological and cognitive distortions of human brain. These are a condition for the development of a multitude of harmful and negative social attitudes, psychological settings, emotional states and value orientations, which, in turn, generate (actualize) different illnesses.

Therefore, many specialists in various fields of research conclude that the cause of many illnesses, being an adaptive reaction of human organism (Davydovskij, 1963), is connected with person's mental/psychic organization and, ultimately, to his/her spiritual and worldview orientations (Hamer, 2000; Maslow, 1976).

Thus, the treating of any disease, being in a certain sense simple, consists in harmonizing mental/spiritual world of a person. This process is based on the *information theory of emotions* of P.V. Simonov according to which human emotion is a reaction to a deficit of actual information: when a human being feels a lack of information about certain events being relevant to the human being, then this emotional state forms an emotional-search reaction, in which the whole organism is involved. Thus, human emotion is a function of information being realized as organism's reaction on a lack of information about life situations connected to processes of satisfying person's needs (Simonov, 1991). A.M. Svyadoshch in his book "*Neuroses and Their Treatment*", wrote that a mental trauma addresses not only to the past, but to the threats in the future. For example, even if the disease is a reaction to events that just happened – the psychotraumatic effect is largely determined by the significance of these events for the future (Sviadosch, 1961).

The information theory of emotions enables to argue that the lack of certain actual information is an expression of situational uncertainty, ambiguity, leading to stressful state of person's uncertainty relating to his/her future events/life.

Stress can be understood not only a fundamental cause of diseases is realized not only in the process of emotional response to certain stimuli, but also as the process of impossibility/inability of such a response (being the factor of disadaptation and distress).

The psycho-energetic-behavioral component of health was studied by the scientists of

the Institute of Kinesiology (USA) (Diamond, 1979; Weinzweig, 1988). Scientists concluded that a positive mood and a positive attitude towards the outer world are a major factor for increasing a person's vitality and strengthening his/her immunity (Diamond, 1979).

Therefore, human health is a function of integration of organisms into the environment, which as synergetics teaches is revealed as the process of dissipation being the openness of the organism to the external world, when interchange of energy and information is realized in the system "organism – environment". Thus, health can be understood as a functional value that characterizes the human body's ability to restore and maintain homeostatic equilibrium. Human health, being characterized by a certain level of adaptation energy, is a reciprocal of the amount of energy that the body is to spend to restore homeostasis being brought out of equilibrium (Hirt et al, 2016).

The fundamental cause of diseases lies in a decrease in the vital/energy tone of the human body due to stresses being an informational phenomenon revealing the consequence of the informational uncertainty of important to a person events.

This fall in the energy tone is influenced by stresses having both external (weather conditions, intense physical exertion, malnutrition, etc.) and internal causes.

Internal causes being dialectically related to external causes include a "inharmonious" worldview and thinking mode of a person, that can lead to unfolding an "inharmonious"/"pathological" attitude to life. This, in turn, has its result the depletion of vital energy. We can conclude that, as the experiments of the study of cancer and other diseases have showed, the decline in person's vital energy is a result of his/her negative attitude towards himself/herself and the environment (Greer, Watson, 1985; Shekelle, et al, 1981; Argyle, 1987): the cause of cancer and other diseases is long-term negative stress states of a person (jealousy, hatred, anger, resentment, etc.). On the contrary, a person's positive attitude towards life and world as it is increases the energy tone of human body (Weinzweig, 1988).

Besides numerous mechanisms of psychological defenses, the scientists have found the effective mechanism for reducing the person's information uncertainty – the faith in God being the creative harmonious beginning of reality (James, 2008). Indeed, as scientific research shows, believing people get sick less and live longer (Frankl, 1992; Abdel-Khalek, 2006; Li X et al, 2019; Yeager et al, 2014; Comstock, Partridge, 1972).

We can conclude that the faith in God is a positive/spiritual psychological defenses as universal adaptive reactions of a person to a stressful social environment. In the pure form the psychological defenses are expressed in the theory of cognitive dissonance, showing that people do not process information impartially, but distort it in such a way that it would satisfy their

previously acquired ideas of the world (Festinger, 1962; Aronson, Aronson, 2004). The cognitive dissonance is a means of overcoming an ambivalent/double paradoxical cognitive situation of fighting the two opposing cognitions (assumptions) which many lead to distorting reality (that can be illustrated by Aesop's fable of "Sour grapes").

In many people the two opposing cognitions cannot peacefully coexist since people operate with "black and white" thinking revealing binary "yes-no" logic of processing information which lead to the situation when these people characterized by such a discrete-linear perception of reality cannot overcome the discrepancies between opposing ideas (events). Due to this such people lose an adequate perception of reality being a fundamentally nonlinear, holistic entity where opposites peacefully coexist and mutually transforming.

But openness to the absurd being characteristic of creative people who can think in a paradoxical, multiple-meaning way, enables to overcome the cognitive ambivalence by combining polar cognitive/and psychological states) into a third intermediate cognition revealing its neutral paradoxical character. This openness of creative people to the absurd and paradox characterizes the creative people as creative thinkers able to create paradoxical and metamorphic entities that reveal *diplasty* – man's ability to unite the polar/contradicting cognitive and emotional states, ideas, things, life situations.

The cognitive dissonance appears not only at the logical, behavioral and psychological and worldview plane, but also in the somatic and psychophysiological spheres of human organism, which, as we believe, is the cause of many diseases – somatic, psychosomatic, psychic/mental. The A.M. Svyadoshch's book "*Neuroses and Their Treatment*" shows that the cognitive dissonance as the "confusion" of opposite and equally strong motives is a condition/trigger for the neuroses, experimentally caused by strong excitation of the hypothalamus (in which both its departments are activated simultaneously), as well as in the process of the struggle of contradictory motives (aspirations) in a person.

The creative people easily overcome the cognitive dissonance/ neuroses by the ability to maintain a state of uncertainty due to the ability to use opposing ideas, representations, psychological, psychophysiological states. Thus the creative personality can perceive and explore such relationships that are inaccessible to those who are inclined to cognitive clarity and unambiguousness (Rotenberg, 1979, 2020).

Creativity as a dyplastic state and process of integrating contrasting and contradictory entities and creating new meaningful integrities is the main characteristic of the evolutionary mechanism: the most important condition for the emergence of a new quality lies in forming two systems that have independently arisen to perform different functions and entered into

interaction with each other. This interaction created a new quality, while the two initial structures are preserved in the new functional unity as its subsystems, being unambiguous in nature (Klix, 1993) (refer also to Simpson's paradox: Kievit et al, 2013).

As a creature capable of combining opposites, the creative person is more psychopathological, psychotic than usual people (Eysenck, 1995), since creativity can be understood a compensatory mechanism for psychoticism, being harmonizing factor of human life.

A creative personality is the fundamental goal of human development/existence, and the same goal of development is the creative person's fundamental ability to include polar aspects of the world into a single conceptual and ontological context, enabling to perceive the world as holistic, integral and hence – paradoxical/absurd entity. This conclusion helped us to create a new direction in pedagogical theory and practice "*The Pedagogical Paradoxology*" (Voznyuk, 2020, 2021).

Discussion and Conclusions

Energy being the measure of motion and changes acts in the organism as a function of the biorhythmic integration of its parts due to functional coherence of its organs/ systems (Putilov, 2021; Zimecki, 2006). Energy also realizes person's openness to environments, from which the organism receives health resources. The loss of energy leads to organism's decreasing in its vitality and immunity, which increases its entropy/chaos. Such a state can be considered a disease.

The major factor leading to the disintegration of the organism is distress. Stress in its most general form can be interpreted as an mental and emotional state generated by information uncertainty, with which a person meets in the process of satisfying certain needs. This state of information uncertainty leads to person's negative mental and emotional reactions leading to negative psychological settings and social attitudes, anti-spiritual mental and worldview value orientations. And the latter may cause a drop in vitality and lead to slackening the body's immunity, the result of which is certain diseases.

The mentioned negative states can be overcome due to person's confidence in the harmonious order of the world that may be accompanied with religious feelings and convictions. Another means of maintaining the health is person's overcoming negative states through creativity as the ability to unite opposites, to be open to ambiguity and non-linearity of the world, revealing the synergistic phenomenon of the systemic properties of the whole, which reduces the entropy of environments, increases a people's vitality and strengthens their immunity and health resources (Rotenberg, 1991, 1993).

In the sphere of thermodynamics, the creative people's openness to uncertainty means openness to a system whose structure is supercomplex, and its diversity reaches infinity. Thus creative people in the understanding of thermodynamics represent supercomplex systems. In the context of cybernetics such creative people appear as systems capable of controlling everything (Bogg, 2024), thus appearing as god-like systems. This conclusion can be explained by the "cybernetic" proof of the existence of God, developed by A. Men, who considered God as a supercomplex and most perfect Being. If God is the rarest phenomenon in the Universe ("No one has ever seen God..." – John 1: 18), then from the point of view of information theory, God contains limitless information reaching infinity since information expresses the structural diversity and the measure of complexity of systems (Floridi, 2010). Thus, God as a super-system is the most diverse and perfect entity (Kalanov, 2010).

The nature of creativity is realized in inter-hemispheric activity (the synthesis of the right and left hemisphere functions of the human brain – Murphy et al., 1997), revealed in the form of diplasty, enabling creative people to be open to chaos/uncertainty, paradox/absurd, that actualizes the process of sense crystallization due to integration and mutual transformation of abstract sign and a concrete object, a word and an image.

On the level of logical process diplasty is expressed in the paradoxical oriental (i.e. Buddhist and Indian) logic of four alternatives (Jayatilleke, 1967), where in the relationships of logical terms – assertion and negation – four logically equivalent alternatives can take place: 1) either assertion (first); 2) or negation (second); 3) both (first and second at the same time); 4) neither the first nor the second.

To demonstrate information processing in terms of the four alternatives let us give answer to the fundamental question of philosophy: which is primary, matter or mind, material or ideal? The answer is fourfold: 1) matter is primary; 2) mind is primary; 3) both matter and mind are primary; 4) neither matter nor mind is primary. The fourth alternative expresses the David Bohm's statement of the matter and mind are being projections of a higher – fundamental – essence, which is neither matter nor mind in its pure form (Bohm, 1980; Pylkkänen, 2016).

The analysis of the mechanism of diplasty enables to reveal the *two levels* of it, when at the first level of thinking a creative person is able to integrate the opposites ("both matter and mind are primary"), and at *the second level* ("neither matter nor mind are primary") not only the opposites are understood as separate entities, but each of them, as philosophy teaches, is transformed (reduced) into something third (dialectically higher), which as synergetics shows is an emergent (systemic) property of the whole, that can be characterized with the help of D. Bohm's statement. Thinking processes at the second level of diplasty enables creative

people not only in an abstract-logical unambiguous way, but also in a paradoxical way, which helps to carry out logical operations of systematization and generalization thus fixing creative (direct and reverse) cause-and-effect dependencies/connections.

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The Role of didactic materials and the physical Environment in the Inclusion of Students with Special Needs in Primary Education

MSc. Aida SOTIRI

"Eqrem Çabej" University – Faculty of Educational Sciences, Basic Unit of Teaching Methodology and Didactics, Gjirokastër, Albania

MSc. Valbona CAUSHI

University of Tirana – Faculty of Social Sciences, Department of Pedagogy and Psychology

Dr. Loreta MAMANI

"Eqrem Çabej" University – Faculty of Educational Sciences, Basic Unit of Teaching Methodology and Didactics, Gjirokastër, Albania

Abstract

States are obligated to ensure an inclusive education system at all levels, including the provision of a suitable physical environment and materials that enable equal access to learning. However, for inclusion to be effective, it is not only a political or legal matter but, above all, a pedagogical issue that requires institutional commitment and a professional culture. This education must represent a human rights-based approach, include children with disabilities, and aim to provide them with equal opportunities like all other students. One of the challenges for our schools remains that, in many cases, the school environments do not meet the needs of students with special needs. This is related to how learning environments and teaching materials are built and designed. The paper presented analyzes, through questionnaires, interviews, and observations, how didactic materials and the learning environment or infrastructure affect the inclusion of students with special needs. The exclusion of children with disabilities often does not occur due to their impairments, but due to the barriers created by an unfriendly physical environment and the lack of adapted learning materials. The empirical part of this study focuses on elements such as: the content and format of teaching materials, flexibility in their use, the level of adaptation of classrooms and corridors, access to restrooms and common areas, and the use of assistive technological tools. The study analyzes data collected through interviews with primary education teachers and observations in public schools in the cities of Gjirokastër and Përmet. The results show that the lack of an inclusive approach in the design of physical spaces and the development of teaching materials is one of the main obstacles to the real inclusion of children with special needs in primary education in these cities. Many schools still do not meet minimum accessibility standards, and teachers often feel unprepared to adapt materials for students with

different needs. The recommendations based on the findings of this study are addressed to educational institutions to improve school infrastructure to ensure equal access for all children, to provide and develop adapted and flexible didactic materials, and to increase the demands on teachers for their professional development.

Keywords: Inclusive education, students with special needs, learning and physical environment, environmental barriers, assistive technology, professional development

Introduction

This paper examines the essential role that didactic materials and the physical environment play in the real inclusion of students with special needs in primary education in Albania, with a particular focus on the cities of Gjirokastrë and Përmet. In a context where inclusion is not merely a legal obligation but an ethical and pedagogical commitment, the study reveals that the lack of adapted materials and infrastructural barriers are among the most serious obstacles to achieving fair and inclusive education. Using a mixed methodology through questionnaires, interviews, and observations the study analyzes the elements that influence effective inclusion, such as the content and format of teaching materials, the degree of classroom and corridor adaptation, access to supportive spaces, and the use of assistive technologies. The data reveal a high level of teacher awareness of the rights of children with disabilities, but also highlight institutional shortcomings, inadequate infrastructure, and insufficient resources for inclusive teaching. Teacher evaluations indicate that didactic materials are only partially adapted (average score 3.57), while the physical infrastructure of schools remains largely inadequate (average score 3.28). Institutional support and the use of assistive technologies are rated moderately, reflecting a lack of training and resources. However, awareness of students' rights received a very high score (4.53), representing an important potential for positive change. The paper also emphasizes the importance of professional teacher preparation, both through initial training and continuous professional development. Working with children with special needs helps teachers develop empathy, methodological flexibility, and personalized teaching strategies. Practical experience with these students deepens understanding of diverse needs and lays the groundwork for a sustainable and inclusive pedagogical approach. The study offers concrete recommendations for educational institutions and policymakers: investment in accessible infrastructure, the establishment of support units in schools, the development and distribution of adapted didactic materials, and the strengthening of collaboration with parents and the local community. Inclusion should be embedded in the school's identity, not seen as an external requirement. Only through an integrated approach where policies, institutional culture, and pedagogical practices progress in

parallel can a fair and inclusive education be achieved for all children.

School policies and institutional culture for inclusion

In the context of inclusive education, school policies and institutional culture constitute the foundations on which sustainable and effective inclusion of students with special needs is built. Inclusion cannot be the result of individual efforts of teachers alone, but requires a clear institutional vision, supported by well-defined policies and a school culture that sees diversity as an asset and not as a barrier. The inclusive approach requires educational institutions to not only focus on the physical presence of students with disabilities in the classroom, but to ensure their active, meaningful and equal participation in all aspects of school life. School policies should guarantee equal access for all students in the learning process, including the development and use of didactic materials adapted to individual needs, the adaptation of physical environments for easy access and the promotion of flexible learning methods. These policies should be built on the principles of the Convention on the Rights of Persons with Disabilities (2006), which emphasizes the right to inclusive education at all levels, as well as in line with national strategic documents that aim for the social and educational inclusion of all categories of learners. To be effective, these policies need to be implemented consistently and supported by sufficient human and material resources.

Institutional culture is the deepest and often most challenging aspect of inclusion, as it influences how policy is implemented in practice. This culture encompasses the attitudes, values, beliefs and practices that prevail in an educational institution and that directly affect the way each student is accepted, treated and supported. An inclusive culture is built through a climate of understanding, cooperation and mutual respect between teaching staff, school leaders, parents and the local community. This approach fosters a sense of belonging and ensures that all students feel valued and supported in their educational journey. To develop such an inclusive culture, school leaders must play an active and leading role in modeling inclusive values. Leaders should not be limited to an administrative function, but should act as catalysts for cultural change and promoters of an inclusive vision at every level of the school's functioning. They need to create an environment where inclusion is not seen as an external obligation, but as an integral part of the school's identity. This requires the ability to motivate and guide staff towards sensitive and flexible pedagogical practice, as well as the ability to build bridges of collaboration with the local community and parents.

Another essential aspect is the replacement of the traditional "open door" policy with a more

active welcoming approach. An active welcoming policy means that the school does not simply expect students to adapt to the existing system, but is committed to ensuring that the system itself adapts to the needs, learning styles and individual challenges of each student. In this context, it is essential to create clear mechanisms for early identification and support of special needs, to ensure the presence of support staff (such as psychologists, teaching assistants, therapists) and to promote awareness among the entire school community to combat prejudicial attitudes or labels that often accompany these students.

The presence of discriminatory practices or negative attitudes towards diversity, whether related to ability, ethnicity, gender, language, religion or socio-economic status, undermines the very foundations of inclusion. An inclusive school does not tolerate any form of exclusion or bullying, but reacts decisively to any violation of equality and human dignity. This means not only drafting codes of conduct, but above all building a positive climate, where every member of the school community feels safe and respected. Furthermore, developing an inclusive culture requires long-term commitment. This is not an immediate process or one that can only be achieved through official documents. Cultural change occurs through continuous awareness-raising, critical reflection on existing practices, and the sustained engagement of all stakeholders involved: teachers, students, leaders, parents, and partner institutions. Continuous professional development of teaching staff, fostering learning communities in schools, sharing best practices, and the active involvement of parents in school life are essential elements for maintaining this culture.

Only by aligning school policies with an institutional culture that truly values and embraces diversity can a deep, real, and functional inclusion of students with special needs be achieved. Such a school does not attempt to “normalize” or “fit” students into the existing system, but rather transforms itself to be open, flexible, and responsive to the needs of all. In this way, inclusive education becomes not just a right, but a fundamental value of the education system and society as a whole. In many cases, the exclusion of students with special needs is not a consequence of their inability to participate in learning, but rather a result of institutional barriers and negative attitudes toward disability. A school culture that supports inclusion should aim to eliminate these barriers through staff education, strengthening institutional cooperation, and creating a safe and welcoming environment for all. Therefore, developing and implementing internal policies for inclusion, building the professional capacities of educational staff, and fostering a climate where every child feels welcome and valued are necessary steps to achieve truly inclusive education. Only through an integrated approach between policy and institutional

culture can real and effective inclusion in primary education be achieved.

The role of educational institutions in fostering an inclusive climate;

Educational institutions play a crucial role in creating and supporting an inclusive climate that enables the real inclusion of students with special needs in school life. They are not simply physical or administrative structures, but represent living organisms, interconnected with values, attitudes, and practices, which build the identity, experience, and success of each student in education. Their function goes beyond providing knowledge, including also creating a safe, supportive, and diversity-sensitive environment.

Promoting an inclusive climate begins with the formulation and implementation of clear and consistent policies that guarantee equality of access and opportunity for all students, regardless of background, gender, ability, or socio-economic status. This means that institutions must ensure that internal regulations, pedagogical practices, and administrative procedures do not create barriers, but rather enable the full participation of every child.

To achieve this goal, educational institutions must adopt a comprehensive philosophy and vision that sees every student as valuable and every variability as an asset. Inclusion is not a formal or merely technical process, but an ethical commitment that requires awareness and ongoing commitment from all actors within the school. This philosophy must be translated into concrete actions, such as adapting teaching methods, individualizing learning tasks, using auxiliary materials and assistive technology, and providing psychological and social support.

Institutions also must train and empower teachers and teaching staff through continuous professional development, equipping them with the necessary competencies to work in diverse classrooms and address the needs of students with different abilities. Only a prepared and motivated staff can successfully implement inclusive practices and create an environment where every student feels accepted and capable of learning. Furthermore, creating an inclusive climate also implies the active engagement of parents and the local community. Educational institutions should foster sustainable partnerships with families and community organizations, involving all actors in building an open, democratic, and child-rights-sensitive environment. Only through a clear and coordinated institutional commitment, which goes beyond formal declarations and involves real transformation of practices, structures and attitudes, can an educational climate be built where inclusion is not the exception, but the unquestionable norm.

To build such an inclusive climate, educational institutions need to act in several directions simultaneously and with continuous commitment. The first and most important is to provide continuous and quality training for teachers , which should focus not only on inclusive pedagogical techniques but also on developing sensitivity and interpersonal skills that help manage diversity within the classroom. Teachers should be helped to develop strategies for individualizing teaching, for the active involvement of each student, and for the effective management of heterogeneous classes.

Second, adapting learning materials and infrastructure is an essential component. This includes providing personalized teaching aids, using assistive technologies for students with disabilities, and making adjustments to the physical environment to ensure equal access for all. Schools should be equipped with appropriate facilities to facilitate the movement and participation of students with special needs.

Another important aspect is the creation of sustainable mechanisms for effective communication and cooperation with parents and the local community . Educational institutions should build bridges of cooperation with families, involving parents in the educational process, in decision-making and in solving problems related to inclusion. Open communication and mutual respect between the school and parents fosters a sense of trust and helps to identify and address the needs of students more fully. An inclusive climate does not arise spontaneously. It is the result of a conscious institutional commitment to social justice, understanding, inclusion, and respect for diversity. This means that the very structure, organization and culture of the school must be reformed following these principles, involving all actors – from school leaders to support staff.

Furthermore, educational institutions have an educational role that goes beyond the curriculum. They should actively promote core values such as empathy, cooperation, acceptance of others, and solidarity among students. This helps to create an environment where prejudice, discrimination, and stereotypes end, and where everyone feels welcome and valued. Education for inclusion should be part of everyday life in school, expressed through the way teachers talk to students, how peer relationships are built, and how differences are dealt with.

This process requires strong and committed leadership from school leaders, who must model inclusive behaviors, provide practical support to staff, and pursue the vision of inclusion with commitment. Also, creating a shared vision within the teaching staff on the importance and

necessity of inclusion is essential. Only when all stakeholders within the school share the same understanding and commitment to inclusion can a truly supportive and transformative environment be built. Only through a concerted and long-term effort can an educational environment be created where every student feels accepted, motivated, and able to reach their full potential, without being hindered by barriers related to abilities, background, or personal identity.

The importance of the physical environment in the inclusion of students with special needs

The physical environment of the school plays a crucial role in ensuring the inclusion of students with special needs, as it directly affects the way these students experience educational spaces and their ability to participate equally in the learning process. When school environments are adapted to meet the needs of all students, including those with physical, sensory, emotional, or developmental limitations, the school becomes an inclusive space where every child feels welcome, safe, and valued, as an important part of the educational community.

An accessible and functional environment is not simply a technically adapted structure, but a concrete manifestation of equality and respect for the rights of all children. It enables students with disabilities to have equal access to classrooms, laboratories, libraries, gyms, sanitary facilities, canteens, and any other school space, without limiting their participation due to physical or organizational barriers. Infrastructural adaptations such as the construction of wheelchair ramps, the installation of functional elevators, the placement of Braille signage for students with visual impairments, adequate and regular lighting, the use of contrasting colors for easier orientation, and assistive listening systems are not secondary elements, but fundamental tools to enable the full and independent participation of every student.

These changes are not only technical or aesthetic, but also carry a deep social, ethical, and pedagogical value. They convey a clear message that every child has his or her school place and that no physical or developmental difficulty should be an obstacle to learning and participating equally in school life. Such an environment contributes to the development of self-confidence, a sense of belonging, and personal dignity of students with special needs, supporting them on their path to self-realization and independence.

Furthermore, a carefully designed and inclusive physical environment offers teachers the opportunity to use various pedagogical methods and assistive technologies, which not only facilitate the learning process for students with difficulties but also improve the quality of

teaching for the entire class. Equipment such as large screens for visual learning, audio systems to amplify hearing, computers with software adapted for students with different needs, devices for alternative communication, or the creation of quiet environments for students with autism spectrum disorders are tools that support full inclusion and promote the development of the potential of every child.

An inclusive school environment should also be accompanied by a careful organization of the timetable, physical activity, breaks and play spaces, so that every student feels comfortable and actively involved. For example, the creation of relaxation areas or supportive environments for calming down can help students who experience anxiety or difficulties in emotional self-regulation, giving them the space and time needed to return productively to learning. Creating an inclusive physical environment is not only a legal requirement of human rights, but also a moral and professional responsibility of the education system. It represents an institutional commitment to social justice, equal opportunities and the fulfillment of the principles of education for all. This commitment should be part of long-term school development strategies, integrated into public education policies and supported by sufficient financial resources, training for staff and the active involvement of the local community. Only in this way can a school be built that excludes no one, but creates conditions for the harmonious and fair development of every individual, making inclusion a lived reality and not just an objective on paper.

Building an inclusive physical environment is not simply a response to regulations or legal standards, but concrete evidence of a culture that respects diversity and aims to eliminate any form of discrimination or exclusion. A school that provides appropriate conditions for all students reflects a vision of social justice and democratic education, where every individual, regardless of their abilities, has the right to learn and develop in an equal environment. Ainscow, Booth, & Dyson (2006) Therefore, efforts to improve the physical environment should be an integral part of educational policies and school development strategies, involving parents, the local community, and the students themselves in this process. Only in this way can a school be built that excludes no one and where inclusion is a tangible reality, not just an aspiration..

Accessibility of school facilities: corridors, toilets, classrooms, entrances (UNICEF,2014);

Wide corridors, adapted toilets, accessible classrooms and barrier-free entrances are essential elements of physical accessibility in school, which directly affect the inclusion of students with disabilities. According to UNICEF (2014), to build a truly inclusive environment, school infrastructure should ensure equal access for all students, including wheelchair ramps,

wide doors to facilitate passage, signage adapted for children with sensory impairments and hygienic facilities designed to be usable by everyone. This means that school should not only be a space where the learning process takes place, but an environment where every child, regardless of the limitations they may have, feels safe, independent and welcome.

An accessible school not only serves children with special needs, but also creates a more humane, sensitive and equitable climate for the entire school community. For example, a stair-free entrance or a non-functioning elevator is not only a help to students in wheelchairs, but also to parents with strollers, students with temporary injuries or staff who may have similar needs. Thus, accessibility becomes a universal aspect of the design of school spaces, reflecting the values of inclusion, respect and equality.

Furthermore, lack of physical access constitutes one of the greatest barriers that students with disabilities face, affecting not only their physical participation in the classroom, but also their emotional and social inclusion in school life. When a child cannot enter his/her classroom without the assistance of an adult, he/she experiences not only a physical hardship, but also a symbolic exclusion from the community. Therefore, inclusion begins right where the student begins his/her day at the school entrance, in the corridor leading to the classroom, in the toilet that he/she must use independently and with dignity.

In this sense, improving physical infrastructure cannot be treated as a secondary or luxury issue, but as an ethical and legal necessity to guarantee the right to equal education for all children. Educational policies and institutional budgets must reflect this priority, including minimum accessibility standards in the design and renovation of every school building. Only through such a concrete and sustained commitment can it be ensured that inclusion does not remain an abstract notion, but becomes a tangible reality for every child.

According to a (2014) UNICEF report, the inclusion of students with special needs is one of the top priorities for the safety and development of an equitable education system. Accessibility of school infrastructure is essential to enable every student to have equal opportunities to participate in educational activities and integrate into school life without physical barriers. This report emphasizes that wide corridors, adapted toilets, accessible classrooms and barrier-free entrances are the elements that make a school accessible to students with disabilities.

According to the report, school infrastructure should ensure equal access for all students, including those with special needs. They should have elements such as wheelchair ramps, wide doors that facilitate passage, signage adapted for children with sensory impairments, as well as

adapted hygiene facilities that are accessible to all students. Infrastructural adaptations such as these are necessary to enable active and independent participation of students in the school environment.

The UNICEF report (2014) also highlights that school infrastructure support is an issue that has a direct impact on the social and emotional well-being of students. When children with disabilities are able to access school spaces without the assistance of another person and without being hindered by physical barriers, they experience a sense of increased self-confidence and belonging to the school community. This helps to develop a sense of equality and respect for diversity within the school environment, contributing to a more open and inclusive atmosphere.

To ensure that these accessibility standards are met, the report recommends that governments and educational institutions engage in creating conditions for the development of school infrastructure following accessibility requirements, making these adaptations a significant priority in educational policies (UNICEF, 2014; World Health Organization [WHO], 2011).

Physical barriers as a factor of exclusion and their impact on participation

Physical barriers are one of the main factors that can lead to the exclusion of students with special needs from full participation in school activities and can have a major impact on their inclusion. These barriers can manifest in many forms, including narrow hallways, small doorways, lack of wheelchair ramps, cramped learning spaces, and toilets that are not adapted for students with disabilities. When these obstacles are present in the school environment, they create conditions that limit freedom of movement, participation in activities, and access to learning.

According to the UNICEF report (2014), physical barriers are one of the main reasons for the exclusion of students with disabilities from the school environment.¹³

Despite efforts to create an inclusive school, physical barriers can remain serious barriers to access and can increase feelings of isolation and exclusion for these students. This negatively affects not only their ability to learn, but also their social and emotional development. Physical barriers faced by students with disabilities, such as wheelchairs, are one of the main problems affecting the inclusion of these students in school life. Schools are often built without considering their special needs, and this directly affects the opportunities for these students to participate in daily school activities. For example, stairs are a major obstacle for those who use

wheelchairs, as they prevent them from moving from one floor to another and can lead to students being excluded from certain lessons. Narrow doors that cannot be opened easily are another factor that hinders movement and the ability to access school facilities.

Additionally, the lack of ramps and other accessible entrances is a widespread problem, affecting students' ability to access other parts of the school, such as the library, gym, laboratories, and other spaces that can be essential for their academic and physical development. These spaces are important for a well-rounded educational experience, providing opportunities for hands-on learning, sports and social activities, and opportunities to help develop students' diverse skills. When these spaces are inaccessible to students with disabilities, they miss out on the opportunity to fully benefit from those experiences and may feel excluded from important parts of school life. Another barrier that has a significant impact is the lack of adequate toilets and other hygiene facilities. Toilets designed for use by all students, including those who use wheelchairs, are an essential need to ensure that every student has the opportunity to attend to his/her needs in safe and hygienic conditions. The lack of accessible toilets can lead to feelings of insecurity and discomfort, making the school environment seem unfriendly and unsuitable for these students.

All of these physical barriers help create an atmosphere that can exacerbate feelings of insecurity and isolation among students with disabilities. When these students face such challenges, they feel excluded and may not feel valued as part of the school community. This can negatively impact their self-esteem, reducing their motivation to participate in educational and social activities. It can lead to a sense of missing out on the opportunity to develop the skills needed to cope with everyday challenges. Often, these physical barriers lead to feelings of shame and social stigma, creating a further divide between students who can easily get through school and those who face physical barriers.

To address these issues and ensure that all students have the opportunity to participate in an equitable and inclusive environment, schools need to invest in infrastructure adaptations. This improvement can include creating equal mobility opportunities for all students, such as wheelchair-accessible ramps, wide doorways, and other environments that are accessible and friendly to all. These infrastructure investments are essential to creating a school that is open and inclusive for all students and to ensuring that no one is left out due to physical barriers. In addition, these infrastructural changes will also improve the well-being and feelings of self-esteem and belonging for students with special needs.

The role of didactic materials in supporting inclusion

Didactic materials play a key role in supporting the inclusion of students with special needs, as they can enable a more diversified and tailored approach to the needs of different individuals. These materials, when based on effective classroom practices and inclusive methodologies, can significantly enhance participation and learning for all students (European Agency for Special Needs and Inclusive Education, 2017). When didactic materials are appropriate and adapted for students with disabilities, they help improve the educational experience and create a more equitable and inclusive environment.

One of the key aspects of didactic materials is their ability to be customized to meet the diverse needs of students. For example, materials can be designed to accommodate different learning styles, providing opportunities for learning based on visual, auditory, and kinesthetic activities. For students with learning disabilities, such as dyslexia, materials [\[2\]](#) that incorporate text and audio can be used, while for those with physical disabilities, assistive devices and assistive technology can be used to enable them to engage independently. In addition to using accessible materials and technology, it is important for schools to create a didactic environment that is flexible and adaptable to meet the needs of each student, taking into account the diversity of abilities, learning styles, and experiences of students with special needs. This requires a more comprehensive approach, where didactic materials are not simply tools for learning, but also serve as a means to increase engagement, participation and help students feel equal.

Teaching materials that contain clear graphics and images can help students with learning difficulties through reading and interpreting information, as well as those with visual impairments. Flashcards with images and large tables that describe concepts can provide a visual way to understand and assimilate information, enabling these students to better understand the topics they are studying.

For students who struggle with written texts, audiobooks and other materials that provide information in audio format are excellent tools for providing equal opportunities. These options help improve comprehension and can be suitable for students who are dyslexic, or for those who need a more interactive learning experience that supports all the senses. Furthermore, providing subtitles for video clips can enable students with hearing impairments to understand and absorb the information provided, giving them an opportunity to fully engage with the content. Technology plays an ever-increasing role in the learning process, offering endless opportunities for personalizing learning. Apps and software that have been developed for

students with special needs are quite powerful in enabling a richer and more tailored learning experience. The use of computers, tablets and other technology tools can provide learning opportunities through educational games and interactive activities that stimulate the mind and help develop various skills. For students with autism, learning opportunities through applications that are designed to help develop social, communication, and emotional skills are very important to support full inclusion in the classroom.

Furthermore, didactic materials can help students with special needs develop important life skills. For example, the use of applications that include practical tasks and simulations can help students develop problem-solving skills and participate in practical activities that improve their motor skills and coordination. Similarly, for students with other difficulties such as dyspraxia, tools and applications that help improve motor skills and movement control can be used, providing a greater opportunity for personal development. In an inclusive school environment, the use of appropriate didactic materials helps to increase students' confidence and encourages them to engage and participate in lessons without fear of failure. This creates a more open environment, where everyone feels supported and valued, and where students can develop in an atmosphere that is suitable for them, having the opportunity to reach their full potential.

For this reason, it is very important that schools and teachers invest in developing and adapting didactic materials to adapt to the needs of different students, in order to ensure full inclusion and an equal opportunity for all students, regardless of abilities or opportunities. This aligns with instructional design principles that emphasize structuring content and delivery to meet diverse learner needs (Merrill, Reiser, & Prentice, 2005).

Adapting teaching materials for different needs (Hayes; Bulat, 2017);

Adapting learning materials to meet diverse needs is one of the key pillars of creating an inclusive learning environment, where every learner, regardless of their abilities or barriers, has the opportunity to engage and benefit equally from learning. This is essential to ensuring that education is accessible and effective for all learners, including those who may have specific difficulties, such as reading, listening, visual, motor and developmental. Adapting learning materials aims to create equal opportunities for every learner, using a wide range of materials that can meet the specific needs of each. For example, using audiobooks and other audio materials for learners who have difficulty reading or who are blind or have limited vision is an effective way to ensure that they have the opportunity to absorb information and remain engaged in learning. Also, for students who better absorb information through sight, visual

materials such as picture cards, graphics, and large charts are important to support learning and help students understand and process information more easily. For students with hearing impairments, providing materials that include subtitles for videos or using sign language translation is essential to enable them to engage in the learning and understand the content being conveyed. This also helps to maintain a full connection to the learning process, without hearing barriers. Furthermore, the use of software and applications developed for students with autism, who may have special motor needs, enables personalized learning and helps children develop their skills in a more independent and tailored way.

An important aspect of adapting learning materials is that it creates the opportunity for students to feel valued and supported in the school environment, enabling them to be an active part of learning and classroom activities. This process is vital for developing students' confidence and self-esteem. When students feel valued and supported, they are more likely to engage in discussions and activities that are essential for their social, emotional and academic development. A learning environment where each student feels respected and supported is an opportunity to develop as an individual and as a member of the school community. In such an environment, students can feel more confident to express their opinions and participate in various school activities. This not only helps them develop important communication skills, but also strengthens their sense of belonging and integration into the class group and beyond. This active engagement helps students increase self-esteem and motivates them to aim higher, as well as to engage in new opportunities that may be beneficial for their future development.

Adapting learning materials is also a key tool for strengthening equity and opportunities for success for every student. This is particularly important for students who may have special learning needs, who may face significant difficulties learning in a standardized environment without the aid of appropriate materials. Adapting learning materials enables each student to learn in a way that best suits their learning style, enabling them to develop their skills and talents more effectively and fully. It also helps students reach their maximum potential by providing them with equal opportunities for academic success. Another important aspect is that this opportunity to learn in an adapted and flexible way contributes to building a more equitable and inclusive society. When students have the opportunity to develop their skills without the barriers necessary for adaptation, they become more capable individuals and ready to contribute actively to the wider society. In such an environment, all individuals, regardless of their abilities and needs, can develop independently and equally.

To ensure that this process is effective, it is essential that schools continuously invest in improving teaching materials and develop new opportunities for using technologies and other tools that can meet the needs of different learners. The use of technology, such as applications, software and interactive devices, is an excellent opportunity to create a suitable and flexible environment where every learner can benefit. The use of digital tools can also help to make learning more engaging and easier to understand for all learners, facilitating the acquisition of knowledge and the development of new skills(see also SCIRP, 2020; PubMed, 2020). In this way, by using appropriate materials and investing in technology and other teaching tools, schools can provide an educational environment that is not only attractive and stimulating for learners, but also enables the development of equal opportunities and chances for success for all learners, regardless of their abilities and needs. This commitment by schools to improving learning materials and opportunities is an important step towards creating a fair and inclusive education, where every student has the opportunity to develop and contribute.

Flexibility and diversity in didactic materials: content, format, methods of use

Flexibility and diversity in didactic materials are key elements in ensuring an inclusive and accessible learning environment. The use of materials that can be adapted to the different needs of learners is essential for creating equal opportunities for all, ensuring that each learner has the opportunity to engage and absorb information in the way that best suits them. This can be achieved through the use of different materials, both in content, format and mode of use. The content of didactic materials should be diverse and suitable for a wide range of learners with different abilities. Adaptation of content involves the use of materials that enable learners to learn in different ways. This can include written texts, but can also include visual materials (graphics, tables), audio materials and interactive materials that offer different opportunities for the acquisition of knowledge. For example, for learners who have difficulty reading text, audio or video materials can be used that explain the content in a format that is accessible to them. Likewise, students who have difficulty understanding content from written texts alone can benefit from graphics and visualizations, which can aid in the information acquisition process.

The use of different formats of didactic materials is also very important. Formats can vary both in terms of content (text, audio, video) and in the way the information is displayed (digital presentations, brochures, flashcards, etc.). Diversifying these formats ensures that all students have the opportunity to acquire information in a way that best suits their learning style. For students with special needs, the use of different formats helps reduce barriers and enables them to be fully involved in the learning process. This includes the use of software that assists

students with autism, specialized applications for students with motor difficulties, and the use of sign language interpretation for students with hearing impairments.

The ways of using didactic materials are very different and can be adapted to the needs and learning style of each student. Using diverse teaching methods is an excellent way to support the involvement of all students and to create a learning environment that is dynamic and stimulating. Techniques such as group work, class discussions and the use of active learning are some of the possible ways to ensure student engagement and to develop their social and academic skills. Group work and class discussions give students the opportunity to collaborate, exchange ideas and solve problems together, promoting a shared sense of responsibility and cooperation. These activities also help develop communication skills and enable students to learn from each other. Active learning, on the other hand, involves the use of various activities and resources to help students make deeper connections with the materials they are studying. This can include the use of experiments, symposia, practical activities, and project-based learning, which help students apply the knowledge and skills they are learning in real-world situations. Technology is a powerful ally in supporting the flexible use of didactic materials. Online learning platforms such as Moodle, Google Classroom, and other digital tools provide the opportunity to access learning materials at any time and from any location. Students can use these platforms to work on assignments, receive pre-prepared lessons, and engage in interactive activities that help them acquire knowledge. Educational applications and interactive tools can also help students develop certain skills, such as numeracy, reading, and technology skills, all of which are essential for their further development.

For students with special needs, learning materials must be personalized and adapted to their individual needs. This may include the use of assistive technologies, such as software and applications that provide support for students with motor difficulties or autism. (*PubMed, 2020*). The use of subtitles for students with hearing impairments, sign language translations and audio options for students with visual impairments can ensure equal access to learning content. The use of these materials and tools helps ensure that all students, regardless of their abilities, can be fully involved in the learning process. (*SCIRP, 2020*) The flexibility and diversity of didactic materials is a key element that enables the creation of an equitable and inclusive learning environment. This diversity in materials and methods of their use helps to create equal opportunities for all students, ensuring that they have the opportunity to develop and benefit from the opportunities that education offers. When didactic materials are designed and used

appropriately, they can provide a diverse and successful learning experience for each student, including those with special needs, and contribute to the development of their general and social skills.

Use of assistive technology and digital applications

The use of assistive technology and digital applications is of paramount importance in creating an inclusive and equitable educational environment, where all students can be included and develop regardless of any limitations or barriers. Assistive technology is not only a tool to support those with special needs, but an opportunity to provide personalized learning opportunities that are tailored to the abilities and learning style of each student.

One of the main benefits of assistive technology is that it can support students with reading and writing difficulties, using applications such as reading and text-merge software. **(PubMed, 2020)**. This capability aids in the acquisition of learning materials and allows students to hear information through audio materials, which helps them understand and assimilate information more easily and quickly. In particular, for students with dyslexia, these tools can be very useful in eliminating barriers associated with the reading and writing process, enabling a more natural and smooth learning experience.

For students with visual impairments, assistive technology offers great opportunities through the use of screen readers and applications that allow for orientation through touch. These tools are especially useful for students with limited vision, because they enable them to read and explore educational materials without the need for assistance from another person. Such technology can also include applications designed to create a complete and rich learning experience, enabling students with visual impairments to actively participate in lessons and school activities.

For students with hearing impairments, assistive technology can provide other options, such as translating materials into sign language and using subtitles for educational videos. **(PubMed, 2020)** This type of support enables students to better understand the learning content and actively engage with the learning without being affected by hearing limitations. The use of automated subtitles for videos is an excellent example of using technology to provide an inclusive and equitable environment for all students, enabling them to follow lectures and engage in learning activities.

Another area where technology can support student development is in the use of specialized applications for students with autism. These applications are designed to improve the social, communication, and emotional skills of these students. Using these applications can help develop the skills to manage behavior and interact with their environment in ways that are appropriate for their individual needs. Applications that simulate social situations and those that improve communication skills are excellent examples of using technology to help these students interact and develop in healthy and positive ways.

The use of online platforms and educational applications can also create opportunities for students to benefit from personalized and independent learning. (SCIRP, 2020) The use of these tools can facilitate access to learning materials, enabling students to engage in learning activities in a way that suits their learning style. This opportunity is important because it creates a space for all students, without excluding anyone, to learn and develop new skills at a pace and in a way that suits them. The use of assistive technology and digital applications is important for creating an inclusive school environment where every student can develop and reach his or her potential. Technology helps ensure that no student is excluded and that everyone has the opportunity to participate in learning equally, enabling quality and accessible learning for all. The use of these technologies is an important step in ensuring that every individual has equal opportunities and achieves academic and personal success.

The importance of digital tools in personalizing the learning process;

The use of digital tools in personalizing the learning process is an important step in creating a learning environment that adapts to the diverse needs of students. Technology offers excellent opportunities to create lessons that can be flexibly personalized, enabling students to learn at their own pace and style, improving engagement and achieving high results. (EdSurge, n.d.) Digital tools can help create a personalized lesson for each student, using online platforms and educational applications that provide opportunities for students to complete exercises and tasks tailored to their abilities and needs. This allows each student to develop their skills more effectively, working on areas where they need improvement and helping them reach their maximum potential. The use of assistive technologies also offers tremendous opportunities for students with special needs, such as those with dyslexia, visual impairments, or hearing impairments, by providing tools such as audio applications, screen readers, and sign language translations, which enable students to more easily absorb learning materials. Assistive technology helps students with visual and hearing impairments to actively participate in learning, while the use of applications that focus on developing social and communication skills

helps students with autism to interact more easily in social situations. The use of online platforms can also create opportunities for students to learn independently and in a personalized way, by providing materials and exercises that are tailored to the needs of individuals, and thus increase flexibility and the opportunity for personalized learning. Using digital tools in this way is an excellent opportunity to create an inclusive learning environment, where every student can engage in the learning process and achieve academic success in the way that best suits them.

Supportive applications and platforms for children with special needs.

For children with special needs, technology has brought incredible opportunities to support their development, enabling learning to be personalized to meet the specific needs of each child. With the help of digital applications and platforms, a learning environment can be created that is fully adapted to different abilities and learning rates. This is especially important for children with dyslexia, autism, developmental delays and other special needs, as opportunities for development and progress can be provided in a way that helps them realize their maximum potential.

One of the most widely used and successful apps for children with dyslexia is **Ghotit** (Ghotit Ltd., n.d.) , which uses an interactive and fun approach to help children develop reading and writing skills. The app offers games and activities that are personalized for children, helping them to face the challenges of dyslexia in a way that is more understandable and easier for them. This app is especially useful for those who have difficulty understanding and absorbing information in traditional teaching methods.

Another app that has created great opportunities for individuals with difficulties in verbal communication is **Proloquo2Go** . This app is indispensable for children and individuals who cannot speak or have great difficulty using verbal language. (AssistiveWare, n.d.). It offers a system based on symbols and words, enabling users to communicate more easily and express their thoughts and feelings. Using this app has been beneficial for children with autism, as well as for those who have other difficulties in developing speech skills.

For those who have difficulty developing reading and writing skills, **Read&Write** is an excellent tool. This application offers numerous options to support students with dyslexia, including assisted writing and reading texts aloud. Translation and reading aloud technology allows children to more easily absorb information and develop their language skills without the

need for constant help from a teacher. This application is also an excellent helper for all those who have difficulty reading texts at a normal speed.

Speech Blubs is another app that is designed to help children with speech delays. With a game-oriented approach and interactive activities, this app helps children learn sounds and words using videos and fun activities that make learning more natural. Using this platform can improve the speed of development of communication skills for children with special needs. (Blub Blub Inc., n.d.).

For individuals who need help developing social skills, **CogniToys** offers an incredible tool. Using artificial intelligence on this platform, it helps children develop their social skills and get answers to their questions and concerns. This app provides opportunities to stimulate learning and social connections in a natural and fun way.

LAMP Words for Life is another unique support tool for individuals who have difficulty speaking, especially those with autism. This app uses an advanced symbol communication system to help users communicate more easily and improve their social and language skills. It is a very useful option for those who need support in developing expressive communication.

For children with autism and individuals with other special needs, **Autism Apps** offers a wide range of apps that can help develop various skills. It provides tools to support communication, organization, and social development, enabling children to develop their skills in a way that is appropriate for their specific needs.

For children who have difficulty reading and writing, **Kurzweil 3000** is another useful app that enables the conversion of texts into audio and offers other supports to help children understand and assimilate information in an easier and faster way.

Another great platform is **Ariana's Story**, which is designed to help children with disabilities develop their communication and language skills. This app uses stories and activities to help children express their thoughts and feelings better, enabling them to develop their social and language skills in a more natural way.

For those who need support in developing communication skills, **MyTalkTools** is a great platform that enables the use of symbols and pictures to help individuals who have difficulty communicating express themselves more easily and develop their skills appropriately and

effectively. (AbleNet Inc., n.d.). These applications and platforms are designed to support the development of children with special needs, enabling them to learn and develop in a personalized and interactive environment. They provide opportunities to help them improve their skills in a natural and unrestricted way, enabling them to realize their maximum potential.

Professional preparation of teachers for inclusive teaching

The professional preparation of teachers for inclusive teaching is an ongoing process that requires commitment, resources and systemic support, not only at the school level, but also through policies that align with inclusive values and international best practices (Kurth et al., 2018). Inclusive teaching aims to integrate students with different abilities and needs into a common classroom, where they can learn together and develop their skills in a supportive and equitable environment. This type of teaching requires special professional preparation for teachers, which enables the creation of teaching strategies and methods that are appropriate for all students, regardless of the abilities and challenges they may have.

Preparing teachers for inclusive teaching involves a number of key elements. Teachers need to have a deep understanding of the diverse needs of students and the teaching methods that can be used to support them. This includes knowledge of issues such as dyslexia, autism, developmental delays, Down syndrome, and other special needs that may be encountered in a diverse classroom. Teachers also need to understand and respect the diversity of students, creating a learning environment where each student feels valued and supported, free from discrimination and prejudice. This environment may include the use of flexible teaching methods that allow students to develop their skills at their own pace, using materials and techniques that are appropriate to the specific needs of each individual.

In addition to theoretical knowledge, teachers need to develop the ability to use flexible teaching strategies, which can include using technology to create personalized learning materials, hands-on and interactive activities, and an environment that allows students to learn at their own pace. This is a very important aspect, as technology can provide endless opportunities to create content that is easy to access and suitable for different needs. The use of applications and online platforms can enable students to complete tasks and activities that are adapted to their abilities, helping to increase engagement and motivation.

Another important aspect of professional preparation is the use of assistive technology. Teachers must be able to use digital tools and assistive technologies to support students with

special needs. This includes educational applications and platforms that enable the development of students' different skills in a more effective and appropriate way for their needs. For example, applications that help students with dyslexia to read and write more easily, those that provide communication support for those who have difficulty speaking, and programs that provide opportunities to acquire learning materials in different ways are essential for comprehensive support.

Teacher preparation also includes the ability to create and manage a safe and supportive classroom environment where students can engage and interact positively. Classroom management should be such that it supports the diversity of students and ensures that everyone has the opportunity to learn and contribute to the teaching. This means that teachers should develop the ability to create an atmosphere where individual sensitivities and needs are respected, using strategies to manage behavior and encouraging mutual help and support among students. Teachers should also have the ability to collaborate with parents and other professionals who work with students, such as therapists and psychologists, to ensure full support for students' development and to address their special needs.¹⁴

Assessing student progress is also an important aspect of inclusive teaching. Teachers need to be able to use a variety of assessment methods to determine how students are progressing and to adapt teaching to help them succeed. This can include formative assessment, which involves observing students' progress during the learning process, as well as summative assessment to measure students' knowledge and skills at the end of a teaching period. The professional preparation of teachers for inclusive teaching is an ongoing process that requires ongoing commitment, resources and support, and is an essential element in creating an education system that supports all students and provides equal opportunities for success for all. This commitment will enable equal opportunities for learning and development to be created for all students, regardless of their abilities, needs or challenges.

The impact of initial training and continuous professional development ;

Initial training and continuous professional development are two key aspects for increasing the quality of teaching and ensuring an inclusive and effective learning environment.

Both of these factors have a significant impact not only on the skills and knowledge of teachers, but also on improving teaching and supporting students with diverse needs.

Initial teacher education is the first and most important stage in preparing teachers for their role in the classroom. This education provides teachers with in-depth knowledge in the field of education, including teaching theories, classroom management, the use of technology, and the development of skills to deal with different situations that may arise in the classroom (NCSE, 2011). It also provides the opportunity to learn teaching techniques and methods that enable teachers to create learning environments that are relevant to the needs and characteristics of different students. This is a strong foundation for the development of teachers' professional skills and for enabling a comprehensive and flexible approach to teaching.

However, initial training alone is not enough to ensure sustainable and improved teaching. Continuing professional development is also essential to update and improve teachers' skills throughout their careers. This development includes training, courses, seminars, workshops and other learning opportunities that teachers can attend after completing initial training. Continuing development enables teachers to increase their knowledge in new areas, such as the use of new technology, teaching methods for students with special needs, developing classroom management skills and supporting diversity in the classroom. It also helps teachers stay informed about the latest developments in the field of education and implement new and advanced practices in the classroom environment.¹⁵

The impact of initial training and ongoing development is highly visible on the level of student performance and the quality of teaching. Teachers who are well-trained and who pursue ongoing development are able to create a more appropriate and supportive environment for students, use the most advanced methods to help them learn, and ensure that their students, including those with special needs, have equal opportunities for success. Furthermore, ongoing development helps teachers develop classroom management skills and work collaboratively with colleagues and other professionals to provide comprehensive support for students.

Initial training and continuous professional development are both essential elements to ensure that teachers have the skills and knowledge to deliver high-quality teaching, supporting all learners and creating equal opportunities for learning and development. This ongoing cycle of

learning and improvement is one of the keys to ensuring that education is inclusive and effective.

The impact of practical experience with students with disabilities on the pedagogical approach

The impact of practical experience with students with disabilities is essential in the professional preparation of teachers for an inclusive and effective learning environment. This experience, especially when included from the early stage of teacher education, helps to build a positive, aware, and inclusion-oriented attitude, emphasizing the importance of diversity and equity in education.

Through practical experience with students with special needs, teachers develop a deeper and more sensitive understanding of the challenges, potentials, and diverse ways in which children with disabilities interact with learning and the school environment. This experience serves as a turning point in building an inclusive pedagogical approach, which aims not only to transfer knowledge but also to create an environment where all students, regardless of their abilities, feel welcome, respected, and empowered to learn.

Teachers, through facing concrete situations in the classroom, begin to appreciate the importance of alternative methods of learning and communication. They understand that there is no unique and standard way to learn, but that each student has specific needs, rhythms and ways of acquiring knowledge. This awareness encourages them to use a variety of pedagogical strategies such as: differentiating content, adapting teaching materials, using visual aids, incorporating didactic games or multisensory methods that match the individual needs of students.

Experience with students with disabilities strengthens teachers' emotional and social preparation, helping them develop deep empathy, enduring patience, and the ability to build supportive relationships. It invites teachers to reflect on their personal biases, their perceptions of ability and disability, and their moral responsibility to ensure inclusive education. In this way, teachers begin to see students with disabilities as active agents in the learning process, not simply as passive recipients of assistance.

In technical and methodological terms, practical experience helps in the competent use of assistive technologies and alternative communication tools, such as PECS (Picture Exchange Communication System) or augmentative and alternative communication systems (AAC).

Teachers also become more skilled in implementing the principles of Universal Design for Learning (UDL), which aim to make learning accessible from the design stage, without the need for later adaptations that often categorize students as “special” (CAST, 2018).

Practical experience also plays a critical role in building a culture of professional reflection. Through concrete experiences, teachers learn to analyze their pedagogical actions, identify their strengths and weaknesses, and create a cycle of continuous learning. Conscious reflection on real-life situations helps the teacher make better-informed decisions, continuously adapt his or her approach, and develop an ethical, sustainable professional identity committed to the values of inclusion and social justice.

Another important aspect of this experience is the collaboration with other educational actors, such as school psychologists, speech therapists, social workers, and parents. This promotes the creation of a support network around the student and reinforces the shared vision for a quality education open to all. Teachers involved in such experiences begin to understand the importance of an interdisciplinary and community approach, where the school does not function in isolation, but in close cooperation with other factors of the child's development. Practical experience with students with disabilities is not simply an auxiliary component of the teacher's training, but a fundamental element that directly influences the construction of his educational philosophy. This experience helps them build a school environment where inclusion, understanding, and support are not just beautiful slogans, but principles lived in the daily life of the classroom.

Purpose of the Study

This study aims to examine the role that didactic materials and the physical environment play in the inclusion of students with special needs in primary education. The objective is to assess to what extent schools in the cities of Gjirokastrë and Përmet meet accessibility standards and provide support for teachers in the inclusive process. It aims to identify barriers that prevent the real inclusion of these children in the learning process and to provide direct recommendations for improving existing conditions.

Study participants

A total of 156 primary school teachers from two important cities in southern Albania, Gjirokastra and Përmet, participated in this study. The vast majority of participants were from public schools in the city of Gjirokastra, which is a well-known educational center in the region, while a smaller proportion of teachers came from schools in the city of Përmet. This

concentration also reflects the real distribution of teachers in these areas, taking into account the larger number of schools and students in Gjirokastra.

Regarding gender representation, the study included 15 male teachers, while the majority were female teachers. This gender ratio is representative of the real situation in primary education in Albania, where the teaching profession is dominated by women. This phenomenon is not uncommon internationally, as primary education is often seen as a field that attracts more women, while men are less represented in this sector. The gender composition of the pedagogical staff can also affect the way certain issues are addressed in the classroom, including the approach to inclusion and awareness of the needs of students with different difficulties.

In addition to gender, the study participants represented a wide range of professional experience and ages, thus providing a diverse perspective on issues of inclusion in primary education. This rich composition of experiences and different backgrounds contributes to a more complete and nuanced understanding of the educational reality in these cities and the challenges related to the inclusion of students with special needs. The selection and characteristics of the participants provide a reliable and representative basis for the analysis of the situation of inclusive education in the studied areas, allowing for the drawing of conclusions that can be used to improve educational practices and policies in this area.

Study research questions

1. How appropriate are didactic materials for students with special needs according to primary education teachers?
2. Are the school facilities physically accessible to these students?
3. What is the level of knowledge and use of assistive technologies by teachers?
4. Do teachers feel institutionally supported to work inclusively?

Study methodology

The study has a combined approach, using quantitative methods through a Likert 1–5 rating questionnaire and qualitative methods, through observations and open interviews with

teachers. Participants in the study are primary education teachers and assistant teachers from public schools in the cities of Gjirokaštër and Përmet. The selection was made intentionally, based on their experience with students with special needs. The instrument is a structured questionnaire, with 10 questions focused on the adaptation of teaching materials, physical accessibility, school support, use of ICT, institutional approach. The data were analyzed by calculating the averages for each question, observations on the physical spaces in several schools and recommendations derived from teachers' free comments and comparison with existing literature.

Results and Analysis

Teaching Materials

- Average: 3.57
- Interpretation: Teachers assess that the materials are moderately appropriate, but more personalization is needed.

4.2 Physical Environments

- Average: 3.28
- Interpretation: School facilities are often not accessible, especially in terms of physical infrastructure.

4.3 School Support

- Average: 3.03
- Interpretation: Teachers do not feel sufficiently supported in the provision of materials and aids.

4.4 Assistive Technologies and ICT

- Average: 3.48 for digital applications, 3.08 for ICT environments
- Interpretation: There is moderate knowledge, but the technological infrastructure is fragmented.

4.5 Policies and Awareness

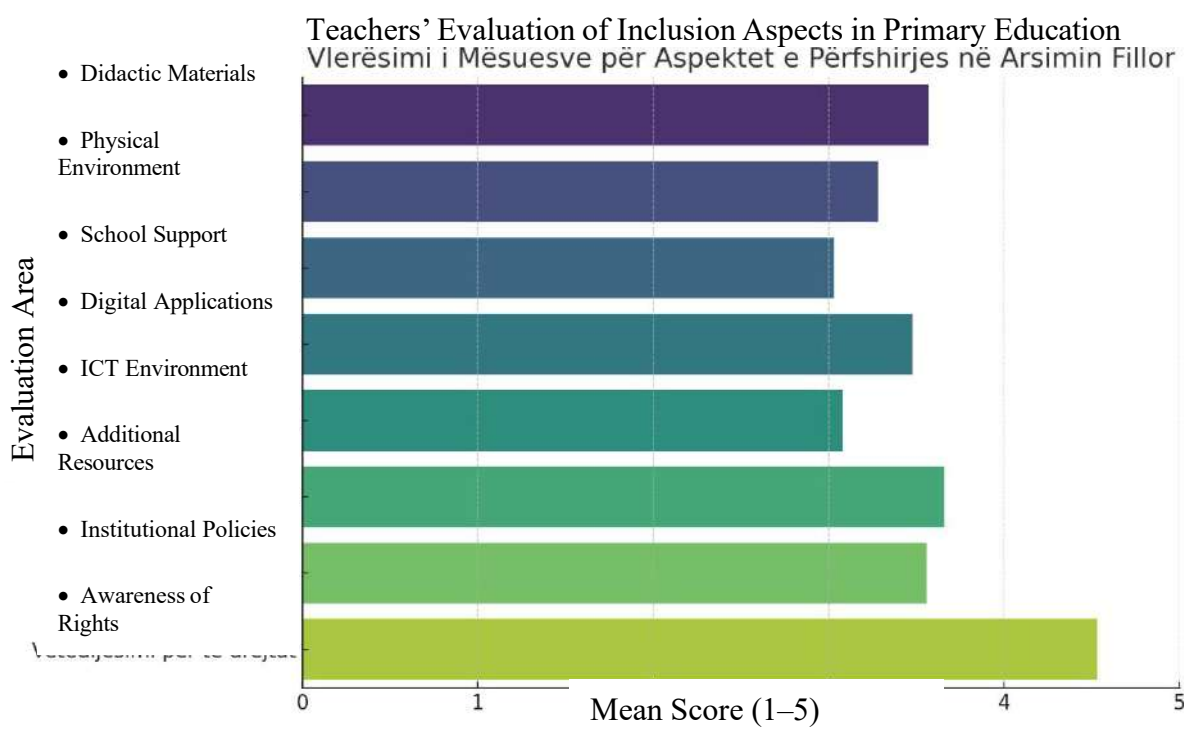
- Awareness of rights – highest average: 4.53

- Interpretation: Teachers have high awareness of children's rights, but encounter difficulties in practical implementation due to lack of conditions.

Description of assessment data from the questionnaire

Average ratings given by teachers participating in the study, for each of the key areas related to the inclusion of students with disabilities in primary education:

No.	Evaluation Area	Arithmetic Mean
1	Didactic Materials	3.57
2	Physical Environment	3.28
3	School Support	3.03
4	Digital Applications	3.48
5	ICT Environment	3.08
6	Additional Resources for Inclusion	3.66
7	Institutional Policies	3.56
8	Awareness of Rights	4.53



Awareness of students' rights has resulted as the area with the highest average (4.53), reflecting a high level of awareness and professional commitment on the part of teachers. This indicator shows that teachers are aware of the importance of respecting the rights of students with special needs and are open to building a more inclusive and just environment within the school. This high awareness is an important step towards promoting inclusion, as to achieve real change, awareness and recognition of rights are the foundation on which practices and policies must be built.

In terms of additional resources for inclusion, didactic materials and institutional policies, the assessments are also positive, with averages exceeding 3.5. This indicates an acceptable level of institutional and professional efforts to provide the necessary tools and support for the effective inclusion of students with special needs. For example, the availability of adapted materials and policies that promote diversity and equality in schools are signs of a willingness to address the challenges of inclusion seriously and sustainably.

However, on the other hand, concrete support from the school and the technological-informational-communicative (ICT) environment were rated lower, with scores of 3.03 and 3.08, respectively. This shows that despite awareness and professional efforts, there are obvious deficiencies in the physical and technological infrastructure that would facilitate the work of teachers and the active participation of students. The lack of necessary equipment, the lack of technical support and sometimes even the lack of sufficient knowledge on the use of assistive technologies hinder the effective functioning of the inclusive learning process. This situation can negatively affect the motivation and ability of teachers to implement inclusive practices sustainably and effectively.

Furthermore, the physical environments in schools have received an average of 3.28, which reflects a still limited accessibility for children with disabilities. This situation is problematic, as adapted physical environments are essential to ensure that every student can move freely and actively participate in daily school activities. Narrow corridors, lack of ramps, unsuitable toilets, and inaccessible entrances are some of the main obstacles that prevent the full inclusion of these students. These limitations not only affect physical participation but also damage the self-esteem and sense of belonging of students with special needs within the school community. These data show a mixed picture, where awareness and professional will are present and strong, but where the lack of infrastructural and technological support, as well as limitations in physical environments, represent serious challenges that need to be addressed as a priority. To build a

truly inclusive and equitable education system, more investment is needed in appropriate equipment and facilities, as well as in ongoing training and assistance for teachers and specialists, so that inclusion is sustainable and effective in practice.

Discussion of results concerning the literature

The data collected from the questionnaires show that the didactic materials used for students with special needs are adapted to an average level, with a rating of 3.57 by teachers. This result reflects a situation that is not at all rare and is consistent with the findings of other studies, such as that of Hayes and Bulat (2017), who emphasize that the lack of flexibility and adaptation in the teaching content often represents a major obstacle to the inclusion of students with special needs in the educational process. Teachers point out that the materials currently used are not always built taking into account the principles of Universal Design for Learning (UDL), which aim to create an equal and appropriate approach for all students, regardless of their individual needs. This lack of flexibility in the didactic materials limits the opportunity for these students to actively participate and fully benefit from the teaching process.

Regarding the accessibility of physical school facilities, the results show an unsatisfactory situation, with an average of 3.28, indicating a significant lack of compliance with the requirements set out in the UN Convention on the Rights of Persons with Disabilities (CRPD), in particular Article 24, which obliges states to ensure that school facilities are accessible to all students. In most of the schools included in the study, the physical infrastructure does not meet these standards: corridors are narrow, toilets are not equipped with facilities for people with disabilities, while entrances often present obstacles to the free and safe movement of these students. This situation limits not only their movement within the school, but also the opportunity to participate actively and equally in all educational and social activities.

On the other hand, the use of technology as a support tool in the learning process has received positive assessments, although at a relatively unstable level. The average for the use of technological applications is 3.48, while for the digital environment it is 3.08. This shows that assistive technology has great potential to improve inclusion by providing additional tools that can help students with special needs to participate more actively in learning. However, as UNICEF (2017) also emphasizes, this impact is only possible if technology is supported by a

well-organized infrastructure and ongoing training for teachers and specialists who use it. Without these supports, technology may remain an unused resource or be used less effectively.

On a positive note, the level of awareness of the rights of children with disabilities is very high, with an average of 4.53, indicating a significant improvement in professional culture among teachers. This demonstrates that there is a growing willingness and awareness of the importance of inclusion and respect for the rights of these children. However, according to Booth and Ainscow (2011), awareness alone is not enough to achieve true inclusion. In order to have an inclusive education system, a profound transformation of the structures, teaching practices, and attitudes of all actors in the system is necessary, including educational policies, infrastructure, training and institutional support.

Thus, these data clearly show that inclusion in primary education in the studied areas is a complex process that requires continuous and multifaceted commitment, where the improvement of materials, physical conditions, and human capacities must go hand in hand to create a truly equal and supportive environment for all students.

Comment on interviews with teachers in light of the literature and theoretical analysis

Interviews conducted with primary school teachers highlight several key issues for the practical understanding of inclusion in our education system, particularly concerning the role of didactic materials and the physical environment. They confirm the findings of the contemporary literature and the data of our empirical study.

The impact of family acceptance and parent-school collaboration

One of the most prominent elements in the teachers' statements is the assessment of the parents' acceptance of the need or diagnosis as an essential condition for successful inclusion. This highlights the importance of an inclusive institutional culture, as highlighted in the relevant literature (Booth & Ainscow, 2011), which encourages collaboration with the family and sees this relationship as the foundation for sustainable inclusion.

Physical barriers in school environments

Teachers' descriptions of physical barriers, lack of ramps to upper floors, inadequate toilets, and traditional classrooms with difficult access for mobility directly align with the UNICEF report (2014) and CRPD standards (2006), which place emphasis on universal

accessibility. These barriers are not simply infrastructural, but constitute real obstacles to children's social and emotional inclusion.

Inappropriate teaching materials

Teachers clearly state that there is a lack of adapted support materials, and often teaching assistants improvise with simple tools. This confirms the theoretical finding that the lack of adaptation of materials according to the principles of Universal Design for Learning (UDL) significantly limits equal participation (Hayes & Bulat, 2017). The presence of standard notebooks and books, without digital, audio-visual, or alternative tools, hinders the personalization of teaching for children with different needs.

Institutional support and teacher flexibility

Although leaders are rated as supportive, teachers describe the situation as limited due to the lack of dedicated resources and structures, such as resource classes or emotional support units. This lack of structural support indicates a gap between teachers' awareness (high) and practical support (low) — a contrast also reflected in the results of your study's questionnaire (e.g., the lowest mean in school support: (3.03)).

Children's social approach in the classroom

Significantly, the acceptance of other students towards children with disabilities depends on the behavior and attitude of the parent. This confirms the importance of community awareness and a school culture that fosters empathy and coexistence, as also emphasized by the literature on the role of institutional culture for inclusion. The teacher interviews provide a realistic, honest and very valuable insight into the current situation in the schools included in the study. They not only confirm the findings from the questionnaires and literature, but also bring into focus social and emotional factors that cannot be measured by statistics alone. The combination of theoretical analysis with the practical experience of teachers constitutes a strong basis for concrete proposals for improvement, such as: investments in infrastructure, professional development of staff, provision of personalized materials and strengthening cooperation with parents.

Practical recommendations for institutions, teachers and policymakers

Practical recommendations for institutions, teachers and policymakers are essential for improving the quality of education and ensuring the inclusion of all students in the learning

process. These measures should be an integral part of educational strategies, focusing on inclusive development and creating a suitable school environment for every child.

Educational institutions:

- Invest in improving physical infrastructure, ensuring accessible environments for all students, including those with disabilities. This includes building ramps, adapted toilets, directional signage, and creating safe and appropriate spaces for learning and extracurricular activities.

- Establish support units within schools that provide adapted teaching materials, technical assistance and advice to teachers so that they are able to face the challenges of teaching a diverse group of students. These units could include special education specialists, psychologists, speech therapists and social workers working in collaboration with the pedagogical staff.

- Include as a priority in school development plans policies for inclusion, diversity and equity in education. This inclusion should be reflected in the short-term and long-term objectives of educational institutions, promoting personalized approaches to learning, teacher preparation and active involvement of the community and parents in school life. In this way, schools can guarantee an equitable and motivating educational environment for all.

For teachers:

Teachers play a key role in implementing inclusive education and need to be supported through continuous training and professional collaboration. They need to be equipped with the knowledge and skills needed to cope with diversity in the classroom and ensure that every student has equal opportunities to learn.

- To attend specialized training on the use of assistive technologies and flexible approaches to teaching, which enable the adaptation of methods according to the individual needs of students. Training should focus on techniques for personalizing learning, the use of supportive digital platforms, as well as strategies for the active involvement of each student in the learning process.

- Seek and encourage collaboration with colleagues and specialists in the field such as psychologists, social workers or teaching assistants, to share good practices and build a supportive school culture. The exchange of experiences and ideas helps to improve the approaches used and the professional development of pedagogical staff.

- Document and analyze their teaching practices for the purpose of reflective improvement. This self-evaluation process can include pedagogical diaries, student surveys, post-lesson reflections, and student progress analyses, helping the teacher identify strengths and areas for improvement in his or her educational approach.

For policymakers:

Policymakers have a responsibility to create a legal and institutional framework that supports inclusive education sustainably and effectively. They must take concrete steps to ensure that inclusion does not remain a theoretical objective but is practically implemented at every level of the education system.

- They should review national guidelines and policies on inclusion in education, including clear and mandatory standards for infrastructure, adapted learning materials and universal access for all children, regardless of their abilities. Policies should aim to create equal conditions for all students, as well as eliminate barriers that hinder active participation in the educational process.

- It is also necessary to guarantee dedicated funds for inclusive education. These funds should be used to provide assistive technology equipment, specialized pedagogical resources, and to employ support staff, such as teaching assistants, school psychologists, and social workers.

- Furthermore, policymakers should support and promote awareness-raising campaigns aimed at informing and actively involving parents and the community at large on the importance of inclusive education. Educating the community on children's rights and the benefits of an inclusive education system helps create a more open, supportive and equitable culture for all children.

Conclusion

The study findings provide a clear and detailed overview of the challenges and efforts to achieve inclusive education in primary schools in the cities of Gjirokastrë and Përmet. The analyses conducted show that teachers are extremely aware and have a strong commitment to including students with special needs in the educational process, showing a great desire to create the most appropriate and supportive environment. However, beyond this personal will and commitment, there are obvious obstacles that seriously limit the effective implementation of inclusion.

One of the main challenges highlighted by the data is the lack of materials adapted for students with special needs, as well as difficulties in physical access for students with disabilities. These infrastructural barriers and the lack of assistive devices hinder much of the potential of inclusive teaching and make some of the basic principles of modern and inclusive education impossible. Furthermore, the lack of institutional support at the level of schools and education authorities results in an insufficient development of teachers' capacities and a lack of coordination between the different actors that should be engaged in this process.

The study highlights an urgent and necessary need to adopt a comprehensive and integrated approach to the process of inclusion in primary education, which goes beyond simply improving physical infrastructure and providing adapted materials. This approach requires serious and sustainable investment in the professional development of teachers, providing continuous and specialized training on techniques, methodologies and best practices of inclusive teaching. This training will empower teachers with the knowledge and skills necessary to effectively address the diversity of students in the classroom and to create a learning environment that includes and supports each student, regardless of their specific needs.

Another important dimension that emerges from the study is the necessity of creating and implementing clear, unified and coordinated policies for educational inclusion, which should be harmonized with recognized international standards in the field of the rights of persons with disabilities and inclusive education. These policies should be based on essential documents such as the Convention on the Rights of Persons with Disabilities (CRPD), the guidelines of the United Nations Educational, Scientific and Cultural Organization (UNESCO), and the concept of Universal Design for Learning (UDL), which promotes the creation of teaching

environments suitable for all learners, taking into account their individual needs from the planning stages.

These conclusions emphasize that inclusion should not be seen only as an ethical obligation or a moral imperative to respect the rights of children with special needs, but as a key and fundamental element for the construction and development of an education system that is truly fair, equitable and oriented towards high quality for all students, without any exception. Inclusion thus becomes a fundamental factor for the social and educational advancement of Albanian society, directly contributing to the creation of equal opportunities for personal and professional development for every student, regardless of the challenges they may face.

Furthermore, inclusion helps to break down the social, cultural and psychological barriers that often accompany individuals with special needs, reducing stigmatization and negative stereotypes that affect their self-esteem and integration into the community. By creating an inclusive educational environment, the school system helps to build a more tolerant, open and supportive society, where diversity is seen as an asset and a source of strength, not as a problem or obstacle. Through these coordinated, well-planned efforts and based on contemporary principles and practices, the Albanian education system can become more inclusive and flexible, being able to respond effectively to the diverse and complex needs of its students. This will bring about an overall improvement in the quality of education and will contribute to building a more just society, where every child has the opportunity to reach his or her maximum potential and build a better future.

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Well-Being of Student Pharmacists During Their Academic Education

Deniz Uğur

Girne American University, Girne, Mersin 10 Turkey, denizugur@gau.edu.tr, ORCID : 0000-0002-5240-511X

Berkant Yiğın

Girne American University, Girne, Mersin 10 Turkey, berkantiyiginus@gmail.com, ORCID : 0009-0003-5308-3268

Abstract

Pharmacy students face substantial challenges to their well-being due to the rigorous demands of their education. This review explores the multifaceted stressors affecting pharmacy student mental, emotional, and physical health, including heavy academic workloads, frequent examinations, imposter syndrome, financial stress, and the impact of the COVID-19 pandemic. Studies indicate elevated rates of anxiety, depression, and burnout among pharmacy students—often exceeding those of their peers in other health disciplines. These challenges not only undermine students' academic performance and quality of life but may also affect future professional empathy and patient care. The review also highlights potential solutions, such as curricular adjustments, financial support strategies, wellness programs, and institutional initiatives promoting mental health. By addressing these issues holistically, pharmacy education can foster a healthier, more resilient, and effective healthcare workforce.

Keywords: Well-being, pharmacy, mental health, anxiety

Introduction

Well-being is a broad concept including an individual's mental, emotional, and physical health, as well as overall life satisfaction. The U.S. Centers for Disease Control and Prevention (CDC) defines personal well-being as “the presence of positive emotion and moods, the absence of negative emotions, satisfaction with life, fulfillment, and positive functioning” (Schlesselman et al., 2020). In the context of pharmacy education, student well-being refers to a mental state in which pharmacy students can thrive academically, maintain mental and emotional resilience, and develop professionally despite the rigors of their training (Schlesselman et al., 2020).

Pharmacy programs are widely regarded as rigorous, characterized by a heavy load of coursework, frequent examinations, and intensive practical training. This demanding curriculum – combined with the pressure to maintain high performance for competitive

residencies and career opportunities – can put students under stress. The intense schedule often leaves little time for self-care or balance, further exacerbating stress and contributing to a risk of burnout (Victoria Isgett, 2024). As a result, many pharmacy students experience elevated levels of psychological distress; approximately one in four pharmacy students report clinically significant symptoms of anxiety or depression (Fischbein & Bonfine, 2019; Kang et al., 2019; Yalçın et al., 2024). A prevalence considerably higher than that observed among age-matched peers in less demanding academic programs (Babal et al., 2020) and than that of the general population (Chapman et al., 2020). Such findings underscore that the high academic pressure and demanding curriculum of pharmacy school can impact students' mental and emotional health.

One critical consequence of compromised student well-being is burnout, a syndrome characterized by emotional exhaustion, reduced empathy, and a diminished sense of accomplishment. Studies have linked burnout in pharmacy students with a host of negative outcomes, including higher levels of depression and anxiety, increased suicidal ideation, academic underperformance, and even intentions to drop out of school (Babal et al., 2020). In addition, chronic stress and burnout can erode important professional qualities; for example, student pharmacists often exhibit reduced empathy and increased cynicism over the course of their education (Victoria Isgett, 2024).

This erosion of well-being is not only detrimental to students' personal and academic development but also raises concerns for patient care, as diminished empathy and persistent stress may impair future pharmacists' ability to provide high-quality care. The well-being of pharmacy students, therefore, is significant not only for the health and success of the students themselves but also for the quality of care they will deliver as health professionals. In healthcare professions, burnout, stress, and emotional exhaustion have been associated with an increased number of medication errors and reduced patient satisfaction (Phillips et al., 2020).

In light of the importance of this issue, the objective of the present review is to examine and summarize the existing literature on the well-being of pharmacy students. Herein, we will identify the key factors and challenges affecting pharmacy student well-being (academic pressures, mental health concerns, etc.) and discuss the potential solutions for these challenges. Ultimately, this review aims to inform and guide educational strategies to support the well-being of pharmacy students and foster a healthier, more effective future pharmacy workforce.

Academic Stress and Workload

Pharmacy education is known for its rigorous curriculum and heavy workload. Students typically manage a high volume of coursework, including extensive lectures, labs, and assignments, often carrying a large number of credit hours each term. Frequent exams are a key part of pharmacy school. Students often face assessments, quizzes, and practical tests back-to-back, sometimes with multiple exams in a single week. This fast-paced schedule leaves little time to relax. Research shows that demanding coursework, frequent exams, and a heavy workload are major sources of stress for pharmacy students (Babal et al., 2020). Additionally, advanced clinical training, such as practice rotations in the final years of a pharmacy program, adds more pressure. During these rotations, students apply their knowledge in real healthcare settings under supervision, which can be stressful. Managing patient care, preparing case presentations, and balancing rotation hours with coursework further increase the workload. It's no surprise that many pharmacy students feel overwhelmed by these combined academic and clinical demands. The competitive nature of earning high grades and securing sought-after rotations or residencies can compound this academic pressure (Victoria Isgett, 2024).

The demanding schedule in pharmacy school can significantly disrupt students' sleep patterns and overall well-being. Many pharmacy students sacrifice sleep to keep up with studying and assignments, leading to chronic sleep deprivation. In a survey of pharmacy students in the didactic (classroom) portion of the program, over 55% were classified as poor sleepers (Pittsburgh Sleep Quality Index >5) (Cates et al., 2015). Such high rates of poor sleep quality are alarming. They rival those seen in populations with known sleep challenges (Cates et al., 2015). Lack of sleep affects concentration, memory, and mood, creating a cycle that makes academic performance and mental health worse. The demanding schedule also leaves little time for self-care and relaxation. Many students feel drained and struggle to find time for exercise, hobbies, or socializing (Babal et al., 2020). For example, a qualitative study noted that multiple simultaneous deadlines often left pharmacy students feeling “overwhelmed and with limited time to spend in activities that reduced stress.” (Babal et al., 2020). Over time, this imbalance can negatively impact their overall quality of life – personal relationships may strain, and burnout can begin even before they graduate. In short, the high course load, frequent exams, and clinical training requirements in pharmacy school often lead to sleep disturbances, fatigue, and diminished well-being for students.

The competitive nature of pharmacy education further exacerbates these stressors. Admission into pharmacy programs is competitive, and that often continues during the program in subtle ways. Class rankings, comparisons of GPAs, and competition for limited internship or residency positions can foster a high-pressure environment. Students may feel in competition with their peers for academic recognition or opportunities, which can hinder collaboration and increase stress. The culture in some pharmacy schools emphasizes constant achievement and may inadvertently discourage showing vulnerability. Studies across health professional schools have observed that “*academic overload, pressure to succeed, and competition*” are pervasive stressors that can conflict with student well-being (Fischbein & Bonfine, 2019). In pharmacy school, this might manifest as students feeling they must constantly outperform others, leading to imposter-like self-doubt if they are not at the top. The academic culture – if it rewards perfection and competitiveness – can make students fear that seeking help or admitting struggle will be seen as weakness. Over time, this competitive and high-pressure atmosphere can diminish students’ intrinsic motivation and contribute to burnout. In sum, imposter syndrome, fear of failure, and the competitive climate of pharmacy programs are interrelated factors that significantly contribute to student stress and mental health challenges. Recognizing and addressing these underlying stressors is crucial in any effort to improve the mental well-being of pharmacy trainees.

Mental Health Challenges Among Pharmacy Students

The rigorous nature of pharmacy programs has a clear impact on student mental health. Research indicates that pharmacy students experience high levels of anxiety, depression, and burnout. In a multi-institution survey in the United States, approximately 18% of pharmacy students met the clinical cutoff for depression and 21% met the cutoff for anxiety (Fischbein & Bonfine, 2019). Notably, the anxiety rate among pharmacy students was nearly double that of their medical student counterparts in the same study (21% vs. 11%) (Fischbein & Bonfine, 2019), suggesting pharmacy students may be particularly prone to anxiety. Other studies using self-report measures have found even higher prevalence rates. For example, an investigation in the Middle East reported that 51% of pharmacy students exhibited signs of depression and about 29% showed symptoms of anxiety (Fischbein & Bonfine, 2019). Despite differences in research methods, studies agree that many pharmacy students experience mental health challenges during their education. Comparatively, these figures are on par with or exceeding those reported in other health professional students. (By contrast, surveys of medical students have found

roughly 19–44% with anxiety and 27% with depression in various cohorts (Fischbein & Bonfine, 2019), indicating that pharmacy students face a similarly heavy mental health burden.

A number of key psychological stressors underlie the mental health challenges faced by pharmacy students. Imposter syndrome – the persistent feeling of being inadequate or a “fraud” despite evident success – is frequently reported among high-achieving student pharmacists. Many pharmacy students internally question whether they are competent enough, attributing their accomplishments to luck or misunderstanding, and live in fear of being “exposed” as not deserving their place. Recent data suggest the imposter phenomenon is noticeably prevalent in pharmacy education. One study found that 58% of pharmacy students experience frequent or intense imposter feelings as measured by the Clance Impostor Phenomenon scale (Rivkin, 2023).

Many pharmacy students struggle with a deep fear of failure, often linked to impostor feelings. Accustomed to academic success, they may find the transition to a demanding professional curriculum overwhelming. Students may feel enormous pressure not to fail an exam or perform poorly, as they equate academic failure with personal failure. This fear is heightened by the high stakes of pharmacy training, where poor academic performance can affect program progression and future career opportunities, including residencies and jobs. Research shows that students often exaggerate the consequences of failure, fearing embarrassment or disappointing others. In one study, students believed failing exams would lead to “insults and social problems,” increasing anxiety and even depressive thoughts. This intense fear of failure and aversion to any mistakes drives some to over-study or avoid seeking help, and can manifest as “maladaptive perfectionism.” Indeed, aiming for perfection and an excessive worry about not measuring up have been shown to significantly increase stress among pharmacy students and pharmacists. For example, one qualitative study found students expressing self-critical thoughts like “I feel like an idiot” or “I need to measure up” when discussing academic pressures. Such internal pressures contribute to imposter feelings and erode self-confidence over time (Schommer et al., 2020).

Financial Stress

Pharmacy education is often associated with high tuition costs, particularly in countries where professional degrees require multiple years of study. In the United States, for example,

pharmacy students graduate with an average debt exceeding \$170,000, leading to long-term financial pressure post-graduation (Amin et al., 2021). To mitigate financial burdens, many pharmacy students seek part-time employment while studying. While jobs in pharmacies or healthcare settings may provide valuable experience, working long hours can negatively impact academic performance and overall well-being (Okogbaa et al., 2020). Financial insecurity can significantly contribute to mental health issues among pharmacy students. Chisholm-Burns et al. (Chisholm-Burns et al., 2017) found that a greater fear of debt was associated with higher perceived stress among pharmacy students. Higher student loan amounts correlated with financial anxiety, whereas students with better financial knowledge experienced less stress. Moreover, financial stress may also limit students' ability to participate in extracurricular activities or wellness programs, reducing opportunities for stress relief and professional networking. The pressure to repay student loans after graduation may further lead to career-related stress, forcing students to prioritize high-paying jobs over their preferred career paths (Adams et al., 2016).

Impact of Covid-19 Pandemic

The COVID-19 pandemic disrupted pharmacy education, forcing a rapid shift from in-person instruction to virtual learning environments (Engle, 2020). In a matter of weeks, pharmacy programs moved lectures online and paused or restructured hands-on training. This emergency transition introduced numerous challenges: students and faculty grappled with technology access issues, reduced face-to-face interaction, and the need to adapt teaching methods and materials for online delivery (Shoair, n.d.). Maintaining student engagement became difficult in the absence of classroom energy, and motivation often waned with the loss of campus routines. In one survey, 75.6% of pharmacy students reported that not being able to physically access campus lowered their motivation to study, which was strongly linked to a perceived drop in their academic performance (Kalabalik-Hoganson et al., 2021). Ensuring academic integrity and fair assessment online was also a concern, as instructors had to redesign exams and monitor for cheating in a remote setting (Shoair, n.d.). Despite these challenges, some studies noted that overall academic performance did not universally decline; outcomes varied by course and year level, with certain cohorts managing to perform as well or even better online than in person. For example, second-year pharmacy students in one program had lower final exam scores with virtual learning compared to face-to-face, whereas third-year students actually performed better across all assessments in the virtual environment. Such mixed results

suggest that the impact on academic performance depended on the context and how effectively instructors and students adapted to the new format (Shoair, n.d.).

A major concern was the quality of practical and clinical education delivered online. Hands-on lab classes (e.g. compounding, dispensing simulations) and clinical rotations were especially difficult to replicate virtually. Students frequently cited the lack of human interaction and immediate feedback in online classes as a drawback. Many felt that certain skills could not be fully learned without in-person practice, and nearly half of pharmacy students in one study expressed a negative perception of online practical and clinical coursework. Indeed, only about 37% of students said they were satisfied with the quality of online lab classes, indicating widespread dissatisfaction with the substitutes for hands-on training (Pires, 2022). Experiential learning suffered severe disruptions: at the pandemic's peak, many hospitals and community sites suspended student rotations to minimize exposure risk. For instance, the University of the Pacific lost approximately 220 advanced pharmacy practice experience (APPE) rotations in spring 2020 due to site closures, necessitating a quick pivot to virtual APPEs to prevent delaying graduation. Colleges of pharmacy and instructors scrambled to create remote activities, simulations, and telehealth opportunities so students could attain required competencies from home (Law et al., 2021). While accreditation bodies offered flexibility in meeting educational standards during this crisis, the interruption of in-person labs and clerkships unquestionably impacted training quality (Pires, 2022). Pharmacy students had to become more self-directed learners, but many feared their clinical and technical skills wouldn't be as strong as those of pre-pandemic graduates. In a survey of students in New York and New Jersey, nearly 49.4% believed their educational goals could not be achieved to the same degree online as with conventional in-person instruction (Kalabalik-Hoganson et al., 2021). Overall, the sudden shift to virtual learning, though necessary for safety, posed significant academic challenges. It challenged the resilience of pharmacy education and exposed gaps, such as the need for better virtual lab methods (Pires, 2022).

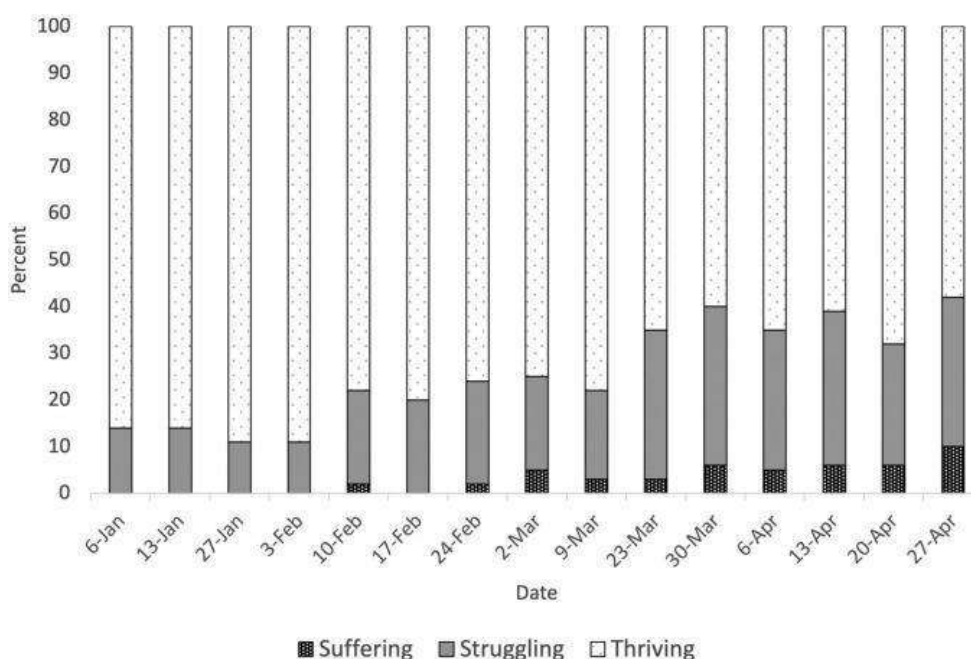


Figure 1: The pandemic caused a sharp decline in pharmacy students’ well-being. This chart of first-year students shows the drop in those “thriving” (white) and the surge in those “struggling” (gray) or “suffering” (black) after campuses closed in March 2020. The percentage “thriving” fell from about 82% before lockdowns to 63% after, while reported “suffering” more than quadrupled (rising from ~1% to 6%) [21]

The fear of infection, both for themselves and their families, and constant news of COVID-19’s impact created an atmosphere of chronic stress. A first-person perspective noted that the “physical isolation, worry for loved ones, and anxiety for the future” during the pandemic had taken a toll on students’ mental and physical well-being (Stone & Pate, 2020). Studies confirm a marked rise in psychological distress among pharmacy students during this time. For example, a cross-sectional study one year into the pandemic found over one-third of students showed symptoms of depression or anxiety: 37% screened positive for at least mild-to-moderate depression, and another 37% had severe to extremely severe anxiety levels (Hammoudi Halat et al., 2022). Similarly, another study found that the proportion of first-year pharmacy students experiencing emotional struggles nearly doubled after the COVID transition, rising from 16.8% to 31.2%, as can be seen in Figure 1. (Hagemeier & Dowling-McClay, 2021).

The job market for new pharmacy graduates during the pandemic was another source of anxiety, though its impact evolved over time. Initially, in mid-2020, many students were uncertain if pharmacies would be hiring or if budgets would freeze due to economic recession. The usual process of residency and job interviews moved online, and networking opportunities

were limited. A commentary by a 2020 graduate described the “uncertainty about becoming licensed and entering the job market in the midst of a pandemic” as a heavy cloud hanging over students (Stone & Pate, 2020).

Discussion

Addressing academic stress and mental health challenges among pharmacy students requires a multifaceted approach. Fortunately, recent studies and initiatives have shed light on strategies that can help mitigate stress and improve student well-being. Below are several evidence-based interventions and recommendations:

Financial Remedies: Health professions colleges, including pharmacy schools, have a responsibility to alleviate the financial burden of tuition and fees to attract top students. One successful approach at the University of Tennessee Health Science Center College of Pharmacy involved minimizing tuition increases and even reducing tuition. Additionally, medical schools nationwide are implementing debt reduction strategies, such as Columbia University’s shift from loans to scholarships and New York University’s full-tuition scholarships funded through extensive fundraising. To further address student debt, health professions schools should consider three key strategies: (1) lowering tuition by optimizing curriculum delivery or requiring service in underserved fields or locations, (2) participating in scholarship and loan repayment programs through the Health Resources and Services Administration, and (3) assisting students in accessing loan forgiveness programs like the Public Service Loan Forgiveness Program, which encourages service in underserved communities and enhances long-term workforce retention (Chisholm-Burns et al., 2017).

Curricular and Scheduling Adjustments: Pharmacy educators are increasingly exploring curriculum changes to reduce undue stress without compromising learning. For example, clustering exams or having many high-stakes tests in a short period clearly heightens anxiety; one study noted that the timing of examinations was among the most prominent stressors for pharmacy students (Babal et al., 2020). To counter this, some programs have implemented more balanced assessment schedules. A study in medical education found that spacing out exams, reducing contact classroom hours, and adopting pass/fail grading for certain courses led to significantly lower psychological distress among students while maintaining academic performance (Babal et al., 2020). Pharmacy programs can similarly adjust workloads by coordinating exam timetables (to avoid the “pile-up” of tests), offering more pass/fail or

competency-based evaluations in early years, and reducing unnecessarily heavy credit loads. Such changes have been shown to improve student satisfaction and even improve exam scores (Babal et al., 2020).

Promotion of Help-Seeking: Given the high rates of anxiety and depression in pharmacy students, it is vital that they have access to mental health services and feel empowered to use them. However, studies reveal that pharmacy students are often reluctant to seek help. In the previously mentioned survey, only 11% of pharmacy students had used campus counseling services, versus 49% of medical students (Fischbein & Bonfine, 2019). To overcome this, pharmacy schools should work to normalize mental health support as a part of student success. This includes providing confidential counseling services, stress management workshops, and regular mental health screenings for students. Schools can hold orientations or seminars that openly discuss anxiety, burnout, and imposter syndrome, thereby validating students' experiences.

Wellness Programs and Stress-Reduction Interventions: Incorporating wellness and stress management into the pharmacy curriculum can equip students with healthy coping mechanisms. A growing body of evidence supports interventions like mindfulness meditation, yoga, and relaxation training for reducing student stress. In fact, a recent review identified several programs across pharmacy schools focusing on mindfulness, meditation, and other well-being activities, all of which received positive student feedback (Mayberry et al., 2022). As one example, a 6-week yoga and meditation program introduced for pharmacy students and faculty led to measurable reductions in self-reported stress and anxiety levels (Lemay et al., 2021). Students in the program reported feeling calmer and more mindful after the weekly yoga sessions, suggesting that even a brief extracurricular intervention can improve mental well-being. Other schools have offered elective courses in mindfulness or one-day wellness retreats with activities like yoga, tai chi, or art therapy, and have noted improvements in students' stress management skills. Even simple practices – such as short guided meditation sessions before class or providing a “wellness room” on campus for relaxation – can make a difference when done consistently. These programs not only help students cope with current stress but also teach lifelong skills for resilience. Academic institutions are encouraged to experiment with and research such wellness interventions as part of a comprehensive approach to student mental health.

Institutional Commitment to Well-being: Ultimately, tackling pharmacy student stress and mental health challenges requires an institutional commitment to creating a healthier

learning environment. American national pharmacy organizations have recognized this need. In 2019, the American Association of Colleges of Pharmacy (AACCP) collaborated with other major pharmacy bodies to issue recommendations on student pharmacist well-being. The results emphasized incorporating self-care and wellness strategies into the pharmacy curriculum and student services (Mayberry et al., 2022). It highlighted initiatives such as teaching time management and resiliency skills, providing rewards or incentives for students who engage in healthy behaviors, and instituting formal training on mental health first aid and burnout prevention (Mayberry et al., 2022).

Conclusion

The challenges of academic stress and mental health issues in pharmacy education are now widely documented through studies and surveys. Pharmacy students face intense workloads, high expectations, and internal pressures that can negatively affect their well-being. The good news is that awareness of these issues is leading to action. By restructuring onerous aspects of the curriculum, encouraging a supportive community, and providing targeted wellness resources, pharmacy programs can help students not only survive their education but thrive within it. The evidence suggests that relatively simple interventions – from adjusted exam schedules to yoga classes – can yield improvements in student stress levels and mental health outcomes. Going forward, an academically rigorous but *humanistic* pharmacy education model is the goal: one that maintains high standards while also prioritizing student wellness. This balanced approach will produce pharmacists who are not only knowledgeable and competent, but also resilient, empathetic, and better prepared to care for both their patients and themselves.

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Understanding The Relationship Between Social Media Usage and Emotional Wellbeing in Adolescents

Mr. Abhilash Dash

C.V. Raman Global University, India
e-mail- abhilashdash@cgu-odisha.ac.in
Orchid No: 0000-0001-7767-5979

Mr. Sarbadarshi Dash

C.V. Raman Global University, India
e-mail- sdash.rihc@gmail.com
Orchid No: 0009-0000-2611-4522

Dr. Manoj Kumar Dash

C.V. Raman Global University, India
e-mail- deanfth@cgu-odisha.ac.in
Orchid No: 0009-0006-6702-1641

Abstract

This study investigates the intricate relationship between social media usage and emotional well-being among adolescents, a demographic increasingly engaged in digital communication platforms. As social media embeds itself as a foundational element in the lives of young individuals, it becomes essential to understand its ramifications on mental health. Utilising a mixed-methods approach, this research encompasses quantitative surveys and qualitative interviews to gather a multidimensional view of adolescents' social media behaviours and emotional states. The findings reveal that social media can exert both beneficial and detrimental influences on emotional well-being. Positive interactions—characterised by supportive comments and connections with peers—are frequently linked to heightened self-esteem and diminished feelings of isolation. In stark contrast, excessive engagement and exposure to harmful content, such as cyberbullying and unrealistic portrayals of life, correlate with increased levels of anxiety and depression. A pivotal aspect of the research underscores the nature of social media engagement; while passive consumption often leads to negative emotional repercussions, active participation fosters community, belonging, and a supportive environment. This distinction highlights the necessity of cultivating digital literacy and promoting responsible social media practices among adolescents. By encouraging healthy online interactions and fostering critical evaluation of content, parents and educators can significantly enhance the emotional resilience of young users. The contributions of this study enrich the expanding discourse on adolescent mental health, offering valuable insights that may guide the development of targeted interventions. These initiatives aim to alleviate the adverse

effects associated with social media while simultaneously harnessing its potential to foster positive outcomes, thereby equipping adolescents with the tools necessary for navigating the digital landscape effectively.

Keywords: Social Media, Emotional Wellbeing, Adolescents, Mental Health

Introduction

In recent years, social media has emerged as a powerful tool for communication, information sharing, and entertainment, especially among young people. Adolescents, in particular, are increasingly dependent on various social media platforms to stay connected with peers, express their opinions, and explore personal interests. With the easy availability of smartphones and internet access, social media usage among adolescents has grown rapidly, becoming an integral part of their daily routines.

While social media offers numerous benefits, including enhanced social interaction, creativity, and access to information, concerns have been raised about its potential impact on the emotional well-being of adolescents. Emotional well-being refers to a person's ability to manage emotions, build positive relationships, and cope with life's challenges. Excessive or unhealthy use of social media has been linked to feelings of anxiety, loneliness, low self-esteem, and social comparison.

The present study aims to understand the relationship between social media usage and emotional well-being in adolescents. It seeks to explore how different patterns of usage and types of content influence their emotions and mental health. The study's findings will be valuable for parents, educators, and policymakers in promoting healthy digital habits and safeguarding the emotional well-being of young people.

Literature Review

The growing presence of social media in adolescents' lives has attracted considerable attention from researchers worldwide. Several studies have examined how social media influences various aspects of young people's mental and emotional health. Social media platforms such as Instagram, Facebook, Snapchat, and TikTok provide opportunities for self-expression, peer interaction, and access to information. However, they also expose adolescents to risks such as cyberbullying, negative social comparison, and exposure to harmful content.

Research by Keles et al. (2020) highlighted a strong association between prolonged social media use and increased symptoms of anxiety, depression, and emotional distress among adolescents. Similarly, Twenge and Campbell (2018) reported that teenagers who spend more time on social media platforms often experience lower self-esteem and higher feelings of loneliness compared to their peers with moderate or limited usage.

Other studies, however, have emphasized the positive aspects of social media, such as enhanced social connectivity and opportunities for emotional support (Best et al., 2014). Adolescents use these platforms to maintain friendships, share personal experiences, and seek advice, which can contribute positively to their emotional well-being.

Despite numerous studies, there remains a need for further research focusing on how specific patterns of social media usage influence emotional health, especially in diverse cultural settings like India. The present study seeks to address this gap by analyzing both the positive and negative outcomes of social media use on adolescents' emotional well-being.

Research Methodology

This study adopts a mixed-method research approach to explore the relationship between social media usage and emotional well-being in adolescents. The combination of both quantitative and qualitative methods ensures a comprehensive understanding of the topic.

Research Design

A descriptive research design was followed to collect detailed information about adolescents' social media habits and their emotional experiences. Both a structured survey and in-depth interviews were conducted to gather data.

Sample Selection

The study targeted adolescents aged 13 to 19 years from both urban and semi-urban areas. A total of 300 adolescents participated in the survey, selected using a simple random sampling method. Additionally, 20 participants were chosen for in-depth interviews based on their willingness to share personal experiences.

Data Collection Tools

A structured questionnaire was designed to collect information on time spent on social media, types of platforms used, nature of online interactions, and self-reported emotional states. The in-depth interviews used a semi-structured interview guide focusing on personal experiences, emotional effects, and coping strategies.

Data Analysis

Quantitative data from surveys were analyzed using descriptive statistics and correlation analysis. Qualitative data from interviews were examined using thematic analysis to identify key patterns and emotional themes.

Ethical Considerations

Consent was obtained from all participants and their guardians where necessary. Participants were assured of privacy, confidentiality, and the voluntary nature of their participation throughout the study.

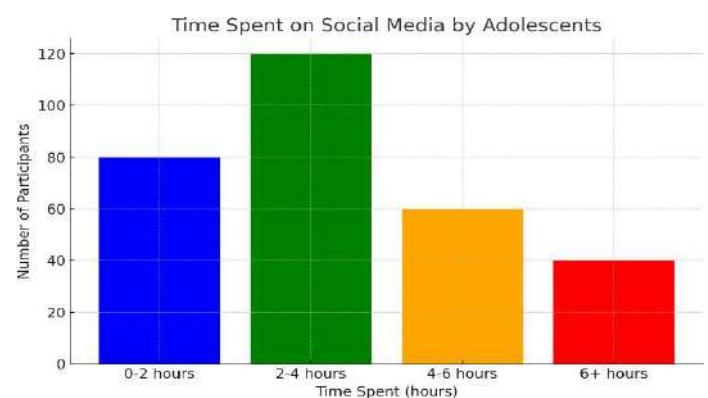
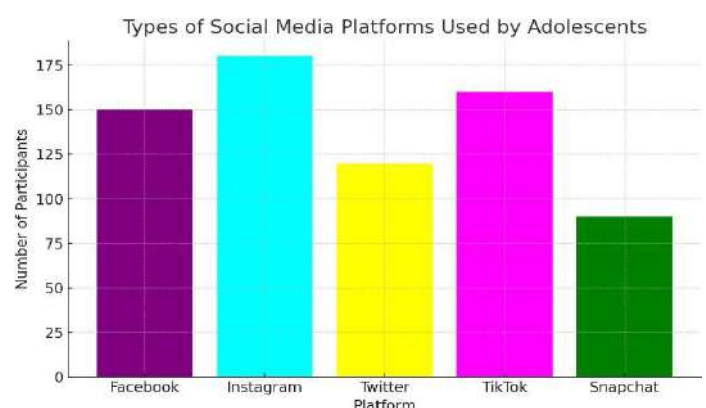
Results and Discussion

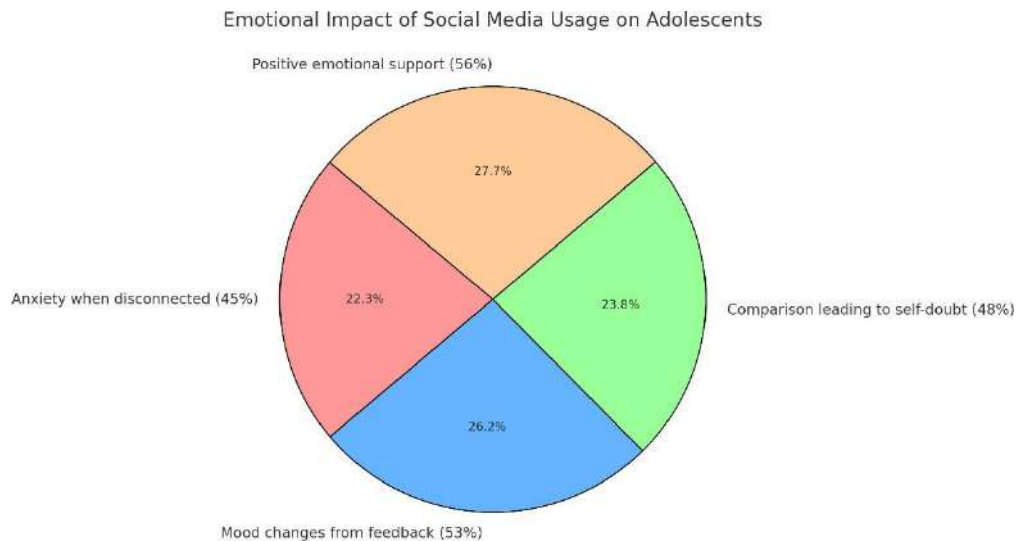
Results

The survey data revealed that a majority of adolescents (72%) use social media daily, with an average screen time of 3–5 hours. The most popular platforms among respondents were Instagram, WhatsApp, and YouTube. Around 60% of participants admitted checking their social media accounts several times a day.

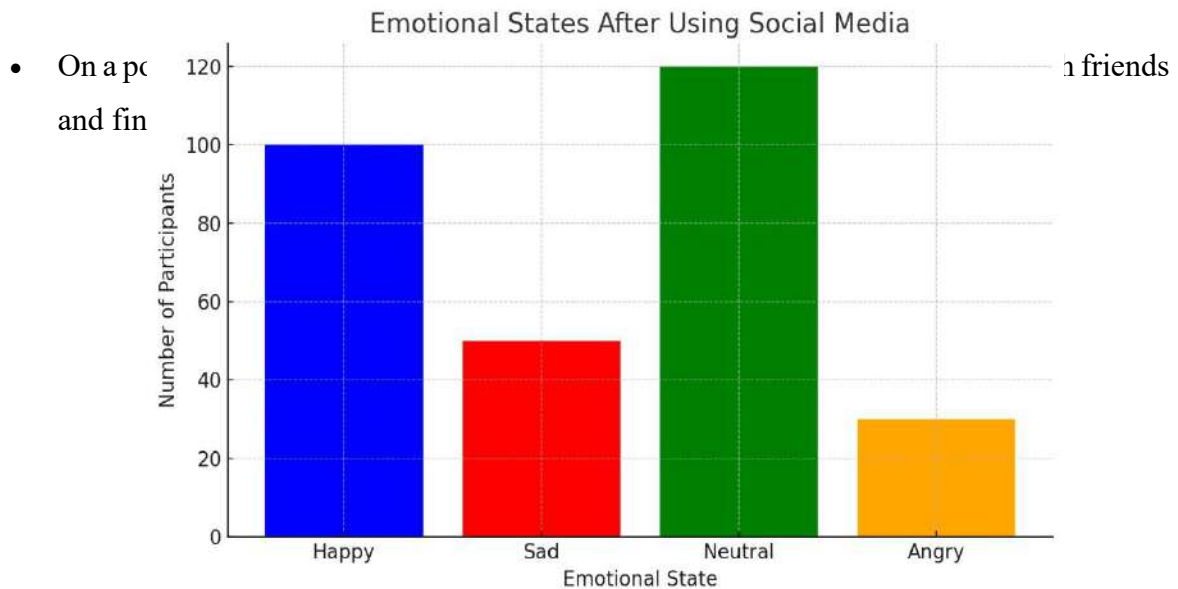
In terms of emotional impact:

- 45% reported feelings of anxiety when disconnected from social media.
- 53% experienced mood changes based on online feedback such as likes, comments, and followers.





- 48% acknowledged comparing themselves with others online, leading to self-doubt and low self-esteem.



Qualitative interviews revealed that excessive exposure to negative content, online bullying, and unrealistic portrayals of life contributed to emotional distress. However, moderate and meaningful use of social media enhanced feelings of happiness, belonging, and motivation.

Discussion

The findings align with earlier studies by Keles et al. (2020) and Twenge & Campbell (2018), which reported similar emotional risks associated with excessive social media use. This study

also highlights the dual nature of social media — offering both emotional benefits and challenges. The results suggest the importance of promoting balanced social media habits among adolescents to protect their emotional well-being.

Conclusion and Recommendations

Conclusion

This study explored the relationship between social media usage and emotional well-being among adolescents. The results indicate that while social media serves as a valuable platform for connection, entertainment, and emotional support, excessive and unregulated use can negatively impact emotional health. A significant number of adolescents in the study reported experiencing anxiety, low self-esteem, and emotional distress due to constant online engagement, social comparison, and exposure to negative content. On the other hand, those who maintained balanced and positive online interactions reported better emotional well-being, increased happiness, and a sense of belonging.

The study confirms that the emotional effects of social media on adolescents are complex and depend largely on the nature, frequency, and purpose of usage. It highlights the importance of responsible digital habits and emotional awareness in today's adolescent population.

Recommendations

- Encourage digital awareness programs in schools to educate adolescents about healthy social media habits.
- Parental guidance and open communication should be promoted to help adolescents manage emotional challenges related to online activity.
- Policymakers and mental health professionals should design interventions focused on promoting emotional well-being in digital environments.
- Further research is recommended to explore long-term psychological effects and cultural influences on adolescent social media behaviour.

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The Role of Media and Technology in Supporting Relaxation and Health

prof. dr hab. Lidia Kataryńczuk-Mania

University of Zielona Góra, e-mail: lidia.katarynczuk.mania@gmail.com,

ORCID No: 0000-0002-4934-7465, Poland

M.A. Tomasz Dobrowolski

Pomeranian University in Słupsk, ORCID No: 0000-0002-8664-5277,

Poland

Julia Maciejewska

Student of psychology, University of Zielona Góra, Poland

Abstract

Media have become the first source of information we turn to when seeking to deepen our knowledge. As a result, the number of ways to achieve well-being - both mental and physical - continues to grow. One form of supporting health is listening to music. Studies confirm that listening to particularly selected music tracks has an impact on the physiological state of the human body. It has been observed that music reduces the secretion of the stress hormone cortisol and increases the release of endorphins. Moreover, it has been confirmed that listening to music reduces both physical and mental tension, which may further contribute to emotional balance. Listening to binaural beats - an acoustic phenomenon in which two slightly different frequencies are played separately in each ear, resulting in the perception of a third rhythm - has been shown to improve working memory. Literature also points to many findings that confirm the positive effects of listening to classical music. It has been found to significantly enhance performance in cognitive tasks and support working memory functioning. The development of media and new technologies is inevitable and although it brings certain risks, it is primarily associated with countless opportunities to improve our quality of life. Particular attention should be paid to the significant role technology plays in treating individuals with speech impairments. There are tools, such as applications, which can diversify the therapy process¹. Afasystem primarily offers exercises aimed at training basic language functions, leading to improving the effectiveness of therapy. RehaCom includes a collection of training programs that allow speech therapists to choose exercises tailored to specific language abilities. MÓWik is a system that supports non-speaking individuals, significantly improving their quality of life by enabling them to communicate. Summarizing, media and technology can help us achieve well-being.

Keywords: music, technology, well-being, speech therapy

Introduction

The use of media and technology has grown significantly throughout the last decade. This rapid development has not only transformed the way individuals access and process information but has also introduced new and innovative methods for supporting mental and physical well-being. As media become the primary source of knowledge for many, their influence on everyday life continues to expand. One increasingly recognized area of interest is the therapeutic potential of music and sound-based interventions. Numerous studies have demonstrated that listening to music can have a significant impact on the human physiological state. Specifically, it has been shown to reduce the secretion of cortisol, the hormone associated with stress, while simultaneously increasing the release of endorphins, which are linked to improved mood and a sense of well-being. Moreover, music has been found to decrease both mental and physical tension, contributing to emotional regulation and psychological balance. An area gaining particular attention is the use of binaural beats, a phenomenon where two slightly different auditory frequencies are presented to each ear separately, leading the brain to perceive a third tone. Even though it doesn't actually exist. Research suggests that binaural beats may positively influence cognitive processes, such as improving working memory and enhancing focus. Similarly, classical music has been widely explored for its cognitive benefits, with studies indicating that it can enhance performance in complex mental tasks and support various executive functions. Beyond the psychological and cognitive domains, media and technology are playing an increasingly vital role in therapeutic practices, especially for individuals with speech and communication impairments. The development of specialized applications and digital tools has transformed traditional therapy approaches, making them more personalized, engaging, and accessible. For instance, platforms such as Afasystem are designed to support the training of fundamental language functions, improving the overall efficacy of speech therapy at the same time. RehaCom provides a customizable training programs that allow professionals to tailor exercises to the specific linguistic abilities of each patient. Meanwhile, MÓWik offers a comprehensive communication system for non-verbal individuals, significantly enhancing their ability to interact with others and improving their quality of life by giving them a chance to communicate. While the growing reliance on digital media and technology is often accompanied by concerns regarding overuse and dependency, their application in the context of health and therapy presents a wide range of opportunities. These innovations are not only reshaping the therapeutic landscape but are also contributing meaningfully to the promotion of well-being. As such, it is essential to continue exploring the

potential of media and technological advancements in ways that support mental, emotional, and physical health.

Literature review

The influence of music on the human body

Listening to some genres of music has an impact on the physiological state of the human body. It can reduce cortisol levels, lower the heart rate and decrease mean arterial pressure. Research has shown that it can also increase positive feelings and decrease negative feelings. This aligns with research indicating that music influences the activity of brain structures such as the amygdala and the mesolimbic reward system, which play a key role in emotional and motivational processes. In addition, research shows that engaging in group music activities can lead to synchronization among participants, fostering positive feelings of connection and social bonding. These experiences may be linked to the release of neurotransmitters such as endorphins and oxytocin, which are known to play key roles in the body's stress response. Furthermore, listening to music can help reduce stress by serving as a distraction from distressing thoughts or emotions (de Witte et al., 2020).

Strengthening the immune system and pain reduction

According to research it has been proved that stress which is caused by the increase of the cortisol can significantly affect the immune system (Alotiby, 2024). As discussed in the previous section, music can effectively reduce cortisol levels which in turn may contribute to the enhancement of immune system functioning. The perception of pain is multifaceted and influenced by a complex interplay of physiological, psychosocial, cultural, and individual factors. Numerous studies have indicated that music can play a beneficial role in pain management. However, research findings are not always consistent, with some studies reporting no significant effects of music on pain perception. Although the precise mechanisms by which music influences pain are still not fully understood, several plausible explanations have been proposed. One theory suggests that music serves as a distracting stimulus. Additionally, music may elicit physiological responses that counteract pain, such as the release of endorphins. It can also promote relaxation through entrainment, helping to slow breathing and heart rate. Moreover, music may enhance an individual's sense of control over their pain experience. Finally, by reducing stress, music may indirectly contribute to lower pain perception (Clark and Tamplin, 2016).

Musics' impact on working memory

The so-called Mozart effect refers to the phenomenon in which listening to Mozart's music, particularly Sonata K448 leads to a temporary improvement in spatial-temporal

reasoning abilities. Several studies have shown that after listening to Mozart for 10 minutes, some individuals perform better on tasks requiring such reasoning. However, these effects are typically small, last for about 12 minutes, and are not consistently replicated across all studies. The improvement is specific to certain spatial-temporal tasks and does not affect overall intelligence. Initial research focused on the short-term effects in adults, but later experiments examined the long-term impact of music on children. In one study, children aged 3 to 4 participated in keyboard lessons for six months, during which they learned intervals, finger techniques, music reading and notation, as well as playing from memory. By the end of the program, all the children were able to perform simple melodies by Beethoven and Mozart. They subsequently achieved scores over 30% higher in spatial-temporal reasoning tests compared to children who took computer classes or received no specialized training. The improvement was limited to spatial-temporal reasoning and did not affect spatial recognition. The effect persisted for at least 24 hours. Its longer duration in children compared to adults is attributed to the more intensive musical training and greater brain plasticity in young children. Additionally, neurophysiological studies have explored the impact of music on brain activity. One such study found that listening to Mozart's Sonata K448 increased synchronization between the right frontal region and the left parieto-temporal region of the brain, with the effect lasting approximately 12 minutes. Other studies have shown that listening to music (not necessarily Mozart) increases beta wave power in EEG recordings, particularly in the temporal and frontal areas, as well as the precuneus region on both hemispheres. These findings suggest that music may modulate brain function in ways that support temporary cognitive enhancement (Jenkins, 2001). The Vivaldi effect refers to the improvement of cognitive functions in healthy older adults after listening to a piece by Antonio Vivaldi. In a study, participants showed significant gains in phonological memory and phonemic fluency, surpassing those in both white noise and no-music conditions. These findings support the arousal and mood hypothesis, which suggests that music enhances attention and cognitive performance by boosting arousal and positive mood. Familiar music may further improve memory through emotional engagement. Another explanation points to a connection between musical structure and phonological processing, as rhythm and melodic patterns may align with the demands of tasks like digit span or fluency, reinforcing related neural pathways (Mammarella, 2007).

Musics' effect on epilepsy

A more compelling demonstration of the Mozart effect comes from research involving patients with epilepsy. In a study of 29 individuals experiencing focal discharges or generalized

spike-and-wave seizures, 23 showed a significant reduction in epileptiform activity while listening to Mozart's Piano Sonata K448, as measured by electroencephalography (EEG). In some cases, the effects were particularly striking. For example, in one comatose male patient suffering from status epilepticus, seizure patterns were present 62% of the time prior to music exposure, but decreased to 21% during exposure to Mozart's music. Similarly, in two other patients with the same condition, continuous bilateral spike-and-wave discharges, initially present 90–100% of the time, dropped to approximately 50% within five minutes of music onset. The fact that this effect occurred even in a comatose patient suggests that conscious perception of music is not necessary for the Mozart effect to take place. To examine the potential for sustained impact, researchers conducted a study on an eight-year-old girl diagnosed with Lennox-Gastaut syndrome, a severe and treatment-resistant childhood epilepsy. She experienced frequent atonic seizures and presented both generalized spike-and-wave discharges and focal discharges from the right posterior temporal lobe on EEG. Mozart's Sonata K448 was played every 10 minutes during each hour she was awake. Over the course of the day, the number of seizures declined from nine during the first four hours to one during the final four hours. In addition, the number of seconds with generalized epileptiform discharges decreased from 317 to 178. On the following day, only two seizures were recorded over a period of 7.5 hours. These findings suggest that music, particularly Mozart's Sonata K448, may exert a measurable and potentially therapeutic effect on epileptiform brain activity, even in the absence of conscious awareness (Jenkins, 2001).

Binaural beats

Binaural beats are an auditory illusion that occurs when two tones of slightly different frequencies are presented separately to each ear. For instance, if a 200 Hz tone is played in the left ear and a 210 Hz tone in the right ear, the brain perceives a third, phantom sound, a 10 Hz beat which is not physically present but is created through neural processing. This perceived rhythmic fluctuation is known as the binaural beat (Jurczyk, 2021). Although binaural beats have gained popularity as a tool for enhancing relaxation, focus, and cognitive performance, current research findings remain inconclusive. While some studies suggest potential benefits such as reduced anxiety, improved mood, and enhanced memory others report minimal or no significant effects. The variability in study designs, methodologies, and individual responses highlights the need for further rigorous, large-scale research to determine the specific conditions under which binaural beats may be effective. Comprehensive investigations are essential to clarify the underlying neural mechanisms and to establish their actual therapeutic value across

different populations and contexts. Digital technologies in speech disorder rehabilitation

Currently available applications on the market support speech disorder therapy in four areas: expression, comprehension, writing, and reading. In some cases, these programs are offered in two versions: one designed for home use under the supervision of family members, and the other intended for use in a speech therapy office or rehabilitation center. In the therapeutic process, it is advisable to stimulate the patient using all available channels through which they can receive information during therapy. Computer-based exercises create conditions for multisensory stimulation, which contributes to the faster recovery of lost cognitive functions. However, most applications available on the market offer exercises that engage only individual senses. As a result, the therapy does not fully utilize the brain's potential. Currently available applications on the market support speech disorder therapy in four areas: expression, comprehension, writing, and reading. In some cases, these programs are offered in two versions: one designed for home use under the supervision of family members, and the other intended for use in a speech therapy office or rehabilitation center. Afasystem is an application developed by the Clinical Neuropsychology Laboratory of the Institute of Psychiatry and Neurology in Warsaw. The program is intended for specialists involved in the therapy of language functions. The electronically prepared exercises cover basic language skills such as speech production and comprehension, reading, and writing. The material, enriched with illustrations and audio presentations, is divided by difficulty levels, based on factors such as word frequency and complexity. Parameters set by the therapist allow the tasks to be adjusted to the individual needs and abilities of the patient. The program's interface takes into account the motor and cognitive limitations of neurological patients. To make the software easier to use, special control panels or touchscreens are available. Previous computer experience is not required from the patient. The rich content and numerous customization options support a professional, modern, and engaging rehabilitation process for people with aphasia. There are two versions of the system one for the therapist and one for the patient. This allows the patient to perform exercises not only in the therapy office but also at home. The tasks are individually adapted to the patient's capabilities. To make the program more accessible, touchscreens and control panels are available. RehaCom is a set of training programs that includes around 20 therapeutic modules designed for both adults and children. It is useful in the rehabilitation of individuals with cognitive function disorders caused by generalized or focal brain damage. For example, it supports patients after a stroke with impairments in concentration and attention, association and perception, logical thinking, verbal and non-verbal memory, reaction time, face recognition and memory, planning abilities, and visual-motor coordination. Patients using the program operate

it via a specially designed control panel, which allows for effective therapy across various types and degrees of impairments. The tool is adapted for individuals with intellectual or physical disabilities. All exercises include clear instructions and a dialogue-based interface. While using RehaCom, the patient is continuously motivated to continue working. A motivational system provides positive feedback for correctly completed tasks. In case of errors, the system offers support and further guidance. The program allows for adjusting the difficulty level to the patient's abilities. Additionally, new tasks can be added to target various cognitive functions. MÓWik is the only Polish application specifically designed for non-speaking individuals. It can be used on devices equipped with the Android operating system and a touchscreen, such as smartphones, iPhones, and tablets. These devices are becoming increasingly affordable and, as a result, accessible to a growing number of users. They can serve as a speech prosthesis for people who are unable to speak. MÓWik operates based on a simple algorithm: the user selects symbols, and the device verbally outputs the selected words. The application was inspired by the American system Boardmaker (Solecka and Kataryńczuk-Mania, 2020)

Conclusion

This literature review highlights the multifaceted impact of music and related auditory technologies on human physiology, cognition, and therapy. Evidence demonstrates that music can significantly influence physiological states by reducing stress markers such as cortisol, lowering heart rate and blood pressure, and enhancing emotional well-being. It may also play a beneficial role in immune system function and pain perception, although further research is needed to fully understand the underlying mechanisms. Notably, music's positive effects extend to cognitive performance, as illustrated by phenomena such as the Mozart and Vivaldi effects, which reveal improvements in spatial-temporal reasoning and verbal working memory, respectively. In clinical contexts, music has shown therapeutic potential in reducing epileptiform activity in individuals with epilepsy, even in unconscious patients suggesting that auditory stimuli may engage brain mechanisms independently of conscious awareness. Additionally, binaural beats present a promising yet underexplored field. While initial studies suggest potential benefits for mood regulation, attention, and memory, inconsistent findings across the literature underscore the need for further empirical validation through rigorous, controlled research. In the domain of speech and cognitive rehabilitation, digital technologies are becoming increasingly effective. Tools such as Afasystem, RehaCom, and MÓWik offer structured, individualized, and accessible therapy, supporting recovery in patients with language and cognitive impairments. These programs demonstrate the value of integrating auditory, visual, and interactive elements to optimize therapeutic outcomes. Taken together, the

findings reviewed here emphasize the considerable potential of music and auditory-based technologies across healthcare, education, and rehabilitation. However, many of these applications still require deeper scientific validation to establish standardized, evidence-based practices. Continued interdisciplinary research will be crucial in uncovering the full scope of benefits that music and digital auditory tools may offer in enhancing human health and cognitive function.

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The music of nature in supporting human health

prof. dr hab. Lidia Kataryńczuk-Mania

University of Zielona Góra, lidia.katarynczuk.mania@gmail.com,

ORCID:0000-0002-4934-7465, POLAND

dr inż. Joanna Ziemkowska

Jacob of Paradies University in Gorzow Wielkopolski, joanna-ziemkowska@wp.pl,

ORCID: 0000-0002-6428-6939, POLAND

Abstract

Health is understood as a state of physical and psychological well-being. It is essential to care for it by utilizing the therapeutic potential of the music of nature. The aim of this article is to demonstrate how natural sounds found in nature can serve as beneficial factors supporting the sense of human well-being. A particularly rich environment in terms of auditory stimuli—such as animal calls and the sounds of moving vegetation—is the forest. It is a complex ecosystem that exerts a multifaceted influence on human health. During a stay in the forest, the senses of the individual are stimulated. This immersive, multisensory experience is referred to as "forest bathing", known in Japanese as *Shinrin-yoku*. The therapeutic effects of the forest can be attributed to its unique microclimate and the presence of essential oils released by plants. These plant-derived oils are primarily terpenes emitted by trees. Phytoncides (from the Greek *phyton* – plant, and Latin *caedo* – to kill) are substances secreted by trees in response to stress. They exhibit antibacterial, antiviral, and antifungal properties. Among the bioactive compounds produced by trees are α -pinene, β -pinene, limonene, and myrcene. These compounds retain their biological properties within the human respiratory tract. They act as anti-inflammatory agents, protect neural cells, and support brain function. Phytoncides also influence the composition of the human microbiome. The forest engages the senses of sight, taste, smell, touch, and hearing. The auditory dimension—on the natural sounds that reach individuals in a forest environment. These include birdsong, insect calls, the rustling of leaves in the tree canopy, and the murmur of flowing water. Forest bathing serves as an effective method for reducing stress and promoting relaxation, an effect that can be experienced, for example, by listening to birdsong.

Keywords: nature sounds, nature, music

Introduction

Health is understood as a state of **physical and psychological well-being**. It is essential to care for it by utilizing the therapeutic potential of the music of nature.

This article will focus specifically on the auditory dimension—on the natural sounds that reach individuals in a forest environment.

The aim of this article is to demonstrate how natural sounds found in nature can serve as beneficial factors supporting the sense of human well-being. One of the environments that can positively influence human **well-being is the forest**.

Today's pace of life is characterised by a high level of dynamism, with the intensification of professional responsibilities, the pressure to achieve and the constant presence of digital technologies. The result of this phenomenon is chronic overstimulation due to information overload, noise and constant sensory stimulation. There is also a growing phenomenon of overwork and overtiredness, which leads to the deterioration of a person's mental and physical condition. In response to these pressures, many people seek solace in contact with nature. The sounds of nature, such as the sound of trees, birds singing or the murmur of a stream, play a particularly important role, as they have a relaxing effect and reduce levels of the stress hormone cortisol. Exposure to the natural environment promotes the regeneration of mental resources and improves overall well-being.

In the context of counteracting the effects of overstimulation, overwork and fatigue, music therapy - a field that uses sound and music for therapeutic purposes - is gaining increasing importance. Music therapy, is used to reduce stress, improve mood and support the treatment of many mental and somatic disorders. Combining music therapy with the sounds of nature has proven to be particularly effective, enhancing the relaxation effect and restoring balance to the nervous system. Appropriately selected musical compositions can influence heart rhythm, breathing and brainwave activity, making music therapy an important tool to support the process of mental regeneration in a world dominated by haste and excess stimuli.

Music therapy

Music therapy can be defined in various ways due to its interdisciplinary nature. Music therapy is a method of treatment that uses multiple influences on the psychosomatic human system.

The coordinated and controlled use of music in treatment, rehabilitation and education. **The World Federation of Music Therapy** in 2011 adopted that music therapy is the professional use of music and its elements as an intervention in medical, educational and

everyday working conditions with individuals, groups, families or communities seeking to optimize their quality of life, improve in physical, social, communicative, emotional, intellectual and spiritual aspects and **sense of well-being**.

Music therapy can be applied to different age groups. Music therapy can be used individually or in groups as an adjunctive therapy.

There is a distinction between two basic forms of activity:

Receptive - receptive music therapy

Active music therapy – performing

Receptive music therapy involves listening to pieces selected by the therapist according to the patients' needs. An important element is the verbalization of one's own experiences, imaginings, memories, and emotions that accompany listening to music.

Active music therapy involves playing and improvising. Improvisation can be free or on a set theme (such as a forest). This form promotes proper communication, externalization of feelings, moods, associations by playing instruments, vocal activity, movement, drawing with music. With improvisation, artistic qualities are not important, only therapeutic.

Forest sounds

The most complex terrestrial ecosystem in which various plant and animal organisms coexist to form a biocenosis.

The forest is a place of natural sounds: The rustling of leaves, **birds singing**, the sound of a stream, rain falling, the tapping of a woodpecker.

You can listen to the sounds or create based on the sounds you hear

The therapeutic effects of the forest can be attributed to its unique microclimate and the presence of essential oils released by plants. These plant-derived oils are primarily terpenes emitted by trees.

The forest engages the senses of sight, taste, smell, touch, and **hearing**. These include birdsong, insect calls, the rustling of leaves in the tree canopy, and the murmur of flowing water.

Music

Music has been an integral part of people's lives since the beginning of time, e.g. expressing all emotions, treating illnesses, during family celebrations. Tadeusz Natanson, emphasises that music therapy is aimed at arousing desired emotions (feelings, affective states of moods) and controlling them. It is valuable in arousing readiness for contact, developing interpersonal communication, influencing the state of psychomotor arousal, emotional and

muscular tension (Natanson, 1992). How to apply elements of music prophylaxis is presented in his method of Mobile Music Recreation by Maciej Kierył, in which he proposes a number of exercises, such as imitating signs of nature (forest walks, imitating twigs in the wind, etc.) in rhythmic-motor exercises, subordinated to the natural human rhythm (Kierył, 2012)

Within the thematic scope of nature music, Andrzej Tuchowski (Kataryńczuk-Mania, Karcz, Zielona Góra 2006, p.20-21) mentions:

(a) inanimate nature: atmospheric phenomena, seasons and times of day: Vivaldi's Four Seasons, Storm from Beethoven's Pastoral Symphony, Morning from Grieg's Peer Gynt Suite, Sunrise from Ravel's ballet Daffnis and Cloe, Britten's Spring Symphony;

(b) animated nature: music inspired by birdsong, the buzzing of insects and other sounds of animated nature: Jannequin's Birdsong, Szczygiel's Flute Concerto, Couperin's Mosquito and others.

Among many music listeners, Antony Vivaldi's Four Seasons is very popular. The work consists of four concertos:

Concerto No. 1 in E major "Spring" (La Primavera), RV 269

Concerto No. 2 in G minor "Summer" (L' Estate), RV 315

Concerto No. 3 in F major "Autumn" (L' Autunno), RV 293

Concerto No. 4 in F minor "Winter" (L' Inverno) Rv 297.

The whole depicts the cycle of changing seasons. During the course of the piece, we can hear, among other things, birdsong, a summer storm, the sounds of autumn hunting, harvest work and play, and the sound of crackling ice.

Oliver Messiaen, composer of the 20th century, referred to himself as "I am an ornithologist and a rhythmist" and quoted birds' trebles in his works. Music captures the moods, impressions and emotional states that accompany the experience of contact with nature.

Properties of the forest

The therapeutic effect of the forest is explained by the specific microclimate, the influence of essential oils with antifungal, antibacterial and antiviral effects (Koprowicz, Baranowska, 2022) . The plant oils present in the forest are mainly terpenes secreted by the trees.

Phytoncides (gr. phyton - plant, lac. caedo - to kill) are substances secreted by trees in a stressful situation. The term was introduced in 1928 by B. Tokin. They exhibit antibacterial, antiviral and antifungal effects. The substances produced by trees are α -pinene, β -pinene, limonene, myrcene. In the human respiratory tract, phytoncides do not lose their properties. They have an

anti-inflammatory effect, protect nerve cells and support brain function. Phytoncides also affect the bacterial flora of humans (Simonienko, 2021).

The soil bacteria *Mycobacterium vaccae* are found in forest and cultivated soil, in the garden. Contact with these bacteria helps to combat exhaustion, depressive states, as well as skin diseases, especially autoimmune diseases such as atopic dermatitis and psoriasis.

The sense of sight makes it possible to carefully observe the forest, colours, shapes, light, shadow, searching for natural fractal patterns.

The sense of hearing is activated when concentrating on the sounds of the forest: the rustle of leaves in the treetops, the murmur of water, the singing of birds.

Through touch, the various textures found in the forest can be felt: the roughness of the bark, the softness of the moss. Some people, when there are no health contraindications such as diabetes, take up barefoot walking.

The taste in forest bathing is based on tasting the gifts of the forest. One can also taste the forest air when inhaling.

Smell is one of primary of the senses. Smell is associated with a place, a person, an event. Essential oils, resins, herbaceous plants, bacteria and many other components of the forest ecosystem create a composition unique to a place and time. During forest bathing, attention is focused on the individual senses.

Studies have shown that individuals undergoing depression treatment who spend time in forest environments may require lower doses of medication. The forest landscape can significantly alleviate the psychophysical burden experienced by individuals, supporting both physical and mental health, and contributing to overall well-being.

Green therapy

Green therapy, also known as ecotherapy, is a form of mental and physical support that involves consciously being in natural surroundings and undertaking outdoor activities. It aims to improve wellbeing, reduce stress and strengthen a person's relationship with nature. The best remedy for this overload of electronic stimuli is **contact with nature** - such as trips to the forest, gardening, etc. Within the framework of contact with nature, bird watching is the most noteworthy.

A bird-watching expedition introduces us to the natural world with all its richness. It's not looking at the greenery through a glass window - bus trips or movies about nature. It's both **observing and listening** to the sounds of nature, smells, temperature changes, wind and rain.

Ornithotherapy This type of activity also allows one to immerse oneself in the calming greenery of the eyes, to **escape from the noise**, constantly activating the fight - flight reflex in us and causing a constant influx of adrenaline and cortisol - the stress hormone.

This multi-sensory experience helps you **relax**. Studies have shown that listening to birdsong specifically improves mood, but also, interestingly, promotes better attention in the long term. Being in the forest A particularly rich environment in terms of auditory stimuli—such as animal calls and the sounds of moving vegetation—is the forest. It is a complex ecosystem that exerts a multifaceted influence on human health. In the forest, all human senses are stimulated. This multisensory experience is referred to as "forest bathing" known in Japanese as ***Shinrin-yoku***.

Forest bathing serves as an effective method for reducing stress and promoting relaxation, an effect that can be experienced, for example, by **listening to birdsong**.

Group walks in the forest foster relationships and prevent social isolation.

Benefits of forest therapy

Benefits of laser therapy can be seen in improved physical and mental health. Improved physical health:

- Lowering blood pressure and heart rate.
- Strengthening the immune system - phytoncides (essential oils from trees) promote the production of NK cells (natural killers).
- Improved oxygenation of the body - walking among trees improves lung ventilation.
- Increased cell regeneration capacity,
- Increased protein assimilation

Mental and emotional support

- Reduction of stress and anxiety, improved well-being.
- Alleviation of symptoms of depression and loneliness.
- Improving the quality of sleep - contact with nature calms the nervous system.
- Enhancement of intellectual performance

Contact with nature supports memory and concentration.

May have a preventive effect against dementia and Alzheimer's disease.

Research Analysis

Research on the issue has been carried out primarily in Asian countries. Japanese studies have shown that staying in the forest contributes to stress reduction. The research was conducted by measuring levels of stress hormone cortisol, amylase activity, skin conductance, heart rate variability, blood pressure and brain wave activity (Bielinis, 2020).

R. Ulrich studied the recovery process of patients after hospital surgery. He found that those who were able to view nature through windows after surgery recovered faster and asked for less pain medication. Patients in rooms with a view of the walls stayed in hospital one to two weeks longer (Ulrich, 1984). It has been shown that forest therapy can ‘ lower blood pressure, reduce stress levels, improve cardiovascular health and metabolism, lower sugar levels, improve concentration and memory, raise the pain threshold, relieve depression, give energy, stimulate the immune system by increasing the number of NK cells’(Zawadzka, Bielinis, 2019) .

In Poland, studies have been carried out on the effects on psychological parameters of subjects. It has been shown that the forest environment in Poland can have a positive effect on mood and abolish feelings of mental fatigue. Walking can be an effective way to cope with stress.

Green Prescription

In modern society, contact with nature is increasingly recognized as a necessity. Physicians, in addition to prescribing medications, are now issuing so-called “**green prescriptions**”—recommendations to spend time in natural settings. Psychiatrists, in particular, may integrate forest exposure with pharmacological treatment. Moreover, they may recommend listening to recordings of natural sounds as a form of therapy.

Green prescription These are recommendations made by a health care professional to undertake activities that deepen one's relationship with nature to improve mental and physical health. They can concern physical activities outdoors, social activities, eating habits and diet, but also be directed specifically at experiencing the natural environment - **walks, nature observation, therapeutic ornithology**.

They are usually written in nature, addressing both preventive, supportive and rehabilitative activities. In some countries proposed by the Ministry of Health (New Zealand, UK, Canada), used by doctors of various specialties.

A green prescription can specify **the length of time** spent outdoors

Summary

Music has direct access to our subconscious therefore contact with nature allows us to maintain human mental hygiene. Listening to music will make us gain distance from difficult problems. Compositions that we can use for relaxation, meditation are usually those that musicians have created under the influence of memories, experiences, inspired by admiration of nature. In the face of an increasingly fast-paced lifestyle, an overabundance of stimuli and chronic fatigue, contact with nature and the conscious use of nature sounds and music are becoming not only a form of relaxation, but a real support for mental and physical health. Being

in a natural setting, even for a short time, helps to reduce stress, lower nervous tension and improve concentration. Playing nature sounds, such as birdsong, the sound of the wind or the sound of water, has a therapeutic effect, especially when combined with elements of music therapy. These simple, accessible measures promote regeneration of the body and can effectively counteract the negative effects of modern lifestyles. Therefore, regular contact with nature and the conscious use of natural sounds and music should be considered as important elements of mental health prevention.

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Supporting Communities Resilience Through Knowledge Transfer in Africa

Saman Ange-Michel Gougou

Email: michelgougou1@gmail.com, Université Alassane Ouattara, Bouaké,

ORCID: 0000-0003-2673-2261, Cote d'Ivoire

Hoho Inès Palé

E-mail: inespale2@gmail.com, Université Félix Houphouët-Boigny,

ORCID: 0009-0005-0953-0088, Cote d'Ivoire.

Abstract

In the world, the implication of students in Knowledge and Technology Transfer (KTT) dissemination is an important opportunity to support society and communities' wellbeing through Research & Development (R & D) valorization in today's rapidly changing environment. Therefore, this paper aims to analyze the influence of knowledge transfer (KTP) programs on students and beneficiaries' wellbeing during immersion interventions of Higher Education Institutions in communities for sustainable development and environment preservation. This qualitative exploratory research used observation and interviews of a sample of 15 students studied "Geography- Environment and health" in Université Felix Houphouet Boigny (Cote d'Ivoire). It consists in an evaluation of their learning experience and the influence on community members and the student's wellbeing after a participation in a knowledge transfer program focused on environment preservation in three towns (Dabou, Tiassalé and San -Pédro). Based on PERMA model and Knowledge Transfer theory, findings underlined 1) Learning Experience in Transferring Knowledge for wellbeing; 2) Barriers facing the KTP implementation for environmental and health issues; 3) Impact on communities, academic and a personal wellbeing. As recommendation, nurturing Knowledge and Technology programs from academia to community is required in Higher Education Institutions policy to support communities' sustainability and learners' wellbeing in their studies, practical skills acquisition as change makers.

Keywords: Wellbeing, Knowledge Transfer Program, Environment, Resilience, Africa.

Introduction

In this millennium, Higher Education Institutions (HEIs) play an important role in globalization and internationalization of new norms and sustainable development . Specially, in this context, a transformation in academia consist in practical activities of sharing knowledge to solve real problem in community and industry (Cazón-Martin, 2023). This transformation influence the education trends to offer solutions supporting the Sustainable development goals (SDGs) in society, economy and environment . Indeed, climate change and weather disasters are more current in communities and that results in more expositors to diseases, crisis, famine and so on. In this context, for Syhlonyk & Seasons (2022), community well-being is considered as a fundamental element of planning practice. So, this transformation of relationships between academia and communities for wellness required more collaboration and partnership in order to solve economy, environment, and sociocultural issues affecting the life. It opens opportunities of mutual enrichment and fosters human wellness in a challenging area (Aoki, 2021). For this reason, based on 21st century pedagogy, a new direction of curricula design offers activities of using knowledge to support student empowerment through various knowledge transfer experience in industry, communities and similar things through research, community services and more (Aoki, 2021).

This shift to knowledge transfer from academia to industry and communities is based on partnership and immersive initiatives to support the society development face to various daily issues (Purcell, et al. 2019). It helps to empower both academic leaders (students, teachers and so on) and society by promoting innovative approach, offering accessibility to new practices and technologies to solve these issues, disseminate innovative academic findings and orient decision makers (Zhu, et al. 2019; Saaida, 2023). Consequently, in this dynamic, Knowledge and Technology Transfer (KTT) represents a very important level of development and wellbeing in both developed and developing countries.

In Global South countries particularly, the need of innovative local solutions to support development and increase people wellness is crucial. Face to environment degradation, low economy outcomes, various social crisis (housing, education, conflicts, etc.) the expectations to see academia as an ally to provide alternative effective solutions call to put KTT in the center of new consideration in educative policies (Podgórska & Zdonek, 2024; Wirawan, et al 2023) . Therefore, the flourish of research centers, scientific and professional publications, innovative solution, follow the rhythm of academic productivity to attract grants , visibility and international partner to solve specific problems encountered .Similarly, for Radin Firdaus et al.

(2020) knowledge transfer programs (KTP) requires a partnership between universities and communities in order to empower students and populations by communicating skills and applying their fundamental knowledge's.

It means that in a perspective of community's wellbeing and environment sustainability, academia KT projects and programs play a role in solving local issues by being connecting with communities . Without a KT intervention, academia cannot support society sustainability by the implementation of the wide scientific knowledge to communities for providing wellbeing (Nyamwanza, et al. 2023; Shackleton, et al. 2023). Due to this reality and the need to preserve environment to support communities' resilience, the question of the contribution of KT activities in student education through intervention in communities is important to support academia and communities' relationships and human being wellbeing.

Objective

This paper aims to analyze the influence of knowledge transfer (KTP) programs on students and beneficiaries wellbeing during immersion interventions of Higher Education Institutions in communities for sustainable development and environment preservation in Africa.

Theoretical framework

The appropriation of knowledge sharing to support communities' resilience and promote environment preservation calls to apply various theories of positive psychology and education. Therefore, this current paper is based on both well-being paradigm and knowledge sharing theories.

For Seligman (2018), wellbeing is sustainable and separate from 'happiness' and suggested the importance of flourishing as a standard to measure wellbeing. It means that the feeling of joy or gladness can not be used as the only predictors of individual or people wellbeing. It is more complex as the results of individuals and people facing various situations including stress, body damage, social discomfort, affecting their mental and physical health. Seligman argued that as wellbeing is an important question, it can be analyzed according to the PERMA model (Ascenso, et al. 2018; Seligman, 2020). That model evaluates human wellbeing through the five factors below:

- *Positive emotion*: a subjective feeling of well-being itself;

- *Engagement*: a subjective feeling denoting the extent to which people are absorbed in something;
 - *Relationships with others*;
 - *Meaning*: the extent to which lives are meaningful for those living them;
 - *Accomplishment*: the extent to which people accomplish something in their lives.
- Well-being sometimes includes hardships; however, people could still find life satisfaction and feel a sense of accomplishment.

It means that individuals and people behavior result from their social representation and feeling face to the impact of the situation that they encounter on their satisfaction and self-accomplishment in a changing context which. This fact calls for resilience and knowledge sharing. This reality includes also the questions of sustainability of human and communities due to the SDGs mentioning the importance of education to support resilience, economy, human and environment preservation . For Compagnucci & Spigarelli (2018), it is an important fact represented in the *Triple Helix Model for innovation*.

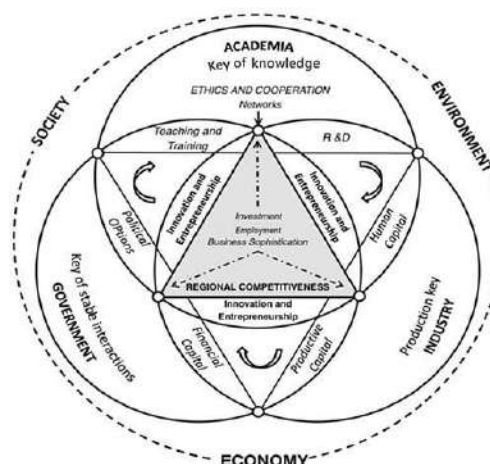


Figure 1: Triple Helix Model for innovation.

Literature review

The establishment of relationship for academia and society collaboration is an important lever of development. It is a crucial aspect of action for environment sustainability and communities' resilience. Therefore, there are many ways of doing it and this section offers some recent analysis of this dynamic depending on the area and context.

For Radin Firdaus et al. (2020) evaluated the impact of the knowledge transfer program (KTP) in Malaysia according to Knowledge transfer Theory. This program consisted in academics collaboration with a community partners to utilize their research findings in the community environment. In a quantitative research design, the authors assessed academic

projects of involvement in communities to share knowledge and skills. For the authors, academia involvement in community projects has led to better understanding of social and cultural factors, the dynamics of the community, and the knowledge gap between the academia and the community. These programs are very important for communities' wellbeing and academics growth. This study is very interesting even if it is just a quantitative paper in Malaysia. In our current reflection, we focused on the context of Environment preservation through KTP in Global south context like the one of Africa.

Schaeffer et al. (2021) article questioned how academic knowledge and findings valorization in society contribute to local and international ecosystem development. It is possible through innovation valorization perspectives based on technology transfer processes from academia to markets, entrepreneurship's and economic structures. This theoretical study investigated the interrelation between universities and eco-system actors in two directions: (a) universities fostering and improving eco-systems through their core activities; and (b) eco-system actors shaping capabilities and access to resources for universities according to the analysis of five KTT eco-systems in the state of São Paulo, in Brasilia, a south America country. This descriptive qualitative research showed the importance of interaction and collaboration between HEIs and society stakeholders in order to transform academic findings into marketable product solving society problems. This mutualization of the energies and aims leads to rethink the university KTT strategy according to the societal agent trends in a disruptive world. This last sentence underlines the importance of KTP in the context of Africa in order to provide new ideas , implement the research valorization from academic to the whole society issues.

In addition, Kouladoum et al. (2023) qualitative study scope on the effects of technology transfers on subjective well-being in 29 African countries by using the GMM and the IV Tobit models and employ the Life ladder indicator of happiness as a measure of subjective well-being. All the findings indicate that subjective well-being in Africa is significantly improved by technology transfers and investments in academic research. The author's paper is very relevant in our research because of provide contextualized findings related to African HEIs context and revealed the important of KTT got the wellbeing of Africa communities as source of problem solving based on knowledge sharing and technology innovation adapted to the society needs.

Moreover, Cazón-Martin (2023) and Doimavs et al. (2022) studies questioned the collaboration between Academia and Industry as a path to innovation through the exchange of knowledge. Their researches tried to underlined the outcomes of KTP/KTT and academia industry partnership to support national development and innovation dissemination as

All these papers underlined the importance for academia to establish a relationship with communities and industry in order to solve problems and offer opportunities to access top innovation in a mutual beneficial exchange. Specifically, our current paper is focused on communities and that calls to deep our reflection of Community Partnership Through Knowledge Transfer Program.

This study used qualitative exploratory research design (Prosek & Gibson, 2021) in order to describe the academia knowledge transfer in communities for sustainable development, preserving environment and empower participants as students and communities members . This approach was also used by some researchers having the same focus and scope on social sciences and in educative context. This study follows the PERMA and knowledge transfer models (İyıkpatyîck, gyy&y çeuğmav, 20g&) to understand and evaluate the influence of academia knowledge transfer programs in communities for sustainable environment in the specific context of Africa. Therefore, the stages of the research are presented below:



In this study, researchers used a convenience sample approach (Emerson, 2021) to investigate. Due to the specificity of this exploratory qualitative research approach, participants

were students in Geography in Université Felix Houphouet Boigny (UFHB), situated in Cote d'Ivoire, a West Africa Country. Researchers applied three selection criteria for participants inclusion / exclusion; 1) Be part of academia, 2) Be involved in a KTP focused on environment preservation, 3) Be available to share the learning experience. Therefore, for the interviews, the participants were selected as classmates, peer students in UFHB, department of *Geography, Health and Environment*. This approach allowed to justify the participants selection by being focused on those having a clear learning experience in the KTP during their academic studies from Bachelor degree to Master . Based on the criteria, 15 selected students agreed to share their experience related to the participation in a KTP organized by their faculty as part of their academic assessment.

This approach is similar in Radin Firdaus et al. (2020) study on KTP in Malaysia context. They shared their learning experience of a KTP implemented in 2023 for their Bachelor level assessment focused on urban activities, housing typology, transportation and their impact on environment. These intervention took place in communities situated in Tiassalé (Rural city with a big river) , San Pedro (Ocean side city with a special cocoa bean export port) and Dabou (closer city to Abidjan, the capital). Then, researchers could investigate by using various qualitative method tools.

Data collection

This qualitative exploratory research used interviews and storytelling of “geography” students in Université Felix Houphouet Boigny (Cote d'Ivoire) to collect their point of view on how KTP in academia and extra academia activities improve their wellbeing to solve environmental and health issues encountered by communities (Gougou et al, 2025).

The interviews focused on the experience of the participants during the imitative of Knowledge sharing in communities through a KTP supporting knowledge share and research valorization, community service and so on. It took place from March to May 2025. The participants were 15 students of geography in UFHB. Based on their study field, they shared their experience of how their intervention in communities contributes to their feeling of wellbeing and improved the resilience of society in a perspective of sustainable development. Based on their specificity, a point on climate change and environment preservation was underlined (Nyamwanza et al, 2023; McNamara & Buggy) .

The storytelling of participants was collected during the interviews too. These real experience on how knowledge shared from academia impact communities' wellness contributed to identify challenges and outcomes of these initiatives for communities' resilience.

In a perspective of problem solving, these stories helped researchers to evaluate deeply the psychological influence of KTP on communities' wellness in a sustainable environment and students well-being (Radin Firdaus et al. 2020).

Data Analysis

Conversation analysis (Wu & Zhang, 2024) allowed to proceed the interviews and stories transcription from recording to sets according to 10 variables. *Positive emotion; Relationships, Motivation and Accomplishment* (PERMA Model)

Results

Learning Experience in Transferring Knowledge for wellbeing

Transferring knowledge in communities to change positively their practices and getting skills from them play a crucial rule for a mutual wellbeing to solve environmental issue. It is a communicative way to change behaviors and improve both communities and educative system performance. Face to the unprecedented challenges and issues in the world and particularly in Africa, participants underlined their position on their transferring knowledge learning experience for wellbeing in the statements below:

Personally, the involvement in communities helped me to feel enjoy and discover the beauty of nature, rivers, vegetation as we were in Tiassalé, a rural area. The communities' members were kind and it was a pleasant experience to collect data on environment and sensitize local dwellers on climate issues. I could learn more on local practices on environment preservation and Geography Information System tools. (Respondent 1)

In the curricula, we had to study theories and make simulations from the first year in the geography department. But, this immersion by travelling to another place opened my mind to the country fresh air, farmers practices and environment challenges of seaside Cities like San-Pedro. (Respondent 2)

As a student, I could discover more on research process and the population behavior to protect environment. During sensitizing activities, I felt involve to change things in communities. (Respondent 3)

As an urban citizen, I never travelled to the rural places, it was a great occasion to discover something different. Moreover, the interaction with local population allows to build an exchange of knowledge and learn more on pole lifestyle. (Respondent 4)

In academia, we have a certain vision of the world and the fact to be involved in rural communities for research and knowledge sharing programs was a very fantastic experience for me. We worked on the urban characteristics of the town of Dabou. We had to talk about local governance, urban dynamics, infrastructures, equipment and administrative services. (Respondent 5)

All these statements show that KTP in students problem solving activities is useful for

both community and academia people. It improved student research skills, communicates happiness, awareness of environment issues and make more responsible to share academic knowledge, to change positively people behaviors and practices. This student learning experience increased relationships through community- academia partnership program for KT and empowerment of both students and society. The fact to share increased the self-confidence, critical thinking, learning experience of research, and become a mean to improve awareness of environment in society issues . This academia immersion in communities contributed to the positive mental health and social feeling of accomplishment of students and the communities' members. By researching causes of environment issues, students could share knowledge and sensitize people to adopt the right behaviors to stop environment destruction in business, urbanism, governance and various field. However, some issues were identified by these students as barriers encountered in this KT dynamic.

Barriers facing the KTP implementation for environmental and health issues

Even if academic Knowledge Transfer Programs to communities offer opportunities, in this study, students in geography who participated in this program encountered some challenges in their immersion. This part shares their learning experience from the intervention in Dabou, Tiassalé and San Pedro through the statement below:

Due to some contextual challenges, the service learning used to foster community resilience and students' skills or awareness was limited. For example, some community members could not understand some academia concepts due to their education level, habits, language and practices. They could not understand our point of view related to the environment when we suggested to renounce to some activities degrading the environment. (Respondent 1)

For me, the big barrier was the lack of intercultural communication skills. From my childhood, I never left the city and the fact to be in rural place, with different realities and infrastructures was very new in the beginning. Moreover, honestly, I was not excellent in research and sharing methodology. Maybe I did not use the write language and communication signs when I was with some rural citizens. (Respondent 2)

In my case, the challenge was the complexity of this topic and difficulty to understand all the communities' concerns in a so short time (5 days). They have their own culture, habits and habits; some are good or bad. Yet, to change them, it was not easy often. We need more time to familiarize with theme in order to share more. (Respondent 3)

Psychological barriers due to refusal to give information or collaborate with students, difficulties to reach all the targeted individuals in precarious neighborhood, lack of mapping experience to circulate in the various places due to weather change, low accessibility, and similar things (Respondent 4).

The orientation in the town and the site localization non mastered by students was a big challenge. Knowledge sharing in communities required intercultural skills and the area

map, mastery of the KTP tools. Often, due to the condition, the GPS doesn't work and it is very difficult to collect the data with our technology and show findings or real facts to sensitized People (Respondent 5).

Based on the observation and participants KT storytelling experience, they encountered various challenges during their intervention in the communities' areas for environment preservation. As it is not only the fact to share knowledge in communities, it concerns the transformation of practices related to environment and the dissemination of new practices to support people wellbeing.

Contextual challenges refer to sociocultural practices and behaviors of the students and the one of the communities' members. As urban citizens from different background, the implementation of the KTP was affected by difficulties expressed through the language barriers, cultural practices and habits (related to environment, economy, lifestyle). Yet, in communities, students have a positive perception of the possibility to get new learning experience. However, the lack of research skills mastery, the social environment and believes prevent them to reach the full accomplishment. In addition, KTP through community service, immersion research initiatives like the one of the students to interact and support communities could not succeed completely due to communication barriers, and difficulties to understand clearly the right motivators guiding these rural places populations practices degrading the environment. These difficulties reduced the KTP effectiveness in society and the question is that these issues influenced also learners learning experience. It provides a non-accomplishment feeling of the KTP impacts in the society to solve the environment issues. Digital literacy and geographical orientation on KTP site, grants opportunities to support these knowledge valorizations, academia pressure appear as another big challenge.

Finally, all these barriers reduced the impact of the knowledge transfer program on environment preservation in the communities. It influences the psychological experience of some participant who felt discouraged face to the subsistence of environment destruction practices thus their efforts to change some individual's behaviors. As changing human behavior for sustainable development and wellbeing requires a long-term intervention, these barriers could not prevent many students and communities' people to get benefits from the KTP on the environment preservation.

Thus, these barriers, the next section questions the impact of KT on communities, academia and individual wellbeing based of this explorative study in Cote d'Ivoire.

Impact on communities, academic and a personal wellbeing

The evaluation of the KT program led in the curricula of students in geography revealed many facts influencing the wellbeing of communities, academics and a students involved in this service learning. The participants expressed their learning experience through the statements below:

I felt positive in my mindset by forgetting the pressure and found knowledge sharing in communities' fun. We felt more engaged and motivated to research, sensitize and transfer academic knowledge to communities' members in order to solve many local environment issues like deforestation, pollution, diseases affecting people wellness for example (Respondent 1)

The fact to observe the issues related to economic activities on environment and make suggestions was little bit difficult. Yet, I found it great to apply our knowledge in communities. It was wonderful to share in San- Pedro (Respondent 2)

We had to list urban activities, formal and informal businesses, talk about housing typology, and then talk about the type of transport with communities members. The fact to apply academia knowledge to solve real communities problem related to transportation impact on environment increased my self-esteem, confidence, research skills abilities and capacity to practice for a good professional insertion (Respondent 3)

Even if it is interesting, there is a lack of sustainable project supported by grants in favor of students' research and community service engagement. It must be a continuous program because the preservation of the environment is a serious topic (Respondent 4)

We could change something in communities. I felt useful and could learn more on the social dynamic in the environment preservation (Respondent 5).

According to these statements, KTP contributed to the community's life improvement by providing new knowledge, ideas and collaborating for sustainable environment initiatives. Due to their conditions, often, local populations and decision makers don't have access to the new strategies to manage climate change, pollution, and human activities destroying ecosystems. These environment issues affect populations wellbeing by resulting in health issues (like malaria and more), low harvest, hyper exploitation of natural resources (flora and fauna), housing destruction during rain, and similar things. Therefore, even if the impact on communities' behavior is limited to short term, KTP allowed to build a better future to communities by transferring solutions to problems and getting the right data on the communities' issues.

Moreover, this learning program in communities calls to disseminate findings from academia by partnership with local communities' populations to solve many issues and challenges in today's rapidly changing world through the implication of students in Knowledge and Technology Transfer (KTT) dissemination. Indeed, this immersive program improved

learners' engagement, motivation and positive perception of the importance of KTP to support communities from academia to societies for better life conditions, accomplishment and mutual growth. Therefore, by applying theories to provide solutions to real environmental and health challenges, academia peoples like students and teachers, offer a way of knowledge exchange related to planet awareness, economy solutions and whole the society resilience's.

In sum, the initiative to share knowledge from academia into rural communities in Cote d'Ivoire for environment preservation gave many outcomes related to the positive psychology and wellbeing.

Discussion and Conclusion

This paper aims to analyze the influence of knowledge transfer (KTP) programs on students and beneficiaries' wellbeing during immersion interventions of Higher Education Institutions in communities for sustainable development and environment preservation. This qualitative exploratory study used learning experience of student in geography during a KTP for environment sustainability in rural cities in order to evaluate the impact on communities, academia and students themselves. Based on knowledge Transfer Theory and PERMA Model, the findings underlined the crucial role of KTP for human and whole the society wellbeing.

According to findings, participants stated that the involvement in communities for academic activities related to environment sustainability produced both positive and negative emotion.

The *reaction level* of participants (community members and students) was globally positive thus contextual barriers encountered during the Knowledge Transfer Program aiming to make research on environment preservations and transfer academic knowledge to population through sensitizations. The participants reaction underlined the hospitality of the communities, the discovery of another place and feeling of wellbeing compared with dwelling cities. In a wellbeing perspective of *positive emotion*, the data shows that KTP influenced positively the student's perception of their capacity to share awareness to communities, change people behaviors on environment sustainability and get skills for their future professional integration. So, in academia and communities' partnership initiatives research programs like service learning and problem solving that give opportunities to empower mindset and create engagement in favor of communities and environment preservation contribute to human

wellbeing. The engagement of community's member with students during the immersive program demonstrated their interest in the knowledge dissemination and/ or acquisition in order to live in a safe environment and get a better future. This dimension of wellbeing underlined that the youth power (as scholars and students) can provide occasion of community engagement supported by academia KTP activities in order to learn real cases and also share knowledge, know-how and skills in communities for sustainable environment (Gougou et al. 2025; Purcell et al. 2019).

Knowledge exists in the human mind through learning or experience and then gradually grows with experience, involving personal beliefs, judgments, and value perceptions, in addition to explicit textual behavior, including the implicit mental journey (Peng et al. 2021). This fact shows limits of the participants of this experience

in communities, it is an occasion of *relationship* according to PERMA model to support sustainable environment and academia knowledge sharing. Through KTP, the partnership between academia and communities *motivates* to a good collaboration with all academic stakeholders to implement a good strategy of positioning. According to Saaida (2023), Podgórska & Zdonek (2024), it is in order to link the demand for knowledge with the university supply of knowledge to develop processes and innovative solutions to accelerate the transformation of knowledge into use to embrace the societal impact agenda .

At results level it is noticeable that;TP as community services and engagement through problem-based learning, internship and volunteering in academia projects for communities remain an important question in a perspective of dissemination of technology and knowledge transfer. This learning experience for environment preservation represents an important academia knowledge sharing initiatives that contribute to *accomplishment* of significant transformation. For Aoki, (2021) KTP is very important to support wellbeing and academia impact for a sustainable society.

It is evident that the relationship between well-being and knowledge sharing through immersion activities in geography, which enable students to solve environmental issues in communities, plays a crucial role in the well-being of both communities and learners. It allows the creation of a network for intervention, changing behaviours to promote environmental sustainability. This reality in academic initiatives in Africa offers great development opportunities (Vitus, 2025).

As limitation, this exploratory qualitative study did not used questionnaires and involved

more Universities for a cross cultural research . However, some recommendations can be mentioned:

- Nurture Knowledge (and Technology) Transfer Programs from academia to community in curricula design
- Provide resources to support KTP in Higher Education Institutions policy
- Establish partnership with communities and industry for KTT to support communities' sustainability and learners' wellbeing by sharing
- ...

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Contemporary Approaches to Well-Being: The Five Ways to Well-Being

Dr. Richard Eshun

Institute of African Culture and International Understanding, Olusegun Obasanjo Presidential Library Centre for Human Security and Dialogue, Bells University of Science and Technology- Nigeria.

Global Peace Study for Sustainable Development in Africa, St. Augustine's University Tanzania

Professor of Education

Adjaye Education Centre

Elmina-Ghana

West-Africa

richardeshun@ymail.com Orcid.0000-000199849343

Abstract

The general well-being of people is the most important aspect of humanity, that when it is compromised, all aspect of life, turn to be tempered. Personal growth and development are retarded. It affects societal growth and does not favor proper development in a society. Well-being can be approached through various ways. The current approaches to well-being of the individual, often revolve around five ways- connectivity, being active, taking notices, continuous learning and giving to others. Well-being encompasses quality of life and the ability of people and societies to contribute to the world with a sense of meaning and purpose. Dwelling on well-being supports the tracking of the equitable distribution of resources, overall thriving and sustainability. There are five types of well-being, Physical wellbeing, Social well-being, Workplace wellbeing, and societal well-being. It has been observed that, mental, physical, social, financial, spiritual and vocational wellness, are the elements of well-being. Emotional, occupational, intellectual are also some of the dimensions of wellness. It has observed that the contemporary approaches to well-being emphasizes connecting with others, being physically active, becoming aware of new innovations and learning new things from them and giving back to society. They are approaches that focus on the improvement of the mental and physical health through physical and everyday activities.

So the above topic on well-being, seeks to define the term, the dimensions, and reecho the importance of wellness in our field of study as practitioners. I realized that the functions of well-being contemporarily, was basically on personal health and needs, therefore ways with which the individual would be able to meet an expectation of fully becoming well, were my research methods. It also put across the many strategies that are used to achieve a well-being in its inclusiveness. That is within the social, work, family, religion and in relationship.

Keywords: well-being, physical, societal, occupational,

Introduction

Well-being emphasize a multidimensional and holistic view considering not just the physical health but also the mental, emotional social and the spiritual aspect .These are more to the personal responsibility , community engagement, and a focus on the social and cultural factors

which influence it. Strategies in dealing with this include fostering connections, promoting physical activity, encouraging mindful awareness, embracing continuous learning. Beyond health, we need to recognize that well-being encompasses various aspects of wellness that go beyond just physical health, that includes mental, social, emotional, and spiritual well-being. Acknowledging the importance of the individual wellness, the community they live in and the society as a whole bring to bare the horizon of this term, well-being. Self-care and personal growth is also about a well-being. Individual encouragement to take proactive steps in their own well-being such as practicing selfcare and engaging in personal growth activities is also included in the approaches that bring a well-being. Promoting mindfulness practice such as meditation or deep breathing to increase and reduce stress is an approach. Social supporting is also a recognisable importance of strong social connections and belonging within a community for well-being. Encouraging individuals to engage in collective action and social change initiative will improve their communities societies and ultimately their own wellness. All these are very important approaches that really define a well-being for this contemporary generation, as they must be healthy in all aspects of their growth and development hence, my five approaches to well-being; Physical, Emotional, Financial, Workplace and Societal well-being.

Method

I basically undertook several observations, compared them to other authors' views and related them to my personal wellness to complete the understudy topic in my research. There have been several wellness related seminars I was part of, that strongly took participants to our general well-being and its importance.

I have happened to observe keep fit clubs in several institutions that have registered members for weekend physical exercises to energize them after the weekdays academic activities on campus. Some comments were that, without these physical treatments their bodies become very weak and so they have to exercise during the weekends.

There were some instances I witnessed institutions, corporate organization visiting poor communities to give support and donation either in cash or gestures in order to uplift the well-being of those communities. Some may need ordinary bore holes for water, chip compounds for medical attention and disease treatments centres, to survive. Social responsibility of this nature helps rekindle social well-being.

Reading from authors like Laura Duerr, Natasha Sinha and Myers got my understanding so close to the reason that everyone needs attain some level of wellness in his or her life.

Results

Figure 1. Well-being understudy



In this research, I found out that well-being four basic areas that need prompt attention.

Physical well-being, Emotional and Social well-being, Financial well-being and Workplace Well-being.

Emotional and Social

People who are emotionally well have fewer emotions and are able to bounce back from difficulties faster, they become resilience When people are able to manage emotions well and have a sense of meaning, purpose and supportive relationship it means they have a positive emotions. Positive emotional wellbeing can lower your risk of disease, sickness, and injury. Emotional wellbeing includes being self-accepting, self-aware and able to handle your emotions constructively. Some signs of emotional wellbeing include the ability to identify and express your feelings where needed. Emotional wellbeing stabilizes your mental state and improve you health such as lower blood pressure, reduced risk of heart disease, healthier weight, better blood sugar levels, and long life. It also builds lasting psychological, social and intellectual capital, boosting our resilience and psychological wellbeing. Therefore emotional wellbeing is the ability to successfully handle lifes stresses and adapt to changes and difficult times.

Social wellness is a critical component of the overall wellbeing, emphasizing the importance of healthy and fulfilling relationships with others. It involves building a strong social support network fostering connections, and engaging in positive social interaction to enhance

emotional wellbeing and reduce feeling of isolation. Social wellness helps build and maintain supportive relationships with family, friends, and colleagues. Feeling connected to a community and having a sense of belonging can significantly improve overall wellbeing and reduce the feeling of isolations. Having a strong support network provides emotional and practical support during a difficult time. It also enhances resilience and coping abilities. Social wellness requires a lot of effort and intentionality, just like other aspect of wellbeing. Studies have shown that social connections can lead to improved mental health, reduce stress, and improved physical health.

Prioritizing social wellness, individuals can improve their overall wellbeing, building a strong support system, and cultivate a sense of belonging and purpose.



Figure 2. Belongingness

Physical wellness

A lot of researchers have had their studies on the general poor health and severally reported on poor physical health to mental health. Concluding on best practices such as exercises, nutrition and sleep to be key practices to fighting stress and preventing illnesses. Physical exercise is known to improve both the cognitive and psychological well-being. Finding an activity and exercise that is right for an individual can improve and accelerate their mental and physical health.

Financial well-being

Financial wellness is very important for our overall wellbeing as it can affect the physical, mental, and emotional health. Achieving financial wellness goes with budgeting, saving, investing, and planning. Being financially well means you can meet your current and ongoing

financial obligations, feel secure in your financial future and are able to make choices that allow you to enjoy life and become financially freed. Regardless of income and a number of investments one has, everyone's financial status fits into a common, fundamental framework, that we call the four pillars of personal finance. Everyone has four(4) basic components in their financial structure. That is ! assets, debts, income, and expenses



Figure 3. Investments

In my research, I spotted two(2) other wellness, that is Intellectual and Spiritual wellness. They seemed crucial areas to be considered very well when dealing with well-being.

Intellectual wellness

Intellectual wellness focuses on the stimulation of the mind, engaging in learning, and developing critical thinking skills. It involves embracing new experiences, acquiring knowledge and actively pursuing mental challenges to foster continuous growth and intellectual stimulation. It is about actively engaging with the mind, pursuing knowledge and developing critical thinking skills. It contributes to the overall mental health by promoting clarity of thought, focus and an expanded mindset. It engages in lifelong learning, pursuing new interests, taking courses, reading widely and participating in intellectual discussions. It also embraces new ideas, problem solving and engage in activities that stimulate your mind. Intellectual wellness cultivate curiosity by opening you to new experiences and actively seek out information. It is a practice of the mindset of individuals. Pay attention to your thoughts and emotions and learn how to manage stress and anxiety.

Intellectual wellness is beneficial, in that it enhances brain function, learning capabilities, and problem-solving abilities, while also fostering a sense of fulfillment and purpose.



Figure 4. Gaining Knowledge

Spiritual wellness.

Spiritual wellness refers to the sense of meaning, purpose, and connection to a larger being than oneself. It deals with values and morals that guide one's life and actions. It involves religious practices, but also personal practices, for instance meditation, nature walks or cultivating gratitude. Spiritual wellness is also about a sense of purpose and meaning in life often through exploring personal beliefs, values, and morals. It deals with the feelings of connectedness to something beyond oneself, whether that is a higher power, nature or a community. It is highly personal and can manifest in various ways, including formal or informal religious practices. Spiritual wellbeing can therefore contribute to the overall wellness by fostering a sense of hope, optimism, and fulfillment. Spirituality contributes to personal fulfillment and thus becoming satisfied with oneself. When one is confronted with challenges, there is always the hope when God is called to intervene. One is satisfied with prayer after having challenges. People visit church just to worship the Lord Almighty for their burdens be taken away.

Discussion

There is a realization that well-being is maintained through certain steps. It is observed that to maintain a balance in one's wellness there should be steps. One needs to connect, keep learning, be active and be taking notices of things around them. Maintaining our wellbeing and

that of our neighbors, would help us develop a healthy society and peaceful coexistence within ourselves. The five steps to wellbeing are the few simple ways to improve our immediate requirements as livings through our mental and social wellbeing. The five steps to our wellbeing are explained below.

It is very important to make time with people we care and share together some enjoyment. Connecting with our family, friends and neighbors will us the sense of belonging. We can make time for walk together and try as much as possible to engage with other new friends in our neighborhood. We should try and spend time in our community events and play with our immediate family when the need be. Reconnect with people you have lost contact with and call or text messages to friends known not before. We should take delight in greeting people we walked past and share a picnic in our local community parks. We should join the local people to meet new friends and connect with others who share similar interests. Make time to contact people we have not spoken to in a while. Connecting with people boost your personal security level and give way to problem sharing and solving.

Moving our body in the form of exercise and daily activities helps us to feel better, happier and healthier. Being active and moving your body will help you keep fit and healthy, both mentally and physically. Taking a walk, helping in the house chores and other social recreation, sport and games, make you become very active, strong and very healthy. You can go for swimming, run, ride or walk to boost your wellbeing. Some people do take their pet for walk, practice some yoga at home, beaches or parks. Be fun of sports and try to join sporting and keep fit clubs to be active and meet people at the same time. You can discover an activity you enjoy that suit your level of fitness and mobility.

Noting things in the surroundings is very important to our immediate security. It great to enjoy the beauty of nature and note some new growth and ecological development. Reminding yourself to take notice can help you to be aware of how your feeling. It can also help you understand what triggers your feelings of stress or anxiety. There is a proof to show that souring the moment can help you to feel more positive about life. It is very important to take some time to enjoythe moment and the environment around you.

Learning has no end and that each day we tend to learn new things. This often happens without realizing it. The feeling of learning new things and developing can boost your self-esteem.

Setting goals sometimes make you feel more productive and gives you more control of your life. The question is! How do you learn today?

I also came across some key actors around well-being. Social relationship turn to be one, physical activities , awareness and giving to your family society community and your own friends.

The effects of taking part in social and community life have been extensively researched on. Some studies have shown that people who help others are socially involved in every activity that happens in the community around them.. When your relationship with your community are more effective, you are likely to see problems people around you go through and offer assistance where the need be. The best offer one can make in his or her society is to search for the needy and give a helping hand. Get involved in the communal labor; participate in every social activity that is aimed of uplifting and developing your society. Support schools; assist the leadership in your community to bring social development. Help your local government to extend development to your community. Be a supporter of your neighbor by explaining to them issues they find difficulty understand. If there is anything you can do to be kind or helpful to someone else, do not hesitate to do that.

Physical health is paramount to well-being, one needs to be fit to maintain good posture and healthy life. Regular exercise rejuvenates the body system and allows the free flow of blood circulation. Physical well-being encompasses the ability to maintain a healthy quality of life, allowing the individual to engage in daily activities without undue fatigue. It is a state of health and well-being, and more specifically, the ability to perform aspect of sports occupations and daily activities. It is achieved through proper nutrition, moderate vigorous physical exercises and sufficient rest along with formal recovery plan. It involves focusing on habits that promote physical health. Sleeping, regular exercises, good nutrition, maintaining sexual health, and making safe decisions about substance use. It is about knowing how to navigate healthcare and understanding what your body needs not only when you are sick, but also to prevent illness and injury. To improve your physical well-being for fighting age related issues, one has to do the following Both moderate and vigorous-intensive physical activities improve health. Walking, cycling, wheeling, sports, active recreation and play lead to a healthy lifestyle.

The qualities of well-being cannot be ignored as without mentioning them, would not define the term completely. Well-being needs commitment, Calmness, Compassion, Courage and Clarity. These are termed as the five(5) Cs of well-being.

Commitment is very important factor in achieving and maintaining well-being. This involves dedication, loyalty, and sense of purpose which can contribute to the overall satisfaction and happiness. Qualities of well-being when coupled with commitment can lead to a more fulfilling and resilient life. The following are few relations of commitment to well-being.

Commitment relate to subjective well-being by fostering a sense of purpose, fulfillment, and belonging which are crucial elements of subjective well-being. Positive emotion like enjoyment and happiness as well as a strong sense of connection to oneself and others are associated to subjective well-being that commitment here becomes crucial. Commitment to ones work increases job satisfaction. This would lead to a more positive and fulfilling work experience. A sense of commitment can contribute to a person's willingness to invest more effort and dedication in their work Having strong sense of commitment can provide a foundation for resilience, allowing individuals to better cope with stress related problems. The reason being that, commitment provides a sense of stability and purpose even in challenging times. In a healthy relationship, commitment is very crucial for building and maintaining healthy relationships, whether they are personal, social, or professional. It involves dedication, loyalty, and a willingness to work together to achieve a well-being of others as well. To find your purpose and meaning in life, a sense of commitment is needed. This is significant factor in the overall well-being. This can be achieved through various avenues including work, personal relationship, or pursuing personal interest. There is also a spiritual commitment, for some, a strong spiritual commitment can be of comfort.

Calmness and well-being are closely intertwined, with calmness often being a key component of overall well-being. Maintaining calmness can help reduce stress, improve focus and enhance emotional regulation, all of which contribute to a sense of well-being. Calmness has the following benefits; Stress reduction- calming practices like deep breathing and meditation can help reduce the physiological and emotional responses to stress. It improves focus- a calm mind is a more focused mind, allowing for better concentration and decision-making. It enhances emotional regulation- calmness helps individuals manage their emotions more effectively, reducing reactivity and promoting a sense of balance. Calmness increases resilience too.- calm individuals are often more resilient to life challenges, as they can better navigate stressful situations with a sense of equanimity. A calm state of mind can help reduce the risk of chronic illnesses and heart disease and depression. It ca also boost the immune system, making individuals more resilient to illness. Calmness allows us to be more present and attentive in our interactions with others. it promotes empathy and understanding , fostering

stronger relationships,. We are more likely to approach conflicts constructively and resolve them peacefully when we are calm, thus improving decision making.

Having compassion both towards oneself and others significantly impacts well-being by fostering connections, reducing stress and anxiety, and promoting emotional resilience. It is the key pillar of mental health, understanding pain and seeking to alleviate it, and its is linked to better physical health as well. Compassion can lead to increased happiness, improved relationship and a supportive community. Compassion strengthens feelings of connectedness and reduces loneliness. It fosters a sense of belonging and support, which are essential for well-being. A compassionate behavior can provide a buffer against stress and build mental resilience, It can also be seen as a way to manage everyday pressure and build mental fortitude. Compassion, particularly self-compassion is linked to overall health. Individual with higher level of compassion are more likely to engage in positive health behaviors and report ill-health symptoms. It promotes emotional resilience and the ability to bounce back from adversity. It helps the individual to view challenges as opportunities for growth rather than failures.

Courage involves facing fears and adversity, it is crucial for navigating life challenges and achieving a state of well-being. By developing courage, the individual can build resilience, overcome limitations and pursue a fulfilling life, ultimately contributing to improved mental and physical well-being.

Courage helps overcome fears and anxiety- individuals can only confront fears and anxieties when they have courage. It allows the individual to move forward and experience a wider range of life experiences. Building resilience needs courage to face those challenges and demonstrate the strength in facing adversity, helping the individual bounce back from setbacks and adapt to difficult situations. Courage is seen as an essential tool to achieving a desired goal and overcoming obstacles leading to sense of accomplishment and a greater sense of meaning and purpose in life. For personal growth one needs to demonstrate courage in everyday situations. This create self awareness , helps the individual to understand their strengths and weaknesses. Courageous individuals often inspire others, leading to a ripple effect of positive change in their communities.

Clarity refers to a state of mental wellness that proves ones understanding and focus , which can significantly contribute to the overall wee-being. Clarity and well-being are interconnected particularly in the context of mental health and personal growth.. How related is clarity to well-being! It is the foundation of well-being. When individuals have clarity about their goals, and

purpose, they are better equipped to making choices that align with their true selves and foster a sense of fulfillment. Clarity enhances self-regulation. Clarity about ones strengths and weaknesses enhances self-regulation and goal pursuit, leading to greater success and a sense of accomplishment. When individuals can clarify what is important to them and how to achieve their goals, they experience less stress and anxiety. Clarity promotes emotional well-being. Well-being is often linked to having clear understanding of oneself and ones place in the world. It is also about ones purpose in life that can lead to a deeper sense of meaning and satisfaction to the entire wellness.

Conclusion

The world was made in way that is to assure every living and non-living a state of comfortability in a healthy ecosystem. This is to say that everyone needs to live comfortatble in a healthy environment. More often than not, man's destructions of the environment turn to affect our well-being. It is important that man notes this fault and finds other ways to sustain wellness in his life. To do this, I have lined up some conteporary approaches to maintaining ones well-being..

- Get a plant for your workplace
- Have a clear the clutter day
- Take a different route on your way journey to and from work
- Visit a new place for lunch.
- Find out something about your colleagues
- Sign up for a class
- Read and listen to news or a book
- You can set up a book club
- Do crossword or any game that involve words or figures, encountering new words will be helpful to yoy.
- Increase the level of your research activities and a surprise of knowing funny things would not be a problem.
- Making a cup of tea for a colleague
- Offering to help a colleague with something they are stuck on
- Introducing yourself to a new starter to help them feel more at ease and
- Seeing if there are any volunteering initiatives open at work.
- Commit to a healthy diet by focusing on nutrient-dense foods such as fresh fruits, vegetables, whole grains, legumes nuts and seeds.
- More liquid is needed to be drunk for proper survival of the seeds, nuts, legumes, and eggs taken into the body system.
- Movement of the body at this time is very important
- Your sleep should not be compromised
- Limited alcohol intake is best because some of the food taken in produces special alcohol needed by the body for its system to function well.

---Avoid using illicit drugs and un prescribe medicines. Regular visit the doctor for checkups

It is normal to feel sad, angry, or low sometimes. But if you have a poor wellbeing for long time, you might start to find things more difficult to cope with. Indeed maintaining highs of well-being success in life. Having good well-being helps a lot.

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A Bibliometric Analysis of Deforestation: Contemporary Trends, Systematic Insights, and Future Perspectives

Isfaqur Rahman Ifty

Agronomy and Agricultural Extension, University of Rajshahi,
isfaqur.rahman132@gmail.com, Orcid No: 0009-0009-9868-7288, BANGLADESH

A K M Kanak Pervez

Agronomy and Agricultural Extension, University of Rajshahi, kp@ru.ac.bd,
Orcid No: 0000-0001-7413-9337, BANGLADESH

Md Mahedi

Agronomy and Agricultural Extension, University of Rajshahi, s2010766130@ru.ac.bd,
Orcid No: 0009-0008-9116-3839, BANGLADESH

Abstract

Deforestation has significant ecological, climatic, and social effects, making it one of the most alarming environmental issues in the world. Here, we present a bibliometric study of research on deforestation that identifies knowledge gaps, methodically assesses current trends, and indicates the need for more research. A dataset of 2,299 articles (2020–2024) was analyzed using bibliometric techniques such as keyword co-occurrence, citation analysis, and network visualization, with Scopus serving as the main database. Systematically reviewed 19 significant papers (according to citation) to identify key themes, research gaps, and techniques, offering a thorough viewpoint on the field of deforestation studies. The findings showed an upward trend in studies on deforestation that addressed important issues like biodiversity loss, climate change, and land-use change. These findings emphasize the need of focusing a deforestation study on tropical areas, such as Southeast Asia, the Amazon, and the Congo Basin. The worldwide scope of the deforestation issue has led to an increase in international cooperation. Research on transdisciplinary strategies utilizing socioeconomic policies, remote sensing technology, and sustainability-focused targeted remedies (technological or community-based) is still lacking despite these developments. The report also emphasizes the increased interest in One Health approaches that link ecological changes to human well-being, fire dynamics, and the effects on mental health. Moreover, the difficulty of putting research into practice is highlighted by the scant implementation data of programs like REDD+. In order to lessen the harm, this study also emphasizes the necessity of community forestry, corporate social responsibility, and strengthened conservation regulation. In order to monitor forests and inform policy decisions, future research can investigate machine learning, artificial intelligence, and GIS techniques.

Keywords: Bibliometric analysis, Biodiversity, Climate change, Deforestation, Sustainability

Introduction

Deforestation, the widespread destruction of trees as forests, has become a major environmental challenge with significant ecological, climatic, and socioeconomic consequences. The loss of forest cover disrupts global carbon cycles by diminishing the planet's capacity to absorb carbon dioxide, raising greenhouse gas levels, and accelerating climate change. Moreover, deforestation's interaction with the BTB significantly affects the energy balance at the land surface channel, changing albedo, and surface temperature, with some regions becoming unstable in climate at different scales (Douglas & Philip, 2014). Hydrological systems are especially sensitive to forest loss, as decreased evapotranspiration reduces atmospheric moisture content and alters local, regional, and even global precipitation regimes. Above all, biodiversity hotspots in tropical rainforests are especially vulnerable, where deforestation leads to habitat fragmentation and species' rapid extinction, which are crucial for maintaining ecosystem functions (Faria et al., 2023). Soaring deforestation rates are leading to the new causes and impacts of deforestation becoming the center of attention; learning how to address the causes of deforestation and its extensive consequences is essential to maintaining ecological stability and long-term prosperity.

Research indicates that global ecological and socioeconomic systems remain greatly affected by deforestation. Key habitats destroyed by palm oil plantations, especially in Southeast Asia, are a stark example of this, where enormous blocks of tropical rainforest have been cleared and destroyed (Aguilar Leon, 2020). According to the International Union for Conservation of Nature (IUCN), this land conversion has eliminated emblematic species like orangutans and Sumatran tigers, whose populations have fallen by 50% in the past 20 years. Economically, the palm oil industry contributes approximately 4.5% of the GDP of Indonesia but is also involved in social inequity by displacing Indigenous groups and using labor, often in precarious conditions (Source: *International Labour Organization (ILO)*). A study from the *World Economic Forum* emphasizes that, Palm oil is supplied with such a significant environmental impact that in the form of carbon freed during deforestation, its contribution can reach up to 10% of global GHG. Environmental degradation leads to the loss of ecosystem services essential to human welfare, including water purification, flood control, and soil fertility. Elsewhere in the world, deforestation in the Congo Basin is another vivid case, as logging, mining, and small-scale agriculture break up the world's second-largest rainforest (Tieguhong, 2008). Over 75 million people depend on the forest for food, medicine, and cultural traditions, and deforestation threatens their lives (*Critical Ecosystems*, 2023). In addition, the

ecological global importance of the Congo Basin is underscored by the fact that it holds approximately 30 billion tons of carbon ((Pearce, 2017) and serves as a region's carbon sink and weather pattern regulator. Studies have shown that sustained forest loss in this region could trigger a feedback cycle of drying trends, reducing the resilience of the forest and magnifying the impacts of climate change. Equally important is the Sundarbans mangrove forest in Bangladesh, recognized as the world's largest continuous mangrove ecosystem and designated as a UNESCO World Heritage Site. According to the IUCN, this fascinating ecosystem is a vital barrier to cyclones and storm surges, protecting more than 7.5 million coastal inhabitants. However, mangrove cover has declined by 24% over the past 30 years due to deforestation and land-use changes driven by aquaculture, agriculture, and urban development (*BLOG*, 2020). Mangrove loss threatens biodiversity and threatens as many as six endangered species, including the Bengal tiger, whose numbers have fallen by a quarter in the last two decades, and the Irrawaddy dolphin (Titumir et al., 2023). The loss in mangroves has also compromised the carbon sequestration they were providing, and in 2020, they were estimated to have sequestered 4.15 crore metric tons of CO₂ per year (Mahadevia Ghimire & Vikas, 2012). The Sundarbans also support local communities through fishing, honey harvesting, and eco-tourism. As an increasingly vulnerable ecosystem, rising sea levels and salt related to climate change threaten the mangroves, leading to urgent conservation efforts to safeguard their ecological and socioeconomic benefits.

In recent years, bibliometric analyses have become popular for assessing research trends and scientific progress in specific fields. These studies help to illuminate the growth of scholarly output, the influence of key publications, and the development of transdisciplinary research themes. This approach seeks to uncover current trends, highlight knowledge gaps, and suggest lines of future research to develop robust, evidence-based policies and sustainable practices. Hence this review article aims at hence the main goals of this review article are, a) Identify global trends in deforestation and its historical development, major underlying drivers, and the most affected regions; b) Investigate deforestation's ecological, climatic, and socioeconomic effects in diverse biomes and ecosystems; c) Using bibliometric tools, identify and highlight gaps in existing deforestation research, focusing on underexplored areas and the potential for transdisciplinary approaches; d) Create implementable solutions and policy initiatives aimed at reducing deforestation.

Deforestation

Deforestation is a large-scale removal of forests, a serious environmental issue with devastating ecological, climatic, and socio-economic impacts. In the last two decades, tropical

regions such as the Amazon, the Congo Basin, and Southeast Asia had the fastest rates of forest loss, driven mainly by agriculture, logging, and urban expansion. United Nations Environment Programme (UNEP) estimates that deforestation accounts for nearly 10 per cent of global carbon emissions, greatly speeding up climate change. Forests store carbon; they sequester around 2.6 billion metric tons of CO₂ annually (Sedjo & Solomon, 1989). However, clearing forests undoes this impact, releasing 4.8 gigatons of CO₂ annually into the atmosphere (Sharma et al., 2023). The Amazon rainforest alone compulsorily emitted 120 million metric tons of CO₂ in 2021 from deforestation (Radwin, 2023) and fires caused by human activity, which accounted for 17% of its total forest cover in the past 50 years. When trees are lost, hydrological systems are broken, too; in deforested parts of the Amazon, rainfall has declined by 25% (Souza et al., 2019), causing extended dry periods that have diminished agricultural output. Biodiversity is yet another victim of deforestation. Tropical forests house 80% of terrestrial species, but despite this, habitat destruction has caused drastic declines in wildlife populations. In Southeast Asia, the orangutan population has plummeted by nearly half over the past 20 years, partly because of deforestation (Voigt et al., 2018). The loss of forest habitats also catalysis greater human-wildlife interactions, increasing the risk of zoonotic diseases, as observed in outbreaks such as Ebola, which have been associated with habitat disturbances due to deforestation (Bhatia et al., 2024). The socio-economic impacts of deforestation may be just as alarming. Forests support more than 1 billion people globally, with many indigenous communities depending on them for food, medicines, and cultural practices. For example, the illegal logging and expansion of land by agricultural companies responsible for 42% of global deforestation are displacing these populations and creating resource conflicts and economic instability (Ritchie, 2021). Moreover, the soil in deforested regions has decreased fertility by 60%, rendering the land useless for sustainable agriculture and increasing natural disaster susceptibility, including landslides or floods (Brasil et al., 2023).

Solving deforestation runs within different policies, tech, and sustainability solutions. Furthermore, Remote sensing and AI-driven monitoring have already helped curb illegal deforestation in some places. Reforestation and afforestation projects are important, too. Large-scale efforts, such as China's "Great Green Wall," which managed to plant 66 billion trees, show the promise of restoring degraded lands (Zebra, 2016). In the same way, businesses need to address the issues of agriculture and supply chains that contribute to deforestation.

According to CDP, more than 400 major companies have vowed to cut deforestation out of their supply chains, showing the rising consumer appetite for sustainable commodities. Awareness and policy interventions remain critical to change. Such impacts will be felt in the long run and require strengthening conservation laws, promoting eco-sensitive land use planning, and supporting reforestation efforts. So, forests must be able to continue providing environmental and economic benefits for generations to come through international cooperation.

Method

This study combines bibliometric analysis to investigate research trends, theme patterns, and collaborative networks in deforestation studies. The process consists of four major stages: data collection, systematic literature review, bibliometric analysis, and data visualization.

Data Collection

The study uses Scopus as the main database because it covers a broad spectrum of high-quality publications related to deforestation research. Using the keywords "*Deforestation*" and "*Climate Change*," an advanced search was performed (From 1 January, 2020 to 17 December, 2024), and an initial dataset of 2,299 results was obtained. This gave rise to so many results that we needed to filter based on the title relevance and it gave us a total of 46 entries. After applying an additional filter on citation counts (>10), we arrived at a final list of nineteen key papers. Candidate records were screened for relevance, duplicates were removed, and keywords were standardized to ensure higher precision in subsequent analyses.

Systematic Literature Review

The final 19 articles underwent a thorough full-text evaluation to determine their relevance, quality, and contribution to deforestation research. The systematic literature review aimed to extract significant topics, methodology, and conclusions, enabling an in-depth survey of current research. This technique aided in finding gaps in previous research and connecting the bibliometric data with relevant insights.

Bibliometric Analysis

The annual publication output was analyzed to discover growing trends. Citation analysis was conducted to identify the subject's most influential publications, journals, authors, and institutions. Biblioshiny was used to conduct keyword co-occurrence analysis, which revealed prominent themes and growing study areas in deforestation studies (Kabir et al., 2024).

Social network analysis illustrates transnational collaboration between authors, institutions, and countries. The study also used co-authorship and keyword networks to investigate conceptual relationships in deforestation research.

Data Visualization and Interpretation

Biblioshiny and R software were used to visualize data, generating publication progression analysis, network diagrams, and word clouds. The identified patterns were contextualized within the larger landscape of scientific, policy, and environmental processes, shedding light on present research directions and prospects.

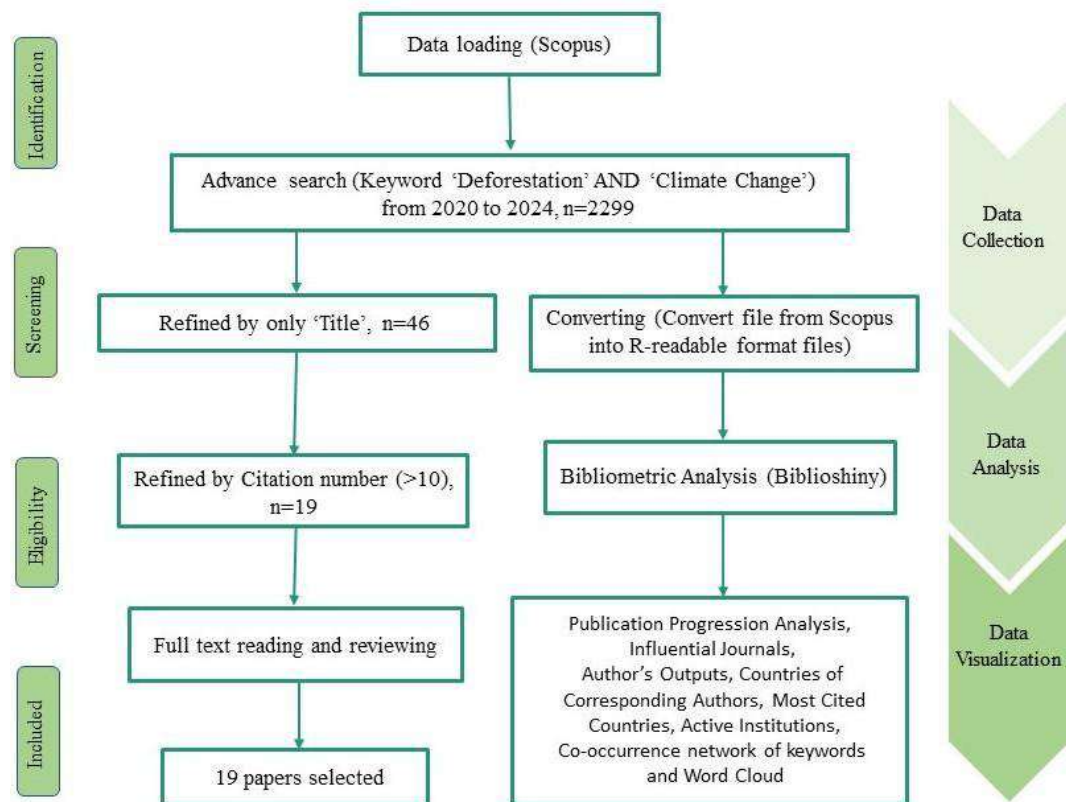


Figure 1: Systematic Literature Review and Bibliometric Analysis Workflow

Analysis and Result

Description of the Data

This dataset spans from 2020 to 2024 and contains 2,299 documents from 927 journals, books, etc. The collection is growing at an average rate of 12.44% per year. The average document age is 1.78 years, which is typical for an early stage, and the average citations per document are 14.99, signifying good scholarly impact. The dataset is constituted of a staggering 150,231 references overall. The document contains 9,875 Keywords Plus (ID) and

6,531 DE keywords, reflecting the diversity of thematic publications through ID keywords. There are 10,549 contributors to this paper and 175 authors of single-authored documents. There are 181 single-authored documents; collaboration dominates, with an average of 5.61 co-authors per document, and 45.41% of documents result from international collaborations. For reference, all the documents used here are articles demonstrating the emphasis on journal publications in academic research.

Table 1: Descriptive Statistics of the Data

Description	Results
MAIN INFORMATION ABOUT DATA	
Timespan	2020:2024
Sources (Journals, Books, etc.)	927
Documents	2299
Annual Growth Rate %	12.44
Document Average Age	1.78
Average citations per doc	14.99
References	150231
DOCUMENT CONTENTS	
Keywords Plus (ID)	9875
Author's Keywords (DE)	6531
AUTHORS	
Authors	10549
Authors of single-authored docs	175
AUTHORS COLLABORATION	
Single-authored docs	181
Co-Authors per Doc	5.61
International co-authorships %	45.41
DOCUMENT TYPES	
article	2299

Publication Progression

This line graph depicting the distribution of articles published yearly between 2020 and 2024. The x-axis shows the years, and the y-axis shows the number of articles. As the graph shows, the number of articles has increased over the years. Beginning with just under 400 articles in 2020, the total steadily increased, topping 450 by 2022. Between 2022 and 2024, the growth was sharper, and in 2024, the number of articles exceeded 600. This trend shows a steady and rapid growth of publication output in the period.

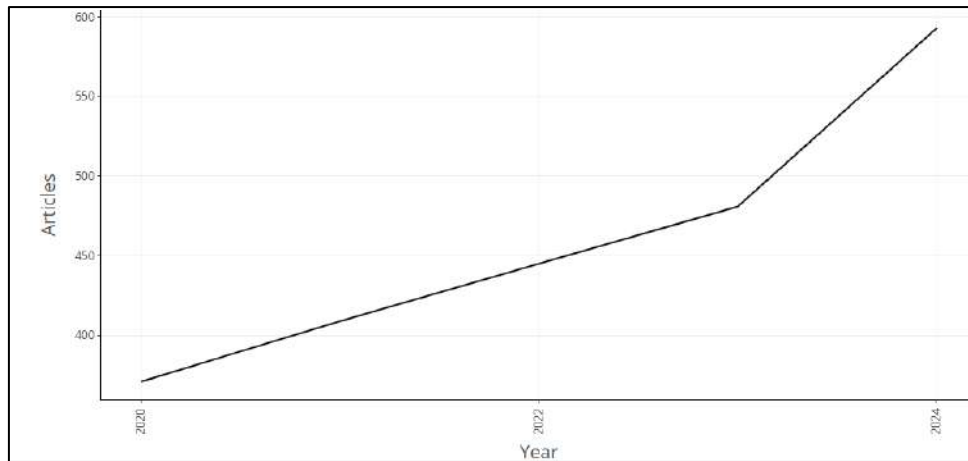


Figure 2: Annual Progression of Publications (2020-2024)

Influential Journals

Figure 3 shows a horizontal bar chart of the major sources of publications, ranked by their contribution of documents. *Forests* records 75 or so documents, followed closely by *Science of the Total Environment* (70 documents). Some other notable sources are *Environmental Research Letters* with 57 documents and *Remote Sensing* with 47. *Sustainability (Switzerland)* had 45 documents, and *Journal of Environmental Management* had 33. Some other important sources include *Environmental Monitoring and Assessment* (29 documents), *Nature Communications* (28 documents), and *Global Change Biology* and *Land* (27 documents each). This graph shows the breakdown of research outputs by each of the top journals producing them, demonstrating the importance of individual sources like *Forests* and *Science of the Total Environment* to the data set overall.

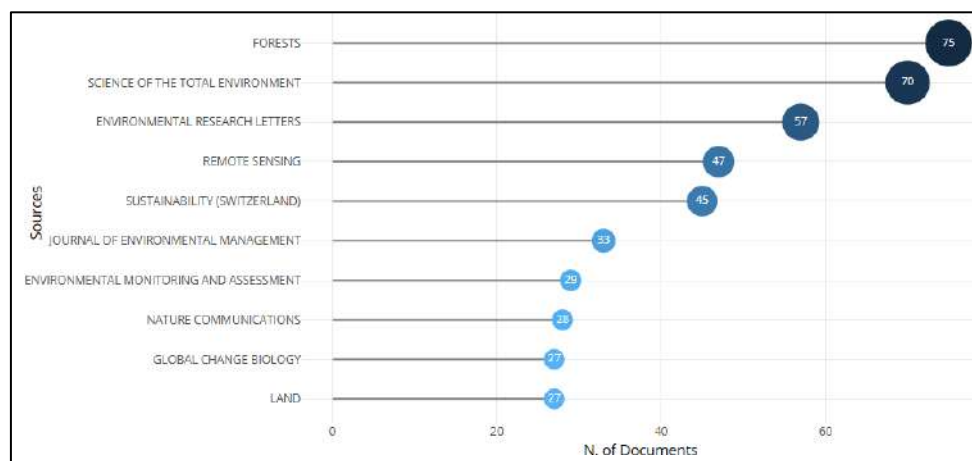


Figure 3: Influential Journals

Author's Outputs

This figure is a horizontal bar chart of documents written by various persons. Authors are listed on the vertical axis (y-axis) while the number of documents is shown on the horizontal

axis (x-axis). One bar is one author, and the length of the bar shows the number of documents that they have authored. The chart indicates that the author *LI Y* has provided the most contribution with 18 documents, followed closely by authors *JR* and *LI X* followed with 17 documents each. *Zhang Y* comes in the second place with 16 documents and *WANG X* with 13 documents. Other top contributors were *CIAIS P*, *ZHANG X* (12 documents each) and *LI S*, *YANG H* (11 documents each). Finally, *ARAGÃO LEOC* has 10 docs authored. The bars are colored and darker colors reflect the height of the count. This visualization effectively highlights the disparity in document input from the authors.

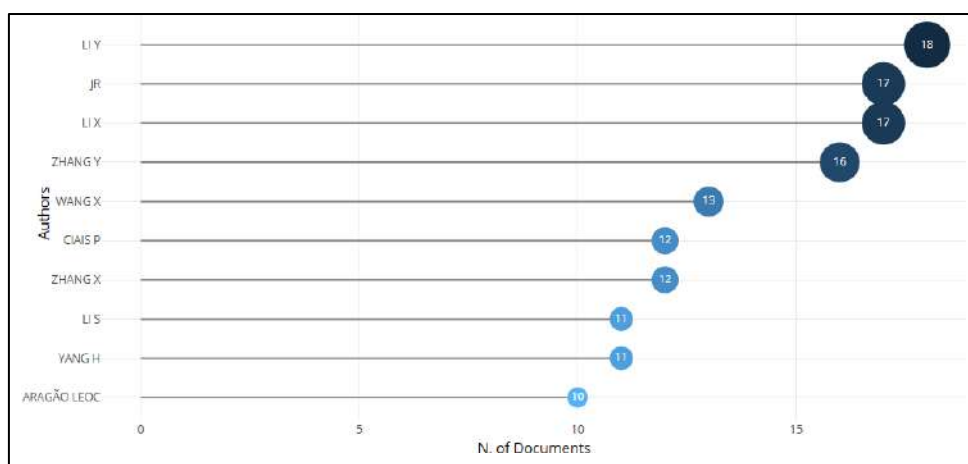


Figure 4: Most Relevant Authors in Deforestation

Countries of Corresponding Authors

In this horizontal bar chart, the authors from different countries are divided into collaborator types based on the number of documents. Countries are listed on the y-axis, and the number of documents is represented on the x-axis. Two colors represent collaboration types: red for MCP (Multi-Country Collaboration) and blue for SCP (Single-Country Collaboration). The *USA* leads with the highest number of documents, with a significant portion attributed to SCP. The second-highest contributor is *Brazil*, with a notable amount from multi-country partnerships (MCP), suggesting a focus on MCP. The countries behind were *China*, *Great Britain*, and *Germany*, whose contributions are comparatively equally divided between SCP and MCP. *India*, *Australia*, and *Spain* also have high contributions of documents, with widely varying proportions of MCP and SCP. The MCP collaborations also contribute smaller numbers, with MCP collaborations coming predominately from countries such as *Ethiopia*, *Mexico*, and *Colombia*. At the lower end of the spectrum, *Pakistan*, *Korea*, *Italy*, *Japan*, and

Sweden contribute fewer documents overall but appear relatively MCP-heavy. The bar chart illustrates the amount of output from each country and the respective emphasis on the different kinds of collaboration, thus visualizing trends with global collaborative research over the last ten years.

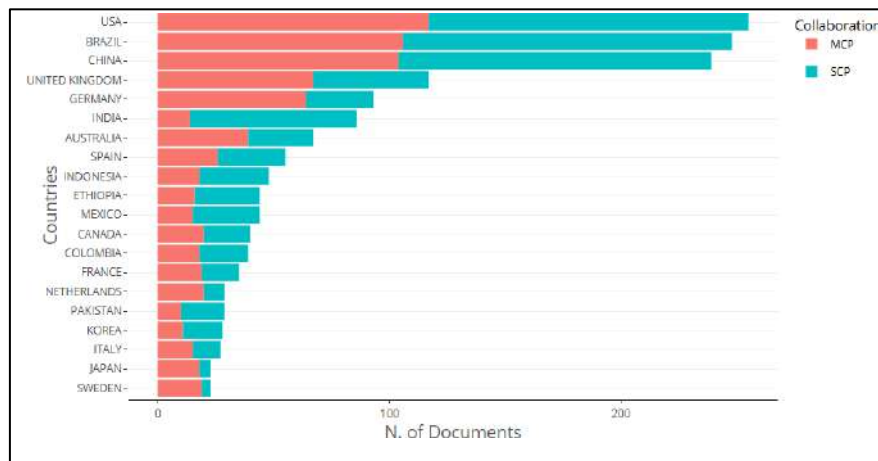


Figure 5: Corresponding 'authors' Countries

Most Cited Countries

The bar chart illustrates the number of citations attributed to different countries. The Y axis denotes the countries, and the X axis gives the number of citations. Individual countries are shown by points with respective values next to them. *USA* with 6549 citations, *Brazil* (4192), *China* (4057), and the *United Kingdom* (2955). Countries like *Australia* (1,765), *Germany* (1,575), *Netherlands* (827), *India* (717), *Chile* (568) and *Sweden* (502) rank progressively lower. The size of the circles probably reflects relative counts of citations, with the *USA* emerging as the largest contributor. This visualization highlights the differences in citation counts between countries.

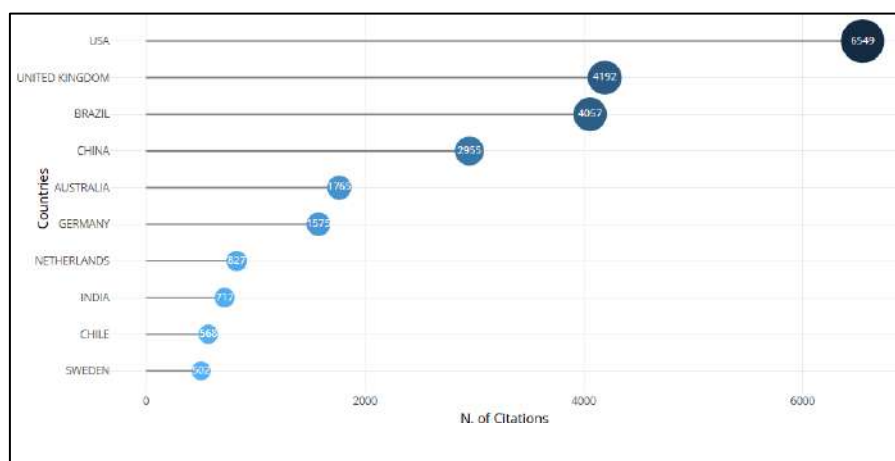


Figure 6: The Countries Which Cited Most

Active Institutions

A horizontal bar chart shows the number of articles from different academic and research affiliations. Affiliations and the number of articles is listed on the vertical axis and horizontal axis respectively. All ranking is followed by a circle showing the precise number of articles. The *National Institute for Space Research (INPE)* is top with 79 articles, followed by the *Universidad Nacional Autónoma de México* (72), *University of California* (70), *University of Exeter* (69), and *University of São Paulo* (66). Other top institutions include the *University of Leeds* (56), *University of Maryland* (55), *Michigan State University* (54), *Beijing* (52), and *Stockholm University* (50). The chart shows the output differences of all institutions, with *INPE* being the institution responsible for the highest output.

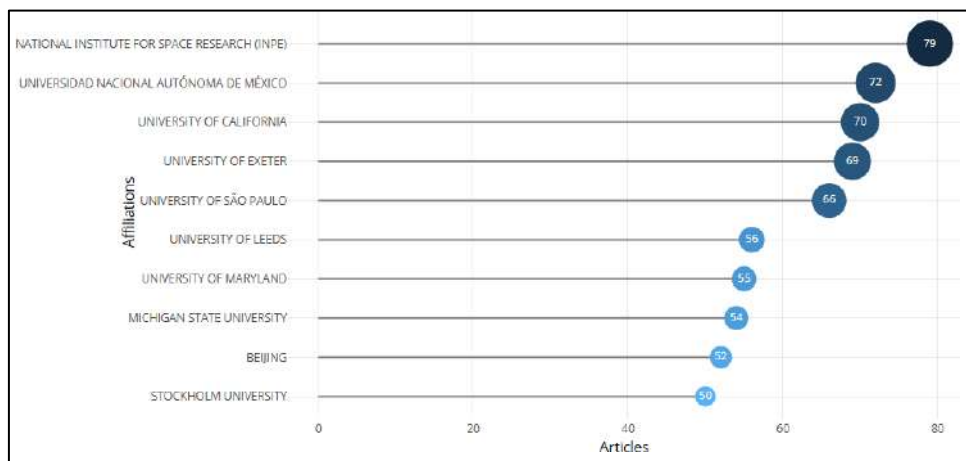


Figure 7: Most Relevant Affiliations

Network Analysis and Trend Word Analysis

Co-occurrence network of the Keywords

The output is a network visualization showing how several topics relate, probably based on reading documents or research papers. Each node (circle) stands for a specialized keyword, and the node's size indicates its importance/frequency in the dataset. The connections between words (or lines) depict the co-occurrence or closeness of these topics.

The central and largest nodes in the nodes above are what we call "climate change" and "deforestation," in red, indicating they are topics that are frequently discussed and connected. Scanning its neighbors are related ideas like "forest management," "global warming," and "greenhouse gases," which have substantial overlap with deforestation and climate change and appear in tightly clustered bunches in red. The upper right (purple cluster) contains numerous terms, such as "Amazonia," "carbon sequestration," "biomass," and "sustainable

development," that highlight consistency regarding tropical forests, land use, and carbon dynamics. These terms imply land use and carbon emissions in tropical environments. As shown in the lower left (green cluster), terms such as wildfire, forest fires, and fire hazards cluster together with control and hazard, representing discussions regarding fire dynamics and its effects on the environment. On the lower center (blue cluster), terms include "article," "ecosystem," "human," and "environmental protection," perhaps suggesting a somewhat more general or crosscutting focus on environmental research, highlighting human impact and potential conservation strategies. The vast number of lines crossing between clusters reflects the interdependence between these elements of environmental science.

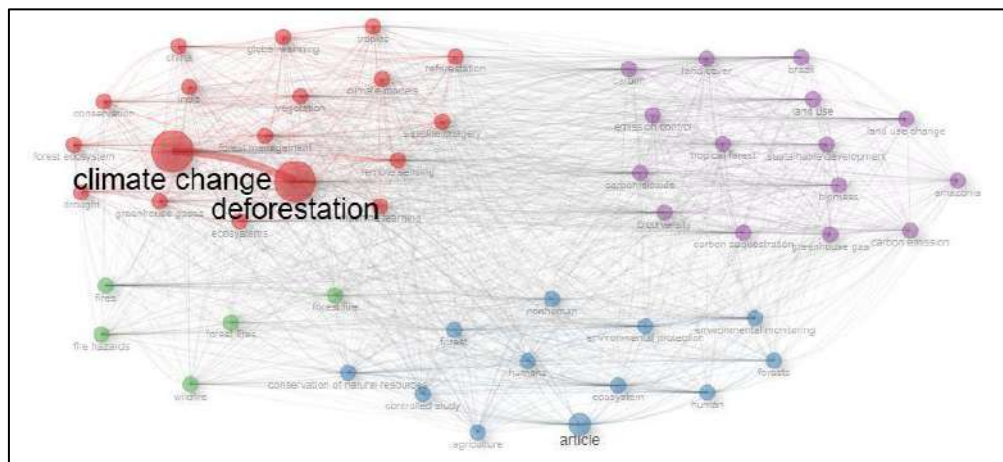


Figure 8: Co-Occurrence network of the keyword

Word Cloud

This is a word cloud of the environmental and ecological language used in the database (so "environment" gets its frequency, and so do "ecology" and "ecological," etc.). Each word size represents its importance or frequency in the dataset. The more the words are used, the larger, highlighting their relevance: "climate change" and "deforestation" dominate. Many other larger terms like "biodiversity," "land use," "ecosystem," and "carbon" show the main areas of focus in environmental research. Words such as "Brazil," "forest fires," "carbon dioxide," and "remote sensing" but also larger and less impressive refer to details but also for another main theme. The word cloud shows the interrelatedness of all these factors and highlights the focus on climate change, deforestation, and the impact on wider ecology. This gives a taste of the relative significance of terms and what aspects in the field are being highlighted the most from a general perspective.

particularly in the Amazon and Congo Basin. According to hydrological modeling, deforestation could affect precipitation, decrease water availability, and impact agricultural productivity. Research about biodiversity loss also focuses on habitat fragmentation and the loss of keystone species caused by changing environments from deforestation. Some policy analysis studies, particularly those investigating the REDD+ framework, indicate that while at a high level, conservation-based solutions achieved some success during the planning phase of the REDD+ system, its implementation stage faced multiple constraints, such as in local execution. Nevertheless, socioeconomics studies emphasize that economic processes interplay with Indigenous justice such as deforestation, leading to the need for compliance-based governance that combines nature conservation and livelihood activities. Additionally, studies on human health show that in deforested areas, people are at greater risk of vector-borne diseases and extreme heat stress. Emerging trends in research reinforce the importance of AI, machine learning and remote sensing as tools to improve monitoring and enforcement against deforestation.

Table 2: List Of Selected Articles And Detailed Review

Paper	Approach	Problem Definition	Challenges	Dataset	Result
(Y. Li et al., 2022)	Earth system model simulations and satellite-derived estimates of aboveground biomass	Assessing the impact of deforestation-induced climate change on carbon storage in tropical forests	Neglect of biophysical effects in carbon accounting systems	Satellite-derived estimates of aboveground biomass	Additional carbon loss: Amazon ($5.1 \pm 3.7\%$), Congo ($3.8 \pm 2.5\%$)
(Zvobgo & Tsoka, 2021)	Landsat imagery analysis, household questionnaire survey, key stakeholder interviews, Markov Chain Cellular Automata model	Evaluating the rate and causes of deforestation in Upper Manyame Sub-Catchment, Zimbabwe	Urban expansion, peri-urban agriculture, lack of forest conservation policies	Landsat imagery (1990-2020)	9.4% vegetation loss (1990-2020), projected 3.3% loss by 2030
(Wolff et al., 2021)	Spatially explicit satellite, climate model, and population data	Impact of deforestation and climate change on mortality and unsafe work conditions in Berau, Indonesia	Lack of research on deforestation effects in low-latitude industrialising countries	Forest cover and temperature data (2002-2018)	17% forest loss; increased mean daily max temp by 0.95°C ; 7.3-8.5% increase in mortality; unsafe work time increased by 0.31 hours per day

(Bos et al., 2020)	Integrated assessment using remotely sensed, spatially modeled, and locally reported data	Effectiveness of REDD+ interventions in addressing deforestation drivers	Inadequate intervention strategies at local levels	Five project sites in Peru, Brazil, Vietnam, and Indonesia	Found general agreement between observed, modeled, and reported deforestation drivers, but some interventions were inadequate
(Jackson & Decker Sparks, 2020)	Policy analysis and REDD+ framework	Relationship between modern slavery, deforestation, and climate change	Lack of integration between antislavery and environmental programs	REDD+ program strategies	Proposes integrating antislavery interventions into REDD+ to improve efficiency and protect vulnerable communities
(Alves De Oliveira et al., 2021)	Coupled ocean-atmosphere model	Heat stress risk due to deforestation in the Brazilian Amazon	Extreme heat stress beyond human adaptation limit	RCP4.5 and RCP8.5 climate scenarios	By 2100, over 11 million people at extreme risk of heat stress due to Amazon savannization
(于 et al., 2021)	Palynological analysis of drilling cores	Long-term impact of human activities on forests and climate	Anthropogenic deforestation affecting climate since MIS5a	Pollen records from drilling cores	Strong increase in Dicranopteris spores and non-arboreal pollen indicate deforestation since late Holocene
(Arias et al., 2020)	Hydrological modeling of climate and deforestation effects	Impact of deforestation and climate change on Amazon hydropower planning	Altered river flows impacting energy generation	Tapajós River Basin hydrological data	Dry season hydropower potential could decrease by 5.4-7.4%; interannual variability may increase by 50-69%
(S. Li et al., 2021)	Fire weather index analysis	Contribution of climate change to wildfire-prone conditions in Cerrado and Arc of deforestation	Influence of El Niño and climate change on fire risk	2015 fire event in Brazil	Climate change increased likelihood of extreme fire weather; high fire weather index linked to temperature and humidity changes
(De Faria et al., 2021)	Fire-ecosystem modeling with remote sensing	Vulnerability of Amazon forests to post-fire grass invasion	Increased fire frequency leading to permanent vegetation shifts	Fire-climate data from 1981-2017 and projections for 2070-2099	14% of Amazon currently vulnerable; by 2100, 21% may be at risk of irreversible

					forest-to-grassland transition
(Chatting et al., 2022)	Climate modeling and carbon stock assessment	Future mangrove carbon storage under climate change and deforestation	Increased CO2 emissions from deforestation reducing mitigation potential	Climate scenarios SSP245 and SSP585	Climate change increases global mangrove C stocks by ~7%; deforestation emissions projected at 678.50 ± 151.32 Tg CO2e (2012-2095)
(Karuppusamy et al., 2021)	Climate trend analysis and vector-borne disease modeling	Impact of climate change and deforestation on vector-borne diseases in Mizoram, India	Rising temperatures and humidity facilitating disease spread	Climate data (1979-2013), forest cover data, disease incidence data	0.8°C rise in min temp; increased rainfall/humidity facilitating malaria/dengue spread; annual forest loss of 162 sq.km
(Leon et al., 2022)	Time-series analysis using co-integration and causality models	Effect of deforestation on climate change in Ecuador	Indirect impact of deforestation on climate change through agriculture and livestock	FAO data (1990-2020)	Short and long-term relationship between deforestation and climate change; recommendation for reforestation programs
(Gatti et al., 2021)	Atmospheric carbon measurement via aircraft profiling	Amazonia as a carbon source due to deforestation and climate change	Southeastern Amazon acting as net carbon source	590 aircraft measurements (2010-2018)	Eastern Amazon emits more CO2 due to fire emissions; deforestation increases dry season stress
(Wigand et al., 2022)	Data mining and research trend analysis	Impact of climate change, pollution, and deforestation on mental health	Lack of social and ethical considerations in research	15-year metadata from PubMed®	Growth in research on climate-mental health link; ethical/social dimensions underexplored
(Batten et al., 2021)	Life cycle analysis of bio-polyisoprene	Potential of bio-polyisoprene to mitigate deforestation and climate change	Environmental impact of rubber production	Comparative study of bio vs. natural/synthetic rubber	Bio-polyisoprene reduces GHG emissions; 84% lower land use than rubber plantations
(Friess et al., 2020)	Analysis of land-use and land-cover change (LULCC) and biophysical disturbances	Assessing the impact of deforestation, climate change, and restoration on mangrove carbon stocks	Differentiating variable impacts of LULCC, sea-level rise, cyclones, and rehabilitation on carbon dynamics	Various global estimates of mangrove carbon loss	Highlights the necessity of considering LULCC types in conservation efforts

(Da Silva et al., 2022)	Habitat suitability modeling under current and future climate scenarios	Evaluating the effects of deforestation and climate change on Amazon primates	Predicting species distribution loss and extinction risk under climate change scenarios	12 endemic primate species in the Eastern Amazon	8 out of 12 species may lose 90% of their range by 2050, with 25% facing extinction
(Ellwanger et al., 2020)	One Health perspective analysis of deforestation's impact on disease spread and public health	Examining how Amazon deforestation contributes to the spread of infectious diseases	Weakening environmental policies and increasing deforestation activities	Amazon deforestation data, with emphasis on Brazil	Identifies links between deforestation, climate change, and emerging diseases, proposing mitigation strategies

Conclusion and Future Directions

The increased literature on deforestation research highlights the worldwide concern over forest loss, its environmental and socioeconomic impacts, and the effectiveness of mitigation policies. The growing body of research points to climate change, biodiversity loss, and land-use changes that contribute to the blasting rates of deforestation. Monitoring technologies have made significant progress in recent years (e.g., remote sensing, machine learning, GIS); however, this is largely constrained by their lack of integration with policy enforcement and socioeconomic factors (Duguma et al., 2019). The results highlight the importance of well-designed conservation and governance regimes and corporate accountability mechanisms to reduce deforestation. Combating these issues requires multidisciplinary approaches and systematic efforts, including technological advancement, policy implementation, and grassroots involvement.

It's important, thus, for future studies to deal with the long-term effects of conservation policies, the effectiveness of reforestation and afforestation projects, and the socioeconomic betterments or bottlenecks of a shift of land use. However, forest governance can be enhanced through better international collaboration, sustainable land-use practices, and integrating remote sensing and AI-driven analytics in policymaking. Additionally, exploring new financial mechanisms like carbon trading and incentive-based conservation can all support sustainable forest management. By doing so, these future studies will help to bring policy solutions closer to being practical and realistic to implement, all while weighing environmental integrity and economic viability. They can also lead to improved management of sustainable forest conservation efforts in the global deforestation arena.

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Headteachers' Leadership Styles and the Quality of Secondary Education in Agago District: Unveiling the Nexus

Kidega Charles^{1*}

Zhejiang Normal University, College of Education, Department of International and Comparative Education, China, Email: kidega92@gmail.com , <https://orcid.org/0009-0004-2646-2219>

Ibrahim Mariam Rajabu

Zhejiang Normal University, College of Education, Department of International and Comparative Education, China, Email: rajabumaria015@gmail.com, <https://orcid.org/0009-0009-2847-3532>

Abstract

Education in a post-conflict zone is a critical and challenging undertaking. The negative impacts of conflict on the teaching-learning process of the child include no psychological balance, an unconducive environment, violence, and antisocial practices. Effectively addressing these challenges requires applying good school leadership styles as proposed by behavioural Leadership Theory. This research was guided by Behavioural Leadership Theory, which Lewin et al. (1939) used. He identified three core leadership styles, namely, Authoritarian (autocratic), Participative (democratic), and Delegative (laissez-faire). Research investigated the leadership styles applied by the headteachers in secondary Schools in Agago district. A cross-sectional design was employed using interviews and focus group discussion methods of data collection. Qualitative (textual and visual analyses) was used to analyse data from interviews, and summative thematic content analysis was used to analyse data collected through focus group discussions. The findings revealed that headteachers applied empathetic, transformational, dictatorial, and laissez-faire leadership styles. Empathetic and transformational leadership styles significantly influenced the performance levels of the different schools and were recommended for headteachers in schools in Northern Uganda. The five School Headteachers applied various Leadership Styles in their Schools, which influenced the performances in the schools differently. A leadership style striving to enhance relationships with her followers, prioritising the interests and needs of followers, raising awareness and gaining acceptance of school goals, focusing on long-term priorities without compromising values and principles, and transcending daily affairs for long-term goals.

Keywords: leadership styles, Headteachers, Academic performance, secondary school

Introduction

The implementation of Universal Primary Education in Uganda since 1997 has provided numerous children with training opportunities, increasing the enrolment rate from 53.1% in 1990 to 94.2% in 1998 Charles et al. (2023). The number of primary school leavers and the demand for affordable access to secondary education have increased despite the initiation and implementation of Universal Secondary Education at the lower secondary level, where the government subsidized certain costs in secondary schools. Several challenges and constraints persist (Magesa & Mtebe, 2022). Furthermore, the drop-out rate at the primary school level exceeds 70%, resulting in approximately 30% of students not advancing to secondary education, with a particularly low rate for girls (Adipala et al., 2023; Adipala and Ekimwere, 2023, this Volume). The unemployment rate among Ugandan youth, defined as individuals aged 18-30 years, is notably high at 64%, as reported by the Uganda Bureau of Statistics. Odhiambo, (2021) Universities and employers express concern regarding students' inadequate knowledge upon completing their secondary education. Given the increasing prevalence of this trend, universities and employers frequently offer short courses designed to enhance fundamental knowledge. Efforts should focus on improving access to education for rural communities and closing the gap between secondary school educational outcomes and subsequent life opportunities (Bagheri & Akbari, 2018; Mbeya & Musa, 2022). Africa has the lowest rates of secondary school enrolment worldwide. Only 28% of youth are enrolled in secondary school, leading to over 90 million teenagers encountering difficulties obtaining employment in low-wage, informal sector jobs UNESCO, (2024); Charles et al. (2023)

Problem Statement

The inadequate academic performance of secondary schools in Uganda raises substantial issues for government policymakers and educators. The 2018 UNEB report indicates that out of 98,524 students who took the 2018 UACE examinations, 1,489 received an F grade, signifying failure. In 2017, 1,141 students failed out of 101,269 candidates; in 2016, 1,363 candidates failed out of 104,234. (Ahimbisibwe, 2017; Sengendo, D. & Eduan, W. ,2024). The UCE level exhibits a similar trend, with a substantial percentage of candidates receiving ungraded results or failing in recent years. The government's response to subpar performance has included corrective measures such as renovating traditional secondary schools to enhance the learning environment, reassigning head teachers in underperforming institutions, and, in extreme cases, withholding the deployment of certain head teachers as a punitive measure for insufficient performance. This technique is seen as a pragmatic solution for tackling the issue of inadequate performance from a broad leadership standpoint; however, the problem endures (He et al., 2024;

Highfield & Woods, 2024). The current literature reveals a lack of conclusive studies in Uganda regarding the role of leaders in the efficient management of secondary schools. Prior research on leadership within educational contexts has predominantly concentrated on primary education (Otyola, 2025; Shafi et al., 2020). The sole study in the literature review addressing secondary education in Uganda was conducted by (Chijere, 2024; Ratna et al., 2022).

The research investigates leadership styles of secondary Headteachers and their effects on student academic achievement.

Theoretical framework

This study was based on the Behavioural Leadership Theory implemented by Lewin et al. (1939). He identified three basic leadership philosophies: authoritarian (autocratic), democratic (participative), and laissez-faire (delegative). Cherry (2006) went into further detail and put out the four leadership philosophies listed below:

Autocratic or authoritarian leadership is characterised by low group member input and individual control over all decisions. Autocratic leaders typically make decisions based on their judgment and ideas, rather than soliciting feedback from their followers (Motsamai Modise, 2024). It means having complete, autocratic control over a group (Yea et al., 2024; Yuting et al., 2022). Group leaders set all work processes and methods, members are rarely trusted with important decisions or responsibilities, and their engagement is minimal. These qualities characterise autocratic leadership.

Under democratic or participative leadership, group members are more active in decision-making. According to academics, this learning strategy is typically one of the most effective, increasing member contributions, productivity, and group morale. Democratic leaders can produce much excellent work over a long time (Hikmat & Ghorbandi, 2024). Because they appreciate the trust they are given, many employees react with collaboration, a strong feeling of teamwork, and good morale (Mythili, 2024; Ximenes & Silva, 2024). Democratic leadership is characterised by encouraging group members to express their ideas and opinions, even as the leader retains the ultimate authority in decision-making.

Leaders who practice laissez-faire or delegative leadership are detached and allow group members to make choices. A democratic leader usually establishes goals, lets staff members develop and advance in their roles, recognises and promotes success, and develops procedures

to assist staff in assessing their performance. According to a study, this strategy typically results in group members being the least productive (Ahsan & Khalid, 2023; Zadok & Benoliel, 2023).

Laissez-faire leadership is characterised by bureaucratic leaders who expect their followers to solve problems independently, provide them the tools and resources they require, allow them to make all the decisions they want, and give them little guidance (Chhom et al., 2024; Hanania et al., 2024). Under bureaucratic leadership, decisions are made by established procedures (Parlar, 2017; Y. Zhang et al., 2025). All actions must comply with predetermined rules and regulations. The text does not discuss it; the manager refers to the level above them. This boss is more of a police officer than a leader. He or she adheres to the rules. The behavioural leadership theory focuses on the actions and behaviours of leaders, assuming that other leaders can emulate the traits of successful leaders. Observing their behaviour is the most effective method for predicting a leader's success.

Patterns of behaviour are identified and classified as leadership styles. The behavioural leadership concept was adopted because it was thought that a leader's actions impacted the team members they worked with. In Uganda, representatives from the Parents' Instructors Association (PTA), students, instructors, non-teaching staff, and political leadership comprise the Board of Governors (BOG). Together with their deputy, the BOG, and PTA Executives, the secondary school headteacher is responsible for supervising, managing, and planning the school's activities, utilising the assistance of their personnel, which includes teachers, non-teaching staff, and students, notably the prefects (Alharthi, 2024; Almazovaite et al., 2024; Kidega et al. (2025). The school's success depends on the stakeholders being successfully mobilised to carry out their responsibilities. Throughout history, leadership ideologies that emphasise democracy, participation, and transformation have contributed to the advancement of education. Headteachers are accountable to their stakeholders for all activities that take place in the school, as they are involved in decision-making. A chief instructor should convince a group of people to achieve a common goal.

On the other hand, Hanania et al., (2024) argued that leadership affects the relationships between leaders and followers, shaping the organization's direction and vision. According to Northouse (2010), effective leadership improves the group's performance and transcends the leader's interests (Abasilim et al., 2019; Yea et al., 2024; Zheng & Ye, 2024). Haryaka, (2025), Katsikas (2025). Educational leadership should support, guide, and motivate teachers to do their tasks effectively. School administrators were held accountable for their students' academic performance (Ratna et al., 2022). They hypothesised that principals indirectly aid students'

success by encouraging teacher commitment and faith in their team's skills. The core of leadership is a consistent pattern of action a leader uses to gain more influence. Leadership style results from relevant information, personality traits, fundamental motives, and ideas on operating situational elements, Pennell, (2023). Transformational leadership was one of the primary subjects discussed in the literature review. Transformational leadership strongly emphasises "building school vision and goals, providing intellectual stimulation, offering individualized support, modelling professional practices and values, demonstrating high performance expectations, and developing structures to foster participation in school decisions" (Abasilim et al., 2019; Boonla & Treputtharat, 2014). Transformative school leadership fosters collaboration between teachers and leaders, driving continuous improvement processes that promote teamwork and ultimately lead to a positive school trajectory and overall effectiveness. This tactic pushes teachers to prioritise the school's success over their interests (Haryanengsi & Radiana, 2024). Furthermore, research (Gaston, 2024; Sliwka et al., 2024)Gaston, (2024)supported the integrated model by highlighting the importance of both instructional and transformational principal competencies and pointing out that schools with superior teaching quality and performance also have integrated leadership. Integrated leadership" acknowledges that a strong, results-oriented management approach must be in place" before, or at least concurrently, expecting teachers to undertake transformative work.

Methods

Research design

This research used a qualitative method and a case design throughout the study. The respondents' opinions, feelings, and experiences with the headteachers' leadership styles were sought. This was done through Interviews, Focus Group Discussions, Observations, and Group Discussions during the Workshop to allow a more diverse group of participants to provide a broader range of ideas. The data were continually used, categorised, and refined to inform theory. The areas categorised included: school attendance by students and teachers; meeting attendance by teachers and parents; parents paying for the cost of education process of their children; participation by teachers, learners and others in school activities; headteachers' involvement of all stakeholders in the management and administration of the school; headteachers' leadership style. Observations were made from notice boards, files, and notices in head teachers' offices and staffrooms.

Sampling techniques

Five secondary schools were selected purposefully since the primary focus was on secondary schools' leadership styles in the Agago district, and waiting was convenient. These schools were A, B, C, D, and E, and the study was conducted in those five schools with approval from the Board of Governors. The BOG Members, PTA Executives, Headteachers and their Deputies, Senior Female and Male teachers, and students were selected purposively because they are the school's stakeholders, and their numbers are few. Teachers, non-teaching staff, and pupils were selected using the formula suggested by Krejcie and Morgan (1970) to get a representative sample, and later, a stratified random sampling technique was used to get males, females, and boys. Because of their large numbers, only a sample was chosen to participate in the research.

Target population

The target population for this study was BOG Members, BOG Executives, Headteachers and their Deputies, Senior Female and Male teachers, Teachers, Non-teaching Staff, and the secondary students from the five pilot secondary Schools. Their perspectives and opinions on the leadership style of this study used 5 BOG Members, 5 PTA Executives, 5 Headteachers and, Senior Females (5) and Male teachers (5), Teachers (10), Non-teaching Staff (5) and five students from each secondary Schools in Agago district namely, School A, School B, School C, School D and school E. The accessible population size for this study was 45

Data collection techniques and analysis

Semi-structured interviews were conducted with headteachers, senior female and male teachers, teachers, non-teaching staff, and pupils. At the same time, Focus Group Discussions were held with BOG and PTA Executives during school visits. These stakeholders manage the school, so their perspectives and opinions on the leadership styles applied were explored through interviews. They acted as supervisors of the performances of the Headteachers. While in school, observations were done, and the headteachers were also asked to give their views on the leadership styles and the general performance of the schools. This helped to answer the doubts about the results of a research analysed through a qualitative method that creates a self-fulfilling prophecy stemming from expectancy-based information processing (Antonakis et al., 2003; Fiske, 1995). This process helped in unique controls and triangulations to ensure that results

converged from different categories of stakeholders (Antonakis et al., 2003). The interviews lasted for 10 minutes each participant and were held confidential, and responses were recorded with the participants' permission. Parents were then divided into groups to discuss specific issues concerning Parents' Meetings, class meetings, fee payment, gender sensitivity of the school administration, and how they would describe their headteachers' leadership style.

Preliminary visits were made to these secondary schools to discuss their poor performance and quality of education with the headteachers and their deputies. They acknowledged and attributed the poor-quality education to challenges like poor attitudes of parents, lack of necessary scholastic materials, poor teacher attitudes leading to teacher absenteeism, and poor children's discipline. The study used a qualitative research technique to analyse interview data. In contrast, the data collected through focus group discussions were analysed through summative thematic content analysis, with NVivo software's help, and analysed and presented into themes. An inductive approach was used to identify the recommended leadership styles that the headteachers of secondary schools in the Agago district of Northern Uganda might apply to improve academic performance in their schools. This was based on information collected from the stakeholders of some secondary Schools in Agago district.

Ethical consideration

The participants were briefed and consulted before the interviews, and agreed to participate willingly. Their details were confidential, and the final report did not present names and other data. We acknowledged their contribution to the participant, from the data collector, the participants, and the data analyst.

Results

The study aimed to examine how the educational leadership styles of headteachers affect student academic performance. What happens at a few selected secondary schools in the Agago district? What type of leadership do they practice? Why is such a leadership style used? Moreover, what is the impact on the students' academic performance? The following arose from the interviews of the stakeholders within the five selected secondary schools in Agago District;

Quality of education

The quality of education indicators was derived from competency levels in Junior High School and Senior High School curricula and UCE and UACE outcomes, respectively. The overall

performance was subpar, as seen by the 2020 UCE examinations, where merely 7% of students achieved division I, while the remaining secondary schools attained below 4%. This unequivocally indicates that the student's academic achievement is subpar. In contrast to our data regarding other institutions, the number of pupils achieving Division I and II at School C is noteworthy. A parent stated that most of our children are not receiving a quality education, as government-paid instructors frequently fail to attend classes. When they do, they are sometimes tardy or absent altogether. This elucidates the reasons behind the dismal performance of most government schools in examinations.

A teacher stated, "We lack sufficient support to enhance the teaching and learning process." Occasionally, the laboratory lacks necessary chemicals, instructional manuals are unavailable, and the teacher-student ratio is excessively high, about 80, complicating the implementation of the new competency-based curriculum.

Students are enrolled in secondary schools.

Another area examined was student attendance, revealing that Schools A and C had the highest attendance rates at 90%. In contrast, the attendance rates for Schools B and D were 70% and 85%, respectively. This was accomplished by obtaining records of student attendance rates from the headteachers' office and class instructors. Nevertheless, the Headteacher of schools C and E did not acknowledge the issue of girls' absenteeism, unlike schools A, B, and D. At school A, the Headteacher indicated that teachers typically monitor absent kids. At the same time, parents often communicate regarding their children's illnesses. The Headteachers of schools A, B, and D indicate that the commencement of the term is typically challenging, particularly during the initial two weeks. The girls in the senior high school classrooms are frequently missing. They care for their parents throughout their illness. Occasionally, they assist the mothers with gardening tasks or supervise the children while the mothers are at work.

Teachers attending school and teachers' welfare.

Teachers' attendance across all schools was satisfactory, with School C exhibiting the highest rate at 90%, whereas the other schools recorded an attendance rate of 65%. School C had almost all its teachers on the Government Payroll. However, School D had a minority of its teachers

on the Government Payroll, with 13 out of 30 teachers receiving government compensation. Headteachers were asked, “How did they maintain the attendance records of teachers?” They reported the existence of Attendance Record Books. The attendance record for instructors was maintained by requiring them to log in upon arrival and out upon departure. At the end of each month, the records were scrutinised, and if a teacher exhibited consistent tardiness or absenteeism, the Deputy Headteacher would initiate a conversation with the teacher. When enquiring about the utilisation of the record to improve student performance? All school administrators indicated that the school records facilitated the consistent and regular attendance of instructors at their responsibilities.

According to the teachers' reports, only Schools C and D made timely payments, and any issues were addressed transparently. Teachers were assigned the responsibility of collecting and disbursing the money. Schools A, E, and B payments were not consistently made promptly. In several instances, there were two to four months' intervals during which transparency was not upheld.

Parents are remitting tuition money.

The headteachers were interrogated regarding parents' payment of school fees. During a session, the representatives were asked about the parents' payment of school fees. Participants from the seminars at Schools A, C, and D disclosed that the fees encompassed: Development fund, PTA contribution fees, additional charges, church contribution, co-curricular fees, remedial classes, examination fee, admissions fee, medical expenses, and borehole fee. In School B, the information was not itemised; instead, a lump sum was provided for each section: S1–S. 4 receive 59,400/=; S. 5–S. 6 receive 74,500/=. All participants, excluding those from School A, concurred that they were involved in the decision-making process, and parents were cognizant of their involvement. Stakeholders of School A reported that not all fees were disclosed to the parents.

Stakeholders in all schools indicated that parents are reluctant to pay fees due to several factors: inadequate accountability and record-keeping; a strained relationship between headteachers and parents; subpar performance in UCE and UACE, leading some parents to perceive fees as a misallocation of resources; tardiness among teachers, resulting in insufficient instruction; reports of divisive administrative practices causing fragmentation within the school; and the financial hardships faced by many parents, including a significant number who are unemployed

or single mothers. Some assert they have numerous offspring, including grandchildren, while others are single parents. Some highlighted the issue of the budget not being created in collaboration with parents before its presentation at the annual general meetings. Nevertheless, the Headteachers stated, "The Budget is presented at the AGM, which is attended by only 20% to 30% of parents who possess positive attitudes."

The headmaster of School C stated that the institution endeavours to engage the PTA Chairperson and Executives to raise awareness among parents on the payment of school fees. One month following enrolment, children are approached regarding fee payment; after two months, the school communicates with parents, subsequently resulting in the children being returned home. Nevertheless, the children should not be dismissed; instead, efforts should be made to persuade the parents and children to remit the payments.

A proposal was made to develop strategies to educate parents, involving key individuals in the municipality to engage with them. Emphasis should be placed on Class Day and meetings focusing on lower grades, rather than solely on examination classes. Additionally, local council members should be informed, district bylaws established, and leaders encouraged to adopt a unified message. Visitation Days should commence with discussions between parents and teachers; NGOs and schools should engage with parents; and District Education Ordinances should be enforced.

Strategic planning and financial allocation procedure

Headteachers were asked about their methods of engaging teachers in economic planning and allocating government funds. The Headteachers disclosed multiple methods by which teachers participated in financial planning and allocating government funds. The methods included establishing a committee of educators to strategise the allocation of USE monies, while in Schools B, C, and D, the group deliberated on topics for Staff meetings. School funding for Extra Land is allocated to compensate teachers who participated in delivering the additional instruction.

Headteachers' leadership styles in secondary schools in Agago District

Deficiency in self-assurance and dereliction of responsibilities

According to the interviews, most teachers indicated that their headteacher adopts a laissez-faire leadership style due to a deficiency in confidence in executing tasks. A teacher at school

A remarked that the headmaster excessively allocates authority. He delegates obligations that he is capable of performing. He assigns uncomplicated administrative functions that the headteacher might complete in 20 minutes. He predominantly occupies himself with social media and traversing the compound, attired elegantly, devoid of any sense of responsibility. This indicates a lack of confidence in his responsibilities (February 2025).

Concurrently, a teacher from school B disclosed that the school head assigns responsibilities to the management team. However, she frequently neglects to follow up on the feedback concerning the delegated tasks. She poses no obstacle if the delegates inadvertently offer criticism (February, 2025).

Understanding of leadership

During the interview, most teachers indicated that their school leaders adopt a laissez-faire leadership style due to a lack of leadership expertise. One of the educators at School A remarked that our principal possesses a degree. This is the reason he employs a laissez-faire leadership style. Had he participated in leadership classes, I am confident he would adeptly employ many leadership styles as circumstances required. In our school, teachers engage in actions they deem appropriate. For instance, an educator may choose to neglect their courses, while the principal fails to implement any corrective actions against them **(February, 2025)**

Job satisfaction of teachers

Through comprehensive interviews with school administrators, academic instructors, and the District Education Officer, the researcher acquired thorough insights into the laissez-faire leadership style, with most respondents indicating that this leadership approach boosts teachers' job morale.

The Headteacher School D contended that there are circumstances inside the institution where a laissez-faire leadership approach is appropriate. I recognise that some subordinates possess more excellent knowledge than I do; yet, I cannot disclose this to them and instead must provide opportunities for them to utilise their skills. This results in employment satisfaction, subsequently improving pupils' academic achievement (February 2025).

Moreover, teachers from school A emphasised that the Laissez-faire leadership style is crucial for implementation at school. B as it enhances teacher morale and fosters a sense of identity and respect for their potential among teachers. This results in commendable academic achievement among pupils, as educators exert considerable effort to fulfil syllabi and implement adjustments to pursue institutionally established objectives **(February, 2025)**. Most

teachers indicated that their school leaders include them in the decision-making process, resulting in job satisfaction as they feel acknowledged as integral members of the organisation. The discussion with the academic master from School C indicated a relationship between teachers and the school head. Moreover, each educator cultivates a proactive work ethic autonomously. This enhances academic success in our school **(February 2025)**.

Another educator from School D remarked that the headmaster encourages faculty through many means; for instance, he occasionally supplies lunch for teachers and, after Form Four graduations, he presents letters of appreciation or monetary gifts to those teachers. The head of our school inspires us in various ways; for instance, he occasionally gives lunch for teachers and, after form four graduations, he presents letters of gratitude or monetary prizes to those instructors whose students excelled in the topics they taught. Moreover, our leader provides support during many obstacles, including familial issues (February 2025)

The DEO stated during the interview that a democratic leadership approach is utilised by school leaders in her region. She noted that school leaders employ a democratic leadership style by allowing teachers to present their rationale, when necessary, before implementing further disciplinary measures. To facilitate an effective teaching and learning process, school administrators review it and thereafter provide reports to teachers, wherein leaders engage in discussions regarding difficulties related to the teaching and learning process, ultimately reaching conclusions **(February, 2025)**.

Delegation

All individuals possess unique gifts; therefore, educational institutions should provide leadership responsibilities to their subordinates. Subordinates possess expertise in areas where the institution's head lacks knowledge. This is significant as it aids the school in progressing towards attaining its organisational objectives. Ensuring equitable treatment for all individuals inside the educational institution is crucial. This alleviates the inferiority complex for individuals who can successfully execute their tasks and may be marginalised. Isolating staff may diminish morale and adversely affect academic achievement; therefore, secondary school administrators should refrain from adopting such actions. In making final decisions, school administrators should acknowledge and contemplate the perspectives of their subordinates. They asserted that to foster collective accountability and participatory decision-making among all educational stakeholders, school administrators should adopt the most successful leadership

style, specifically democratic leadership. The principal of our school utilises a democratic leadership style, as noted by another educator from school number three, because it facilitates optimal oversight by, for instance, monitoring the curriculum, ensuring the timely delivery of assignments by teachers, and confirming their punctuality.

The head of our school adopts a democratic leadership style, as it facilitates optimal supervision by managing the teaching schedule, ensuring the completion of assignments by instructors, and upholding the timeliness and discipline of both educators and students. Consequently, students exhibit enhanced academic performance. Moreover, a democratic leadership style enables management to collect information about the teaching and learning process, facilitating the resolution of identified issues (February, 2025).

Decision-making

The head of our school includes us in decision-making processes, fostering a sense of belonging and job satisfaction. The academic master from school number one, who was interviewed, mentioned the dialogue between our school head and instructors. Moreover, the educator cultivates a disposition of productivity without coercion. This enhances our school's academic success. Extensive information regarding the democratic leadership style was acquired from a qualitative study conducted with teachers, featuring in-depth interviews with academic instructors, school authorities, and the District Education Officer (DEO).

Teachers exhibit increased engagement, creativity, and satisfaction when their intellectual capabilities are recognised through their involvement in decision-making processes. The concepts, decision-making processes, collaboration, creativity, and expertise of educators should consequently be esteemed by school management. Throughout the study, the researcher noted that educators and school administrators regularly assemble for staff meetings to address matters about school management. This was evidenced by the researcher's targeted inquiry into the staff meeting minute book and discussions with educators. Members of the group alternate in assuming the role of leader. Every group member can engage in decision-making, policy formulation, and implementation processes.

Discussion

Influence of Laissez-Faire Leadership Style on Academic Performance

The primary aim of this study was to investigate the effect of the laissez-faire leadership style on students' academic performance in the Agago district. The findings indicate that school

leaders employing a laissez-faire leadership style offer essential assistance, cultivating a favourable learning environment that enhances students' academic success. This aligns with Okumbe's (Dabesa & Cheramlak, 2021); (Ratna et al., 2022) observation that laissez-faire allows individuals to operate autonomously, which may result in disorder if not correctly managed. The research indicated that this leadership style improves students' academic achievement by 63.6%. This corresponds with laissez-faire leadership, which entails motivating followers by enhancing their understanding of organisational objectives and encouraging them to transcend self-interest for the sake of the organization (Veletić et al., 2023). The leader's emphasis on individual distinctions among followers, fostering their talents, and addressing their problems cultivates a constructive atmosphere.

Furthermore, the study results demonstrate that objectives established and guided by leaders employing the laissez-faire approach enhance students' academic achievement. This aligns with Spinelli (2010) and Xhomara (2019), who suggested that the charismatic and inspirational elements of laissez-faire leadership encompass the communication of elevated expectations, the utilisation of symbols to focus efforts, and the articulation of a persuasive vision for the future. This method inspires followers to visualise an appealing future (Awan, 2020), fostering individual and collective morale. This study's findings contradict those of Achimugu & Obaka, (2019) Njuu et al., (2023) ,which established a favourable correlation between authoritarian leadership style and students' academic achievement. The results demonstrated no significant link between principals employing a laissez-faire leadership style and pupils' achievement. The probable cause of the outcome may be that educators and learners operating under a laissez-faire leadership style lack seriousness in teaching and learning, respectively, as they possess the autonomy to act according to their preferences under this leadership approach (Masui et al., 2023). Consequently, this will hurt students. This study aligns with the results of Igwe et al.Li et al., (2024) , which indicate a negative correlation between the Laissez-faire leadership style and students' academic achievement. The study revealed a substantial positive correlation between student achievement and the leadership style employed by principals. This finding may stem from the active participation of teachers and students in the decision-making process, which likely fostered collaboration and a conducive academic environment, thereby enhancing student performance in chemistry. This study aligns with the conclusions of (Achimugu & Obaka, 2019; Awang et al., 2022; Jama, 2023)those who have asserted that schools governed by democratic principles achieve superior academic results compared to those led by

authoritarian or laissez-faire principles. Moreover, it indicates that schools governed by democratic or integrative principles achieve superior academic outcomes compared to those led by authoritarian (autocratic) administrators in the USA. The exceptional performance of students under democratic leadership in chemistry examinations may be attributed to the active participation of both teachers and students in the decision-making process (Idahemuka & Ndayishimiye, 2025), which motivates educators to excel and simultaneously enhances students' academic success.

Role of Authoritarian Leadership Style on Pupils' Academic Performance

The second question aimed to investigate the impact of authoritarian leadership style on students' academic achievement in secondary schools within Agago District. The interviews concluded that authority in leadership is not considered essential for effective student academic performance. This discovery challenges the notion that authoritarian leaders enforce meticulous directives and stringent oversight, as observed by (Rashid et al., 2019). In this study, the participants argue that authority does not inherently lead to improved academic achievement, a view supported by observation that school leaders attend to staff concerns, which contrasts with the typical traits of authoritarian leadership. This outcome suggests that certain aspects of the authoritarian approach can be integrated with more participatory components, aligning with contemporary perspectives that leadership styles can be flexible and contingent upon the situation (Idahemuka & Ndayishimiye, 2025). This research contradicts certain notions of authoritarian leadership, which frequently emphasise intimidation and fear-based control. Leadership styles are intricate and multifaceted, integrating several characteristics contingent upon the unique circumstances (He et al., 2024). The survey indicated that school leaders rigorously oversee and regulate activities to enhance students' academic success. At some point, the use of authority by a school principal can be beneficial to any institution, but it should be regulated within a humanistic perspective. This approach can influence employee rights and academic performance (Linda, 2023).

Role of Democratic Leadership Style on Academic Performance

The third objective aimed to investigate the impact of democratic leadership style on students' academic achievement in secondary schools within Agago District. The study revealed that school leaders assign responsibilities to staff to enhance students' academic success. This aligns with the participatory nature of democratic leadership, where employees are engaged in

decision-making processes Awan, 2020). This undermines the premise, based on the notion that democratic leadership is invariably well-received by employees. Nonetheless, the study suggests that within this framework, democratic leadership facilitates transparent communication and critique (Wafiq Hibi, 2025), which may potentially enhance performance. The survey indicated that guidance, rather than strict control, is utilised for students' academic achievement. This discovery aligns with the consultative essence of democratic leadership, wherein employees' contributions are valued and incorporated into the decision-making process (Nita Novia Nugraha Putri, 2024). This engagement can cultivate mutual values between the organisation and its people, enhancing performance. Finally, the study demonstrated equitable treatment for all members' academic performance. This outcome exemplifies the inclusive and participatory nature of democratic leadership, which seeks to create an environment where all stakeholders can express their views and participate in decision-making processes. As evaluated through assessment scores, academic performance is determined by the quality of these grades and the number of candidates achieving various grades, collectively reflecting the level of academic performance within a specific class or institution during a designated examination period (Sufriadi, 2025), whether internal or public.

Recommendations

The study presents various ideas for improving academic performance in secondary schools in Uganda. School leaders must embrace a more democratic leadership style, which has demonstrated the ability to cultivate a collaborative environment and enhance student academic performance. This can be accomplished by engaging teachers, students, and other stakeholders in decision-making processes, fostering a sense of ownership and accountability among all participants. Secondly, although the laissez-faire leadership style appears attractive due to its focus on autonomy, leaders must offer adequate supervision and monitoring to maintain the concentration and motivation of educators and students. This can mitigate the adverse consequences linked to excessive delegation and insufficient oversight. Transformational leadership principles, such as establishing clear objectives, fostering intellectual stimulation, and delivering personalized support, can augment school leaders' efficacy and enhance academic results. By integrating these leadership methodologies, school leaders may cultivate a supportive and dynamic educational climate that fosters students' comprehensive growth and achievement.

Conclusion

This study highlights the substantial influence of leadership styles on student academic achievement in secondary schools in Uganda. The results demonstrate that democratic leadership, defined by collaboration and involvement, significantly improves academic performance. This leadership approach cultivates a sense of belonging and motivation among educators and students, enhancing performance. The laissez-faire leadership style, although fostering autonomy, necessitates meticulous supervision to prevent adverse outcomes such as diminished discipline and less motivation. The research underscores the significance of incorporating transformational leadership principles to enhance support and motivation for educators and learners. By implementing a balanced strategy that integrates democratic, transformational, and suitably directed laissez-faire leadership, educational leaders can cultivate an ideal learning atmosphere that enhances student potential and furthers the overarching objectives of educational advancement in Uganda. Subsequent research ought to persist in examining the intricacies of leadership styles across many educational settings to refine and augment these recommendations further.

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Comparison of Distance School Management As A Result Of The Covid Pandemic And On-Site School Management

Nedime Karasel

Atatürk Teachers Academy, karaselnedime@hotmail.com, 0000-0002-4097-0728, CYPRUS

Eylem Menteşoğulları

Ministry of National Education of the TRNC, eylemmentesoglari@gmail.com, 0000-0001-7342-4806, CYPRUS

Şevket Şafakoğulları

Ministry of National Education of the TRNC, sevketarti@gmail.com, 0000-0002-0168-5182, CYPRUS

Abstract

The purpose of this study is to obtain the opinions of elementary school administrators on comparison of distance school management applications, which emerged in the pandemic process and on-site management practices. The research was prepared with the case study model of the qualitative method. In the study, semi-structured interview technique was used to obtain the data. In this context, 5 different interview questions about on-site and distance management issues were presented to school administrators. As the sample of the research, 15 school administrators working in primary schools affiliated to the Ministry of National Education of Northern Cyprus in the 2021-2022 academic year were reached. The obtained data were analyzed by content analysis method. When we look at the results of the research, it is seen that school administrators have attributed several duties to themselves from human resources management, conducting education and training activities, to maintaining routine ministry correspondence, finding resources, providing maintenance and repair, and ensuring the motivation and support necessary for the distance education process to education stakeholders. However, it has been observed that administrators have difficulties in distance management and mention several negative situations. It has been concluded that the majority of the administrators do not want to use distance management unless they have to due to reasons such as lack of equipment and infrastructure, difficulty in responding immediately in case of problems, physical and mental fatigue, and especially lack of socialization and interaction. Based on the findings of this research, the following recommendations can be made: Considering the existence of distance administrative processes in addition to distance education in schools, providing the required equipment and infrastructure is needed, it should be ensured that all stakeholders of education are trained through in-service trainings and prepared for distance education and management applications, and administrators should be equipped with

more flexibility when necessary to transcend the borders of the central administration as appropriate to the situation.

Keywords: Distance management, school management during the pandemic period, on-site management and distance management comparison, Covid pandemic and education management

Introduction

The first concepts put forward about educational administration date back to the Roman period (Bursalioğlu, 2010). However, it is seen in the literature reviews that the first formal studies in the field of educational administration started in the USA towards the end of the 19th century. It is observed that the first education program with the aim of raising school principals was implemented by William Payne at Michigan University in 1881, and it is known that it started with the first book written by Payne in 1875 (Culbertson, 1988).

Educational administration is a concept that covers the application process of the general principles of management science in the case of educational institutions (Aydın & Karaman Kepenekçi, 2007). Subjects and phenomena within the scope of educational administration are related to educational sciences in general and school management and organization in particular (Oplatka, 2010). While the basics of educational administration were handled as a whole in the beginning, with the developments in the schooling and education system in the 20th century, it became difficult to manage educational institutions with different purposes and characteristics, and sub-branches related to educational administration emerged (Ağaoğlu, 2002).

Educational administration is a science that constantly renews and develops itself as a field of practice in addition to developments in the theoretical context (Bozdogan, 2018). The practical dimension, which constitutes an important dimension of educational administration, refers to putting knowledge and principles into practice (Demirtaş and Güneş, 2002; Taymaz, 2020).

Aydın (2016), one of the researchers who study the management activities of school administrators, stated that the administrators carry out intensive phone call and correspondence activities, and that they cannot spare enough time for personal development and professional guidance activities, and likens the administrators to an office clerk rather than an education leader. Şahin (2007) similarly stated that administrators allocate 72% of their daily working hours to activities other than education. In this case, it can be claimed that administrators mostly

use their time for phone calls, official correspondence and activities related to their legal obligations during working hours. Likewise, in the studies on the time use of administrators, it has been revealed that administrators like to do tasks such as guiding teachers, dealing with student problems and helping them, but they think that they cannot allocate enough time for these activities (Şahin, 2007).

Goldring, Huff, May, and Camburn (2008), aiming to reveal the jobs and duties that administrators deal with most in a week, analyzed one week of administrators as follows.

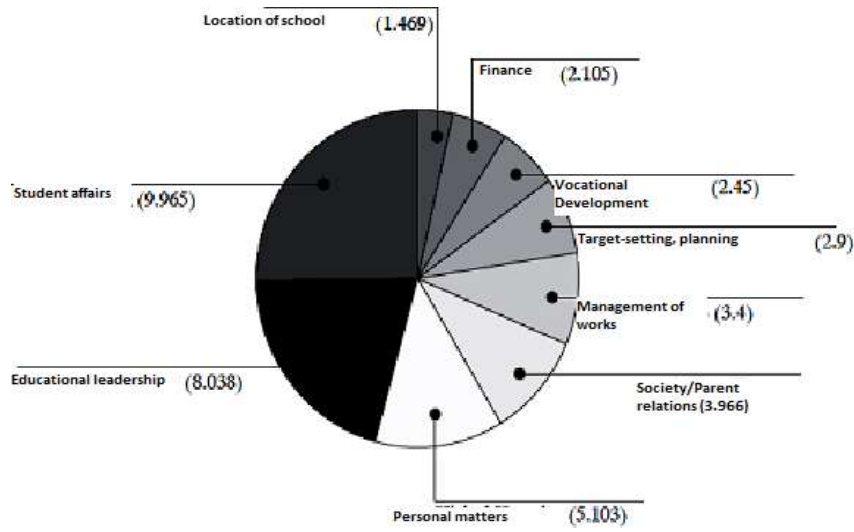


Figure 1. The tasks that the administrators carry out in a week and the time they spend on them according to the data obtained from the daily records (Goldring, E. et al., 2008).

Administrators are not only individuals who put forward ideas, but also those who contribute to their implementation and manage the implementation process. They are the people who unite, decide and act as arbitrators. For this reason, individuals who establish the balance in adverse situations or provide change in times that require change and assume the role of change agents will still be administrators (Memduhoğlu & Meriç, 2014). With an effective education management, leaders can eliminate the situations that prevent the functions from being fulfilled, lead the adaptation to new situations, and in these cases they can turn their theoretical knowledge into practice (Tınmaz, 2020).

The fulfillment of the implementation functions of educational administration may be interrupted due to various reasons, just as in the other application areas of education. The process that was introduced with the Covid-19 pandemic, which has affected the whole world since 2019 and made its presence felt especially since the second half of the 2019-2020 academic year, can be expressed as a natural disaster that disrupts education administration. In

this process, the Ministry of National Education had to suspend some educational activities such as support and training courses in education, training programs in primary schools, home education services, support training room practices, extracurricular studies and in-service teacher training, as in the whole world (Ministry of National Education [MEB], 2020a). In this period, in addition to the disrupted education activities, there were also significant losses in the field of education administration and activities that came to a near halt.

In the ongoing covid-19 pandemic crisis, governments have to manage many organizations at the same time, and educational organizations have taken their place among the institutions that have taken their share from this new process. Educational organizations are of vital importance for raising the education level of a society and for its future. Due to their importance, it is critical that educational activities continue with the least possible disruption in times of crisis (Bozdoğan, 2018).

In December 2019, Covid-19, which first emerged in Wuhan, China, was defined by doctors as a respiratory disease. The World Health Organization declared Covid-19 as a global pandemic on March 11, 2020 (WHO, 2020). This disease, which spread globally in a short time, has affected millions of people negatively who became infected. This pandemic is a complete crisis situation as it bears all the general and characteristic features of crises.

In the developing and changing world order, it has become normal to face with crises frequently. The crisis situation brought by the Covid pandemic is one of them. Like all sectors, the education sector has also been affected by the crisis situation caused by the Covid-19 outbreak. In order to minimize the impact of this crisis in the field of education, distance education applications have come to the fore (Alağaçlı, 2006). With the increasing demand for distance education, the necessity of controlling and coordinating this education process has emerged. In the sense of keeping up with this new order, disruptions in on-site education management experienced during the Covid pandemic period have been tried to be overcome in our country by using distance management activities, largely under the guidance of the Ministry of National Education. Thus, concepts such as distance management and distance administrative process emerged. From this point of view, this research was carried out with the aim of determining the opinions of the administrators about the distance administrative process and on-site administrative process activities and comparing the two management models. This research is considered to be an important research since it is the first study to analyze distance management efforts in our country.

Method

Research Model

The research was prepared using the qualitative research method. Qualitative research is an important method as the researcher plays a participant role and develops sensitivity to the natural environment, has the principle of flexibility, and includes an analysis that supports the inductive approach (Yıldırım & Şimşek, 2013). One of the features of qualitative research is to determine and reveal the perspectives and experiences of the individuals included in the research about the phenomenon and events that are the subject of research (Gürbüz and Şahin, 2018). While Patton (2014) states that qualitative research is a method of obtaining detailed information on a limited number of people and situations, Merriam (2015) states that the detailed data obtained with the qualitative research method are read one by one and presented in detail, accompanied by codes and categories.

In this research, the interview technique, which is one of the qualitative methods and has a very strong aspect in terms of revealing the data, opinions, experiences and feelings of the individuals, and which is based on speech (Yıldırım & Şimşek, 2013) was used. There are three different interview techniques as structured, semi-structured and unstructured interviews. In this study, one of them, “semi-structured interview technique”, in which the questions were determined beforehand, was used. In the semi-structured interview technique, basic interview questions are determined in advance, and other questions are shaped according to the answers given during the interview (Karasar, 1998, Törnükü, 2000).

Study Group of the Research

The study group of the research consisted of 15 people working as administrators in 15 different primary schools affiliated to the Ministry of National Education and Culture of the Turkish Republic of Northern Cyprus in the 2023-2024 academic year. The administrators constituting the study group were selected purposefully and determined in accordance with the purposeful sampling method. Purposeful sampling is a method that is frequently used in qualitative research and aims to select individuals and places in accordance with the study (Creswell, 2018); it refers to the deliberate creation of small study groups among individuals (Patton, 2014). In accordance with the purposive sampling method, the sample selected in the study consists of the people who work in different parts of the island, are well-known by the researchers, and are suitable for the “convenience sampling”.

Data Collection Tool and Data Collection

In the research, “semi-structured interview” technique was used to collect data. In this technique, researchers prepare the interview form containing the questions they plan to ask in advance. Depending on the course of the interview, they can affect the flow of the interview with different side-questions or sub-questions, and they can enable the person to open and elaborate their answers (Türnüklü, 2000).

The interview questions prepared by the researchers were formed by blending the findings of the relevant studies identified as a result of the literature review in the field. The questions were determined to include concepts such as covid-19, distance management, administrative duties, and on-site management. In order to ensure the internal validity of the interview questions, they were shown to three experts, two of whom were experts in the field of educational administration and one of whom was an expert on Turkish Language. After the expert opinions of the prepared interview questions were obtained, a pilot application was conducted with four school administrators and then the interview questions were given their final form.

Validity and Reliability

Researchers prefer to use concepts such as credibility, transferability, and consistency in qualitative research instead of validity and reliability. For the credibility of the research, different experts can be consulted to examine the study and its stages (Patton, 2014). For this purpose, during the research, examinations were made by experts throughout the research process, in line with the request of the researchers. In order to ensure transferability in the research, a detailed description was made and the research data were transferred without comment. Likewise, in order to ensure “consistency”, which is one of the concepts used instead of the concepts of validity and reliability, the researchers made a joint decision during the coding and theming stages of the data.

Analysis of Data

During the analysis of the data in the research, the inductive “content analysis” method was used. Content analysis is a systematic analysis of written and verbal material, which involves coding and quantifying what is said or written (Balci, 2000). In content analysis, the researcher aims to reach concepts and connections that can explain the data obtained. The data undergoes a much more detailed and intensive processing. The main point here is to collect and

organize the data within the framework of certain concepts and principal emotions. The edited information is interpreted and transferred (Gürbüz and Şahin, 2018). According to Miles and Huberman (1994), content analysis is conducted in four stages: a) Coding the data, b) Finding the themes, c) Organizing the codes and themes, and d) Identifying and interpreting the findings.

Results

The findings obtained after the analysis of the data in the research as well as the interpretation of these findings are as follows.

Table 1: *Opinions of administrators about their duties in schools*

Main Theme	Opinions	N	%
Human resource management	- Cooperating and meeting with the parents (N=4) - Holding meetings between the departments (N=4) - Monitoring the school staff (N=3) - Communication with and visits to the environment of the school (N=2) - Supervision and control of manpower at school (N=1)	14	32,6
Execution of educational activities	- Course operations (curriculum control, course preparation, attendance checks, etc.) (N=4) - Education management operations (N=2) - Organizing trips and events (N=2) - Distribution of class-grades to teachers (N=2) - Providing a classroom layout suitable for teaching (N=1)	11	25,6
Relations with MEB and performing routine tasks	- Routine transactions, correspondence and reporting (N=5) - Student registration and document procedures (N=2) - Disciplinary actions (N=1) - Fulfilling legal responsibilities (N=1)	9	20,9
Maintenance-repair works and purchasing of fixtures / finding finance	- Repair-mending, maintenance, infrastructure needs (N=6) - Procurement of course materials and equipment (N=1) - Funding the school financially (N=2)	9	20,9
TOTAL		43	100

Table-1 shows the opinions of the administrators about their duties in their schools. As can be seen in the table, administrators named “management of human resources” as their first

task (32.6%). According to the frequency of mentioning by the administrators, other tasks are “executing educational activities” (25.6%), “relations with the Ministry of Education and conducting routine works” (20.9%) and “maintenance and repair works and finding the necessary funding for this purpose” (20.9%). Quotations from administrators can be exemplified as follows:

“I think my primary duties as an administrator are to ensure cooperation at school, to hold coordination meetings between the groups, and to ensure cooperation between parents and teachers.” (Y-12)

“As an administrator, carrying out educational activities, arranging class-grade distributions of teachers, executing planning and programming related to courses and controlling them are among the main tasks I have set for myself. Besides, I think it is my duty as an administrator to carry out the routine works related to the operation of the school.” (Y-5)

“I think it is among the important duties of the administrators to provide routine correspondence with the Ministry of Education, managing reporting processes, placing incoming and outgoing documents, checking students’ education processes, overseeing disciplinary issues at school and maintaining cooperation at school.” (Y-8)

“When a teacher is an administrator, unfortunately, he/she has to deal with repairs, infrastructure reinforcement, course materials, purchase of fixtures and financial resources for the school, more than educational activities. Rather than executing education and training activities, we have to spend our energy on finding resources for repair, maintenance and material purchases.” (Y-10)

Table 2: *Opinions of administrators about their duties as administrators in the distance administrative process*

Main theme	Opinions	N	%
Human resource management	- Monitoring teachers and students in the online process (N=5) - Coordinating and planning distance training (N=5) - Actively participating in online classes and checking the course and attendance (N=3) - Solving technical problems related to distance education (N=3) - Scheduling online teacher-administrator meetings and teacher-parent meetings (N=2)	18	46,1
Execution of educational activities	- Communicating and interacting with parents, students and teachers (N=6) - Helping individuals in need to solve their problems (N=2) - Carrying out motivation-enhancing activities in the face of online education in individuals (N=2) - Ensuring that students are provided with equal opportunities (N=1)	11	28,2
Relations with MEB and performing routine tasks	- Routine transactions, correspondence and reporting (N=4) - Student document transactions (N=1) - Attending school at certain times (N=1)	6	15,4
Maintenance-repair works and purchasing of fixtures / finding finance	- Paying effort to supply the missing infrastructure and equipment (N=4)	4	10,3
TOTAL		39	100

The opinions of the administrators about the duties that they should fulfill during the distance education period are given in Table-2. As seen in the table, in the distance administrative process carried out during the distance education period, “to ensure the coordination and control of distance education” ranks first in the opinion of approximately half of the administrators (46.1%). Likewise, as seen in the table, “human resource management” (28.2%) was among the most basic duties according to the opinions of the administrators, just as in the on-site management. While these two views represent most of the answers, apart from these two tasks, administrators also stated that “to carry out relations with the Ministry of National Education and to perform routine tasks” (15.4%) and “to provide the necessary

materials and to establish infrastructure and to find the necessary financial support to possess them” (10.3%) are among their duties. The executive citations regarding the findings of Table-2 are as follows:

“In the distance management that emerged with the Covid pandemic, I think the most important duties that we have as administrators are as follows: to monitor students and teachers in online classes, to find solutions to existing problems, to increase motivation towards online education, and to provide the necessary equipment to students and teachers.” (Y-1)

“Fulfilling our duties and responsibilities as administrators towards the Ministry of Education during the distance administration, as well as ensuring that parents and teachers / students and teachers reach each other.” (Y-13)

“During the distance management period, our duties continued as usual, such as reporting to the Ministry, providing information on distance education, opening the school when necessary, and providing the parents with the required documents such as student certificates.” (Y-7)

“I think the most important duty of a school principal in distance management is to provide the missing equipment and infrastructure in order to ensure the continuity of online courses.” (Y-3)

Table 3: Opinions of administrators about preferring distance management or on-site management

Main theme	Opinions	N	%
I prefer on-site management	- More valuable in terms of socialization and interaction (N=7)	20	87,0
	- More effective and advantageous on administrative processes (N=4)		
	- It has the advantage that body language can be used (N=3)		
	- The probability of control on events and rapid response is higher (N=3)		
	- No problems in the online process (N=2)		
	- Problem solving easier (N=1)		
Both should be used	- Both are required depending on the situation (N=2)	2	8,7
I prefer distance management	- It is safer in terms of health conditions (N=1)	1	4,3
TOTAL		23	100

When the administrators were asked whether they would prefer distance management or on-site management, the answers received from the administrators are given in Table-3. As can be seen in the table, the vast majority of the administrators stated that they prefer “on-site management” (87.0%). Administrators who prefer on-site management stated that the reason for their preference is mostly “in terms of socialization and interaction”. Following this opinion, two administrators with a rate of 8.7% stated that “both management methods” should be used, and one administrator expressed that “distance management” should be preferred due to “health conditions” (4.3%). Quotes from administrators on this subject can be exemplified as follows:

“As an administrator, my preference is always on-site management. On-site management is always an advantageous form of management in terms of active use of body language, providing effective interaction, contributing to socialization and providing an easier chance of intervention in the face of adverse situations.” (Y-8)

“An administrator has to deal with his/her profession not only in the school environment, but also outside of working hours when appropriate, and must be always accessible. For example, I never turn off my own cell phone so that I can be reached in case of emergency. For this reason, I think that in management, both on-site management and distance management models should be used based on the situation.” (Y-11)

“As an administrator with asthma, I would definitely prefer to use the distance management model during this pandemic period.” (Y-14)

Table 4: *Opinions of administrators on the comparison of distance management and on-site management methods*

Main Theme		Opinions	N	%
Distance management	Negative	- No socialization and interaction / problems with communication (N=5) - Ensuring and controlling student participation is difficult (N=3) - No physical interaction and contact (N=2) - It is difficult to provide a classroom environment at home (N=2) - Ceremony/celebration and socialization activities are not possible (N=2) - The range of motion is narrow and it creates health problems from being in front of the computer all the time (N=2) - Parent contribution is insufficient (N=2) - Technological usage skills are required (N=2) - Technical equipment and infrastructure problems (N=1) - It is difficult to prepare a curriculum due to simultaneous courses (N=1)	22	56,4
	Positive	- Less responsibility taken (N=2) - Operations are on computer or controlled from mobile / home environment (N=1) - A more comfortable process (N=1) - More comfortable in terms of supervision / control (N=1) - Management is easier (N=1)	6	15,4
On-site management	Positive	- There is effective communication and interaction / high socialization (N=4) - There is a chance for one-on-one dialogue (N=2) - There is a chance to observe the school environment and events actively (N=2) - Easier feedback and intervention in missing or problematic situations (N=2)	10	25,6
	Negative	- Problematic in terms of health during the pandemic period (N=1)	1	2,6
TOTAL			39	100

The data obtained when the administrators were asked about the advantages and disadvantages of distance management and on-site management models are given in Table-4. As seen in the table, the positive/negative opinions of the administrators about distance management constitute 71.8% of all opinions. Most of the opinions expressed about distance management emphasize its “negative” aspects (56.4%). Likewise, according to the opinions of the administrators, only one opinion (2.6%) about on-site management was negative, while 25.6% of the opinions were about the positive aspects of on-site management. The opinions of the administrators about the negative and positive aspects of distance education can be exemplified as follows:

“I think the point that is more important than the material and hardware problems in the distance administrative process is that it is a management style that lacks communication and interaction, so it is a management style that is lacking in socialization for individuals.” (Y-4 / +)

“In distance management, there is a process that has a narrow range of motion and takes place in front of the computer all the time. This situation can cause problems for the individual in terms of health. Also, I think it is a management model where administrators need to be skilled in the use of technology.” (Y-15 / +)

“The advantage of distance education is that the procedures can be done in the home environment and there are fewer responsibilities taken.” (Y-11 / -)

Quotations about positive and negative opinions on on-site management are as follows:

“In on-site management, there is a chance to establish effective communication and mutual dialogue, and it is a socially advantageous management model. It offers us the chance to actively observe positive or negative events in the school environment.” (Y-6 / +)

“On-site management is a model that threatens our health during the pandemic period. Therefore, I think it is not OK to use on-site management during the pandemic period.” (Y-2 / -)

Table 5: *Opinions of administrators about the problems they experience in school management*

Main Theme	Opinions	N	%
Problems of distance management	- Internet problems are experienced (N=4) - High level of mental fatigue (N=3) - There is a shortage of infrastructure and hardware (N=3) - Very little socialization and interaction (N=3) - Health problems due to inactivity (N=2) - It is difficult to take care of special children (N=2) - Physical contact is limited and difficult (N=1) - Difficulties in time management (N=1) - Causes inequality of opportunity (N=1) - Problems occur due to economic reasons (N=1) - Causes heavy phone traffic (N=1) - It is difficult to intervene problems from distance (N=1) - Problems arise due to family indifference/it is difficult to reach parents (N=1)	24	70,6
Problems of on-site management	- There is more conflict and disagreement (N=3) - Mental and physical fatigue are experienced at the same time (N=2) - There are more problems experienced in and around the school (N=2) - The job description of the deputy principals is not clear (N=1) - It requires more effort (N=1) - It is difficult to deal with and control events during recess (N=1)	10	29,4
TOTAL		34	100

Table-5 shows the opinions of the administrators about the problems they experience in school management. As can be seen in the table, the majority of administrators' opinions are about "problems in the distance administrative process" (70.6%). Administrators expressed the problems experienced in distance management, especially by expressing issues such as internet issues, high level of mental fatigue, and lack of socialization. The problems experienced in on-site management constituted 29.4% of the opinions. The most frequently mentioned problems were "more conflicts and disagreements", and "physical fatigue as well as mental fatigue". The problems expressed by the administrators about management can be exemplified as follows:

"In distance management, one needs to be active in front of the computer or on the phone constantly, which can cause internet problems. In addition, the heavy phone traffic exhausted me during the pandemic period." (Y-8)

"I think there are problems in terms of infrastructure and hardware in distance management. However, the indifferent attitudes of families is also a factor that constrains administrators in distance management. (Y-12)

“Although I prefer to use the on-site management model, I can say that one of the biggest problems in on-site management is the conflicts between individuals.” (Y-6)

“In on-site management, it is more difficult to control events or student problems during recess because students, teachers, parents and other school environments are intertwined in the school environment.” (Y-9)

Discussion

The Covid-19 pandemic has proved a different period in terms of school administrators working in different parts of the world as the working methods and principles have changed, and many tasks that were not done in the normal period have to be fulfilled. For example, school administrators working in the United States of America were at the forefront of the pandemic process; they distributed food to families in need, brought laptop computers and tablets to students, tried to keep the morale of the students at a high level with frequent e-mails, and were in constant communication with the parents (Stone-Johnson & Weiner, 2020). Schools and administrators were caught unprepared for this unexpected crisis situation, and the focal points and problem-solving methods of school administrators changed rapidly and developed to in the direction of solving the problems in the education process (Keleş, Atay, & Karanfil, 2020).

Razik and Swanson (2001) emphasize that in crisis situations, effective leadership skills are important in crisis administrative processes in order for institutions and stakeholders to achieve their goals. In the reflections of such a crisis on education, educational institutions needed technology-based systems that are not found in traditional academic structures and executive leaders who can manage this system well (Hitt and Hartman, 2002). Due to this necessity, data were obtained in this research by asking a number of questions to the administrators about on-site and distance management.

The research was conducted on distance education as a result of the Covid pandemic period, and the distance management skills of education administrators in the distance education process. As it is known, the Covid pandemic has caused crisis situations all over the world and education has also taken its share from this crisis. This crisis situation, which emerged unexpectedly, has imposed critical duties and responsibilities on school administrators, who are the education leaders, and has caused some problems in the education system. As a result of being caught suddenly and unprepared for the pandemic, what was brought to the agenda was to switch to distance and online education and management practices

in education as a solution to this problem (Morgan, 2020; WHO, 2020). The uncertainty created by the pandemic process, the crisis situation and the unpredictability of the process have become the biggest problems faced by schools (Zizek, 2020). This research has been developed on the problems and solutions experienced in this process.

In this research, first of all, the administrators were asked about their opinions on what they identified as their duties in routine times. From the answers of the administrators, it was seen that they saw the management of human resources as their first task. The administrators listed other duties as carrying out educational activities, relations with the Ministry of Education and carrying out routine correspondence, performing maintenance and repair works in schools and providing the necessary financial support. Ali and Abdalla (2017) reached similar findings in their research, and, they divided the education administrative process in a routine period into five parts, namely the management of the education program, the management of student services, the management of employee services, the management of general services and the management of budget services, making classifications similar with the findings of this study.

Administrators mentioned within the concept of human resources management activities such as relations with parents, teachers, students, school and their environment, group and teacher meetings and OAB meetings. The administrators, who expressed education and training activities among their duties, listed all the operations related to the courses (planning and programming), class and course distributions, and activities that reinforce teaching such as trips-observation within the scope of this theme. Similarly, in the research conducted by Sarı and Sarı in 2020 on managerial duties, extracurricular studies and field trips were expressed as educational activities.

While the administrators were expressing their duties, they also mentioned the activities they have to undertake by law, such as MoNE correspondence, circulars, announcements, registration and disciplinary procedures, as routine managerial duties. Memduhoğlu and Meriç (2014) stated that the dealing with procedures and problems of students such as registration and placement processes, grade passing procedures, health, discipline, and transportation are the routine duties of administrators, and they displayed similar findings. Finally, the administrators also stated that they have duties such as providing funding to the school or finding a budget, as well as performing repair-maintenance activities and purchasing course materials and fixtures with these budgets. For an effective education, the school's financial resources should be managed properly by the administrators and these resources should be used efficiently in educational activities and in the purchase of infrastructure and equipment, which are important

tasks that several researchers mention in their research on managerial duties (Güngör and Aksu, 2013; Kara and Bozkurt, 2021).

The second finding of the study consisted of the opinions of the administrators about the tasks related to the distance administrative process. During the distance management applied during the Covid period, the administrators saw their duties as ensuring the coordination and control of distance education, managing human resources, maintaining relations with the Ministry of National Education and making routine correspondence, and establishing the material and infrastructure / providing the necessary financial support. Administrators continued to perform tasks that were similar to their routine duties during the distance management period. In addition to this, they assigned themselves duties to ensure the coordination and control of distance education. In support of these findings, Can (2005) stated that administrators have a duty to control new situations that arise during the distance education period and to make sure that everyone adapts to this process. Despite this view, Cullinane and Montacute (2020) stated in their research that the staff of some of the schools experienced fear and panic in adapting to this new situation, and that the administrators could not take the necessary steps to ensure coordination and felt inadequate.

According to another finding of the research, the answers of the administrators to their preferences about distance management or on-site management were discussed. Majority of the administrators stated that they preferred on-site management for reasons such as being more advantageous in socialization and interaction, easier control of administrative processes, active use of body language and ease of control, being able to solve problems more easily, and avoiding the problems of online processes. Gonzales and Jackson (2020) found in their research that administrators should create an effective technological vision in order to solve online process problems during the distance education and stated that administrators prefer on-site management more so that they can avoid these issues. Bagwell (2020), on the other hand, stated that administrators who implement effective crisis management are successful in distance management practices during the pandemic crisis. The author stated that in times of crisis, where school stakeholders experience social isolation and deep uncertainty, they can actually create social cohesion opportunities through virtual platforms to be provided by administrators.

When the administrators were asked to compare the two management styles, more negative situations were expressed in the distance management model. Administrators do not take the issue of distance management warmly due to reasons such as not allowing socialization, restricting physical mobility, difficulty in creating a classroom environment at home, and

leading to mental fatigue. According to the opinions of the administrators, the only negative aspect of on-site management was expressed related to health as forcing individuals to go to the workplace during the pandemic period. In the study conducted by Aytaç (2020), it was determined that school administrators experienced adverse situations during distance management and they needed to develop their crisis management skills.

In the research conducted by Sarı and Sarı (2020), results have been reached that support the finding that school management practices, which are tried to be carried out during the pandemic period, constrain administrators and cause mental fatigue due to factors such as the sudden and frequent decision changes of the central government and the ministry responsible for education, the unclear and unambiguous decisions taken, or the late decisions in some cases. In this process, it was not possible for the school administrators, who were only in the position to implement the decisions taken, to display their leadership qualities and to give confidence to the people around them, and the administrators had difficulty in demonstrating proactive behaviors (Kavrayıcı and Kesim, 2021). Due to such reasons, administrators have developed negative feelings and opinions against the distance management model. However, Reimers and Schleicher (2020) stated that it is normal for a global health issue, which significantly affects the lives and health of individuals and closely concerns students and teachers, to affect their motivation and work. In order to avoid such problems, administrators should avoid negative opinions and attitudes during this process, and make sure that teachers, students, parents and auxiliary personnel feel their support, which is of critical importance in terms of enabling individuals to be satisfied with their work and to achieve organizational goals.

At the last stage of the study, the administrators were asked about the problems they experienced in school management. According to the findings obtained from the administrators, it was seen that they faced various problems in the distance management model. The administrators mostly complained about internet and infrastructure problems, mental fatigue, lack of socialization and interaction, and family indifference. Similarly, in the study conducted by Turan (2020), it was determined that school principals stated that distance education did not reach the determined goals due to technical problems, parent insensitivity, socio-economic status of students, absenteeism problem and lack of technological devices during the pandemic period. Kavrayıcı and Kesim (2021) emphasized that school administrators stated that they had problems during distance education and management regarding the budget, hygiene conditions and social and emotional development of students. Konan and Ulaş (2021), on the other hand, found that school administrators expressed problems such as inconsistencies in the frequent

opening and closing of schools during the distance management model, and the constant change of decisions taken.

As for the opinions of the administrators on the comparison of distance management and on-site management methods, negative opinions about distance education and management such as internet access problem of students and families (Metcalf & Perez, 2020); the lack of technological equipment for students such as computers and tablets (Harris, 2020); problems with motivating students and communication (Çakın & Külekçi-Akyavuz, 2020); anxiety and lack of communication created by uncertainty (Keleş et al., 2020); teachers' inadequacy as regards distance education process (Burke & Dempsey, 2020); insufficient participation of the students for the class, and failure to perform the measurement and evaluation properly (Saygi, 2021) are also supported by different research findings.

In their research on the ability of administrators to deal with distance education and management problems, Harris and Jones (2020) emphasized the importance of administrators' individual strategies which includes acting calmly and prudently, taking initiative, making individual sacrifices, showing a will to solve problems, communicating effectively and being patient in coping with the problems they face. In this research, beyond identifying the problems, the ways to solve these problems and the necessary manager-leader skills to solve them are emphasized. Likewise, in the studies on how to solve the problems encountered during the pandemic period with the distance management model, Keleş, Atay and Karanfil (2020) mentioned that administrators try to solve the problems they encounter in the process by providing technological support to teachers and using effective communication means with all stakeholders. Kavrayıcı and Kesim (2021) emphasized that during the pandemic period, the behaviors of being calm and motivating, empathy, technology leadership, quick decision making, team building and coordination came to the fore and that administrators solved the problems they faced with these behaviors.

Conclusion and Recommendations

In this study, which was conducted to determine the views of the administrators about the distance administrative process and the on-site administrative process activities and to compare the two management models, it was revealed that the administrators did not express

very positive opinions about the distance management model, which they had to implement during the pandemic period.

Administrators were not able to support the distance management model as much as they wanted and had difficulties in terms of these applications due to several different reasons that they had right on their side. It is clear that this result is generally due to the fact that such a crisis was not experienced in the field of education before. The inadequacy of the administrators and personnel in the use of technology and the lack of technological infrastructure and equipment were among other reasons. The fact that distance education and management is a technology-based process, which requires using various digital materials and technological leadership from school administrators is also emphasized by researchers; thus, the importance of technologically advanced leaders comes into prominence.

With this research, we have witnessed that it is accepted that in the distance management model, beyond administrators who are knowledgeable in terms of technology use, what is needed are leaders who are competent in terms of motivation and can reach and lead masses.

Although we have come to the end of this troubled process today, there are many lessons that we need to learn from this process. In order to be prepared for such a sudden crisis situation in the future, the precautions to be taken and the suggestions to be put forward based on the findings of the research can be listed as follows:

1. While developing the necessary infrastructure for the development of the distance education process in schools, distance management practices should not be overlooked and steps should be taken considering the administrative dimension.

2. In-service training practices that will enable all education stakeholders (administrators, teachers, students, parents) in schools to fulfill their responsibilities in their respective fields and facilitate distance education-management activities should be planned by the authorized ministry and training should be given to the necessary people.

3. Required support should be provided to school administrators to develop strategies that will strengthen the technological leadership dimension.

4. It should be ensured that school administrators can act independently from the central administration to a certain extent, without breaking away from the fundamental elements determined by the central government, but also considering the environmental characteristics of the school in case of crisis. In this direction, necessary legal regulations need to be implemented rapidly.

5. Regular seminars, guidance and information studies should be carried out in order to reduce the anxiety and fear of the students and parents for the pandemic and to solve the technology addiction problem of students.

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Navigating Developmental Challenges: Parental Experiences with Rhythmic Movement Training for Children with ASD

Emine ÖZEL

Cyprus International University, Faculty of Education, TRNC

e-mail: eoze1@ciu.edu.tr , Orcid No: 0000-0001-7874-1659

Abstract

This phenomenological study offers the real-life stories of parents who used Rhythmic Movement Training (RMT) to help their children who were diagnosed with Autism Spectrum Disorder (ASD) progress in their developmental journey to well-being. Grounded in neurodevelopmental principles, RMT aims to facilitate the integration of residual primitive reflexes via organised, rhythmic movements. The research encompassed three families, each with a child aged 5, 7, or 11 years, diagnosed with ASD. Data were gathered via semi-structured, in-depth interviews with parents who described their motivations, implementation strategies, and observed outcomes of utilising RMT in the home environment. Thematic analysis identified four primary themes: the quest for accessible and economical therapies, the incorporation of RMT into daily routines, reported developmental advantages across cognitive, motor, and emotional spheres, and psychosocial effects on family dynamics. Parents indicated that RMT fostered a sense of empowerment and agency, particularly in situations when access to official therapies was restricted or irregular. Although results differed, numerous parents noted enhancements in their children's attention, emotional regulation, and coordination. The implementation of RMT enhanced parent-child connections and increased engagement in the treatment process. Research indicates that RMT could function as an economical, adaptable complement to traditional therapy for children with ASD. This study provides significant qualitative insights into the sparse literature on movement-based neurodevelopmental therapies and underscores the necessity for additional empirical research to assess the efficacy and long-term effects of RMT in wider therapeutic frameworks.

Keywords: Autism Spectrum Disorder, Rhythmic Movement Training, parental perspectives primitive reflex integration, neurodevelopmental intervention,

Introduction

The prevalence of ASD has increased significantly over the past two decades, leading to an urgent need for effective interventions that address the unique developmental challenges faced by children with ASD and their families. Among the various therapeutic approaches,

Millions of children across the globe are impacted by autism, often known as autism spectrum disorder (ASD). The disorder is especially hard for parents because they have always had to cope with the stigma, lack of treatment choices, and limited accessibility to care that comes with ASD. However, the condition of autism is now more understood as a result of parental advocacy and developments in scientific study. The autism pandemic is a global crisis, recent findings reveal that 1 in 31 children suffer from in USA (Looi, M. K. 2025). There is an immediate need for effective treatments that target the specific developmental difficulties experienced by families with children who have ASD, as the frequency of ASD has risen dramatically over the last couple of decades.

Many different types of therapy have been considered for children with ASD, but Rhythmic Movement Training (RMT) stands out as one that may help them progress more quickly in their growth. RMT has gained attention for its potential to enhance the developmental trajectory of children with ASD. This literature review will explore the theoretical foundations of RMT, its application in the context of ASD, parental experiences, and the implications for future research and practice. This literature review will delve into the theoretical underpinnings of RMT, its implementation in the ASD setting, the perspectives of parents, and the consequences for the direction of further research and treatments.

According to Blomberg and Dempsey (2011), RMT is an exercise program that was created to assist with the integration of residual reflexes. The parents who participated in this research made the decision to help their kid with a behavioural or developmental issue by using RMT. The study initially set out to gather parents' opinions on RMT, but as the data came in, it became evident that the story these parents told was about their child's struggle to find help, the stress and frustrations that came with that struggle, and the variety of interventions they tried, including RMT, to help their child. The workouts may be performed at home and require very little, if any, equipment to be performed and completed.

RMT is grounded in neurodevelopmental principles and body awareness, highlighting the significance of rhythmic and repeated movements in promoting neuroplasticity and sensory integration (Wiener-Vacher, Hamilton, & Wiener, 2013). Rhythmic movements can assist children with autism spectrum disorder (ASD) in developing motor skills, cognitive abilities, and emotional regulation, which are often impaired in this population (Ding, et al., 2024). This training technique is predicated on the assumption of rhythmic motions. The foundational hypothesis asserts that systematically exercised movement patterns can yield enhancements in both physical and psychological aspects, therefore improving overall quality of life. In

comparison to children who did not engage in rhythmic movements, those who participated in minimal intrinsic rhythmic activities, such as five minutes daily, four days a week, exhibited enhanced development of primitive reflexes and improved reading scores (Grigg et al., 2023), as confirmed by a study reviewed by other researchers.

In 1971, Kiphard and Schilling released a research illustrating the significance of movement in the development of sensory and motor skills. This study was crucial in establishing the foundation for the development of RMT. Recent study has expanded upon these findings, highlighting the importance of movement in facilitating communication and socialisation, both of which pose considerable challenges for children with ASD (Gernsbacher et al., 2008). The vestibular system is believed to be activated and sensory integration enhanced by the rhythm, balance, and coordination elements of RMT (Wiener-Vacher, Hamilton, & Wiener, 2013).

Rhythmic Movement Training and Autism Spectrum Disorder

Young children and those with developmental delays in motor abilities are at increased risk of remaining nonverbal or exhibiting language and expressiveness impairments. It appears that oral-motor deficits could be the cause of speech discrepancies. Individuals with speech and language issues associated with autism spectrum disorder (ASD) are under-recognized for their social communication challenges, even though ASD is a developmental condition (Bharathi et al., 2019). The varied requirements of children with autism spectrum disorder can be addressed by the adaptation of RMT, which has proven to be an adaptable intervention. Researchers found that youngsters reaped the benefits of both the rhythmic movements and the social connections encouraged by RMT in a group context (Grigg, 2018).

Sowa and Meulenbroek (2012) called attention to the fact that physical activity-based therapies have helped with sensory integration and self-regulation. Results from comparable programs, such as Brain Gym and sensory integration therapies, are consistent with what parents have seen in their children in terms of cognitive development, motor skills, and emotional control (Zimmer-Gembeck et al., 2019).

A common thread that emerged in all interviews was the sense of empowerment that parents experienced. The implementation of RMT facilitated the development of a sense of agency in parents, as they were able to actively participate in their child's growth. This is consistent with research that emphasises the psychosocial advantages of parental participation in therapeutic processes (Hou, Y., Yan, T., & Zhang, 2023). Families not only observed changes

in their children but also experienced improved carer confidence, strengthened routines, and enhanced family cohesion. The broader impact of accessible interventions that enable parents to feel competent and involved is reflected in the emotional relief described by participants.

Method

This study employed a qualitative phenomenological research design to explore the lived experiences of parents who implemented Rhythmic Movement Training (RMT) with their children diagnosed with Autism Spectrum Disorder (ASD). Phenomenology was chosen to gain deep insight into the subjective meanings parents ascribe to their experiences, emphasizing the essence of their perspectives and emotions (Creswell, 2013). Purposeful sampling was used to select three families who met the criteria has shown on Table1: (1) having a child diagnosed with ASD aged between 5 and 12 years; (2) having used RMT for at least three months; and (3) willingness to participate in interviews. Each family included one parent who was the primary implementer of RMT at home. The children were aged 5, 7, and 12. (Table1) Recruitment occurred through parent networks and community referrals, ensuring participants had meaningful engagement with the RMT process.

Table 1: Participants Details

Child	Age	Diagnosis History	RMT Duration	Additional Therapies	Family Context
Child A	5	Diagnosed at 3	3 months Each day 5-10 minutes	Speech Therapy, Occupational	Dual-parent household
Child B	7	Diagnosed at 2.5	3 months, Each day 5-10 minutes	ABA, Sensory Integration	Single-parent household
Child C	11	Diagnosed at 4	3 months, Each day 5-10 minutes	Occupational Therapy	Dual-parent household

Thematic analysis, as outlined by Braun and Clarke (2006), was used to analyze the data. Transcripts were first read multiple times for familiarization. Initial codes were generated and grouped into broader themes. These themes were refined and reviewed for coherence and alignment with the research questions. NVivo software was used to organize and manage data during the analysis process.

Lincoln and Guba (1994) listed credibility, transferability, dependability, and confirmability as requirements for a trustworthy study, and this is exactly what the research

followed. Participant verification of the correctness of their transcripts and interpretations served to establish credibility through member checking. The researcher provided detailed descriptions of the setting and the participants to back up the claim of transferability. Research decisions and processes were audited to address reliability. To avoid introducing bias or presumptions into the study, researchers kept a reflective notebook to guarantee confirmability.

Results

According to the results, RMT can help with neurodevelopment and give parents a sense of control over their children's treatment. The converging experiences of parents suggest a potential direction for further study and practice, even though the sample size and reliability of the data are questionable. A continual struggle to locate effective support for the development of their ASD children was described by their parents. They described extended periods of uncertainty and frustration as they attempted to navigate a variety of conventional therapies, such as speech therapy, occupational therapy, and behavioural interventions. Among the many interdisciplinary approaches to autism treatment, RMT's emphasis on movement and reflex integration gives it promise as a supplementary option. Informal networks, including internet forums, social media groups, and recommendations from other parents.

Parents were drawn to the program because of its non-invasiveness and its simplicity. As a result of the exercises' absence of environment and equipment requirements, parents were able to perform them in the convenience of their own homes, which was a significant advantage. The first step in implementation was to learn the motions by watching videos online and following the instructions of experienced practitioners. Incorporating the exercises into daily routines was a common practice for families, particularly during transition moments like waking up or before bedtime.

Immediately following the implementation of RMT, parents regularly reported observable improvements in their children's functioning and patterns of behaviour. Significant improvements were noted in the areas of emotional management, anxiety, motor coordination, and concentration. The child A, C parents highlighted an improvement in sleep habits was noted by child B parent, while another remarked that their child was "calmer and more focused" when studying. Each child's level of improvement was unique, but every family agreed that RMT helped their child grow and develop. The most notable effects were an improvement in the

ability to regulate emotions, a decrease in anxiety, an increase in motor coordination, and an improvement in concentration.

Among the many benefits of RMT that parents highlighted was the low cost, which is usually just for the first training or for books. Program sustainability and practicality for low-income families were further enhanced by the option to conduct sessions at home without expert supervision. When compared to conventional therapy, RMT was consistently cited as having a lower cost and more accessibility. Due to its adaptability, RMT can be easily included into regular home activities, in contrast to therapies conducted in clinics, which may necessitate specialised equipment and substantial time commitments. Implementing RMT fostered feelings of agency, as parents were able to take an active role in their child's developmental progress. This aligns with research highlighting the psychosocial benefits of parental involvement in therapeutic processes

Family members experienced emotional and relational consequences as a result of the implementation of RMT. As a result of seeing positive changes in their children, a number of parents expressed relief and hope (Grigg et al., (2023)). In addition, the program encouraged more participation from siblings and co-parents, which contributed to an increase in the cohesiveness of the family. As a result of the intervention, parents reported feeling more empowered and secure in their capacity to assist their child's growth. This suggests that the intervention extended its effects beyond the child to the family system as a whole.

Discussion and Conclusion

The purpose of this research was to investigate the lived experiences of parents whose children with Autism Spectrum Disorder (ASD) have participated in Rhythmic Movement Training (RMT), with the intention of highlighting the ways in which this intervention altered the effects of developmental outcomes and the process of familial adaptation. The results showed that the four individuals with ASD had diverse reactions to the rhythmic movement activities, likely due to differences in sensory and motor development. ASD children typically have developmental issues that affect their social, communicative, and behavioural functioning. ASD can cause social communication and interaction issues and repetitive behaviours, interests, and activities, according to the DSM-5 (American Psychiatric Association, 2023). Rhythmic movement has the potential to aid ASD children's motor and sensory development, according to previous studies (Bharathi et al., 2019; Hardy & LaGasse, 2013; Janzen & Thaut, 2018). Therapeutically, RMT is a great way to help people with sensory integration, motor

coordination, and emotional regulation issues. The basic principle of RMT is that rhythmic movement can improve developmental outcomes by strengthening neuronal connections.

Families that are unable to afford or access traditional therapies may find RMT especially helpful due to its perceived developmental benefits and its ease of adoption (Grigg, et al., 2018). Even though there were just three families included in the study, the fact that their stories are similar suggests that RMT could be useful in addition to more traditional methods. According to the findings of my research, there is a possibility that parents may have various degrees of acceptance and comprehension of RMT as an intervention for their child. Some parents have reported favourable experiences, citing changes in their child's behaviour and emotional regulation as a result of receiving RMT sessions by their children. Grigg et al. (2018) and Grzywniak (2017) found that the adoption of reflex integration approaches was related with improvements in children's social-emotional functioning and reduced anxiety and increased self esteem in children. This was in addition to the fact that these methods led to improvements in children's physical skills.

In this case, to access and sustainability burdens were another major issue. Parents highlighted financial expense, availability of trained RMT practitioners, and time commitment for home-based practice as limitations despite its potential benefits. Equity in special education access to additional and alternative therapies is a bigger issue (Wong et al., 2015). Some families incorporated RMT into daily routines, improving feasibility and long-term adherence.

Additionally, participants articulated the evolution of the parent-child connection through RMT. Due to RMT being a physically interactive intervention necessitating parental participation, parents indicated improved connection and a greater comprehension of their child's physical signals and emotional conditions. This discovery aligns with evidence indicating that sensorimotor therapies might enhance co-regulation and augment parental attunement (Tajik-Parvinchi, et al., 2020).

In conclusion, this study emphasises the significance of easily accessible treatment choices in the domain of neurodevelopmental assistance and special education, as well as the relevance of home-based therapies directed by parents. For children with ASD, RMT positively affects their daily living skills, socialization, and communication skills, and contributes to their well-being by providing interaction with their families.

Limitations of the Study

This study has a number of limitations, despite the fact that it provides significant insights. Due to the small sample size and inclusion of only families that had already decided

to use RMT, a selection bias may have been introduced. Because the data were self-reported, they could have been skewed by optimistic bias, inaccurate recollection, or subjective impressions. It is also difficult to generalise the results or put a number on developmental progress as neither direct observation nor standardised developmental evaluations were used. Incorporating objective metrics into mixed-methods designs would enhance future research.

Recommendations for Future Research

Future studies should examine the effects of RMT through longitudinal, mixed-method methodologies. Increased sample sizes and control groups could facilitate a more scientific evaluation of the efficacy of RMT. Subsequent research may also juxtapose RMT with alternative movement-oriented or sensory integration programs to assess its comparative efficacy. Furthermore, the prospective function of RMT in educational environments, such as classrooms or special education programs, need examination. Finally, examining the effects of RMT on academic achievement, social competencies, and carer stress may provide a comprehensive insight into its significance in aiding children with ASD.

RMT is a treatment option for children on the autism spectrum, and this phenomenological study delves into the realities faced by families who have chosen to use it. The study finds that RMT has the ability to be a low-cost, easily accessible intervention that could positively impact the developmental progress of children with ASD, according to in-depth interviews with three families. Improvements in self-control, motor skills, focus, and family harmony were regularly noted by participants. When compared to other, more time-consuming and expensive therapies, RMT was a more manageable option for families because to its low financial impact and simplicity of incorporation into everyday activities.

The findings suggest that RMT is not only a tool for supporting neurodevelopment but also a source of empowerment for parents seeking agency in their children's therapeutic journeys. Despite the limitations of a small sample and self-reported data, the convergence of parental experiences points to a promising avenue for further research and application. RMT, as a movement-based and reflex-integration approach, holds potential as a complementary strategy within a broader, multidisciplinary framework of autism intervention.

Further study should strive to validate these first results by doing greater in size mixed-method studies with standardised assessments and different demographics. To further validate

RMT's broader applicability, it is crucial to investigate its long-term effects on academic performance, social integration, and personal and family well-being.

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Well-being for Pupils through Dramatic Play in the Italian Primary School Environment

Giulia Rocchi¹⁶

Università eCampus, giulia.rocchi@uniecampus.it, ORCID no: 0000-0003-1945-0792,
ITALY

Davide Nigra

Università eCampus, davide.nigra@studenti.uniecampus.it, ORCID no: 0009-0008-5688-
7452, ITALY

Cristiano Zappa

Università eCampus, cristiano.zappa@studenti.uniecampus.it, ORCID no: 0009-0000-7567-
4649, ITALY

Abstract

Since the beginning of the last century, the interest of pedagogical research on childhood play has been growing consistently. The contribution of active pedagogy, from the Agazzi sisters to Montessori, to more recent authors, has initiated and enhanced the educational potential of play. Indeed, play represents a privileged resource for learning and relationships. Through different play experiences, the child opens himself to meeting others, explores the environment, comes into contact with objects, expresses himself and tells stories. Furthermore, he becomes aware of his own body and personality, experiments well-being and pleasure (Patrino 2014). At the same time, the child acts out the first conflicts and discovers different perspectives and points of view. The present work aims to investigate the current role of play in primary school, as an opportunity for the child's personal and overall development (Berger 1989; Farnè 2021). More specifically, we intend to consider dramatic play as an experiential mode able to activate all child's sensory channels. Dramatization involves body and emotions. It promotes expressive skills and helps build relationships with others, impacting positively on the child's overall well-being, reinforcing autonomy and self-regulation. Dramatic play proves to be an effective educational strategy in these Liquid Modernity (Bauman 2007; 2012; 2023), where the child also experiences forms of individualism, states of loneliness and isolation. The experience of dramatization can help the child in the process of achieving his or her own well-being.

Keywords: Activism, Dramatic play, Well-Being, Child Development

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Introduction

In an increasingly accelerated society (Rosa 2003), where both individual and collective well-being are compromised, children too become entangled in this systemic short-circuit. Bauman describes such a society as an “open society”, a product of globalization, where human relationships are progressively weakened and impoverished (Bauman 2007; 2023).

Within this context, the difficulty in managing emotions and the psychological-emotional states triggered by negative globalization processes (Bauman 2007) can lead individuals toward a condition of “ethical illiteracy” (Iori 2024), undermining their ability to engage in critical, conscious, and proactive reflection.

“Awareness of the dominant position occupied by verbal language in today’s society, and thus its central role in the transmission of educational values, relegating the body to an auxiliary communicative function, demands specific attention toward the development of effective pedagogical strategies. These strategies, through the art of creative movement, aim to foster the recovery and conscious use of one’s own corporeality”¹⁷ (Oliva 2011, p. 2).

The situation outlined here highlights the difficulty children face in achieving a state of well-being that may be cultivated through dramatic play. Theatre, as an art of communication, emerges as a meaningful educational proposal that integrates motor, expressive, and communicative development, ultimately contributing to a holistic formation of the individual (Oliva 2011).

This work aims to shed light on the potential of dramatic play within educational contexts, specifically in primary schools, as a foundational approach to promoting well-being from a biopsychosocial perspective.

The literature and experiences discussed here pertain to the Italian school system.

1. The theoretical bases of play through pedagogical Activism

The objective of this section is to highlight the contribution of the Pedagogical Activism movement to our understanding of play as a fundamental element in children’s growth and personality development.

¹⁷ The quotations were translated by the respective authors of each section/paragraph.

From this perspective, dramatic play represents a pedagogical tool implemented by schools through the creation of a “play space” (Berti 2022, p. 58), where pupils can explore and develop awareness (Iori 2024) of key values such as care, respect, and freedom, both their own and that of others (Sgambelluri 2015).

Conceiving the school as a ludic space provides children with opportunities to engage in play within a didactic framework aimed at facilitating teaching and learning processes. The educational recognition of play is deeply rooted in the early twentieth-century Pedagogical Activism movement and is exemplified in the methodological approaches developed by Rosa and Carolina Agazzi and Maria Montessori (Sgambelluri 2015).

The educational method developed by the Agazzi sisters was groundbreaking in placing play at the centre of early childhood education. Similar to Montessori, the Agazzis view play as a structured and guided activity intended to foster the child’s holistic development (Casotti 1953). For them, play is not an activity separated from learning but rather a medium through which children acquire cognitive, social, and emotional competencies. It encourages sociability, personal autonomy, solidarity, cooperation, and a sense of respect for others. The materials used in play are simple, everyday objects – referred to as *cianfrusaglie* – which carry significant emotional and affective value for the children (Agazzi 1961).

In the Agazzi method, the teacher plays a crucial role in guiding and facilitating play. Activities are planned and coordinated by the educator, who intervenes only when necessary, steering the ludic experience toward specific educational goals. This reflects an understanding of education as an active and participatory process in which the child is the main agent of their learning.

The Agazzi sisters envisioned the school as a “children’s home”, referred to as “*casa dei bambini*”, a familial and welcoming environment that fosters the spontaneity of play as a means of learning. The educational setting is structured to allow children to actively engage in the management of shared spaces, learning to care for themselves, others, and their surroundings. This attention to the educational environment is also evident in the creation of well-structured daily routines that include free play, educational activities, shared space maintenance, and interaction with nature. Each phase of the day is designed to offer meaningful play-based experiences.

According to Agazzi pedagogy, the integration of play with practical life activities, environmental care, and active participation creates a context in which children can grow and learn naturally and spontaneously (Valentini, Troiano 2017). In line with Froebel's educational philosophy, the Agazzi sisters emphasized that the aim was to raise children who would become adults, not merely pupils (Mazzetti 1962).

In this view, Froebel conceived play as an expression of the child's joy of living, manifesting through the body (Bucci 1993). Play brings joy, freedom, contentment, inner peace, and harmony with the world. Games should include bodily movement and be expressions of the inner vitality and pleasure of living (Sgambelluri 2015).

Similarly, Maria Montessori placed significant emphasis on the educational value of play, considering it a key element in children's cognitive, motor, emotional, and social development. In her educational philosophy, play is an essential means by which children develop their capabilities meaningfully. It is regarded as a tool for autonomous learning and self-construction, within a framework that supports freedom, concentration, and exploration (Montessori 1950).

Montessori viewed play primarily as an activity that fosters active learning. She observed that children concentrate deeply on tasks that interest and please them, engaging in these activities with seriousness and dedication. Thus, play becomes a context for exploring, experimenting, and developing cognitive abilities and bodily awareness (Lupi 2016). Montessori-designed classrooms promote autonomy through carefully selected materials that stimulate curiosity and exploration. Children are free to choose their activities, enabling them to learn through direct experience and to acquire profound and lasting knowledge. Montessori distinguished between types of play and assigned particular educational importance to activities that engage children with the real world. She identified sensorimotor games and rule-based games as especially effective learning tools, promoting concentration and self-correction.

"Thinking of school as a ludic space is essential to understanding both the value of self-organized play and the difficulty that may arise when offering a game to a child who, at that moment, is not inclined to play. As Bateson reminded us, one can never command someone to 'play!' (Bateson 1996). In such cases, the teacher can only diversify the offer or accept that the child may simply observe others playing, trusting, as Piaget noted, that this experience is also meaningful in the learning process" (Berti 2022 p. 58).

In the scenario outlined here, “Play represents the highest level of a child’s development (...) as it is the free and spontaneous expression of their inner self, the purest and most spiritual manifestation of the human being” (Sgambelluri 2015, p. 77).

From this perspective, dramatic play appears well-suited to support a spontaneous and non-directive approach to play, as it reflects the child’s natural behaviour. This is particularly evident in symbolic play, where the child uses imagination to construct fictional scenarios through voice, gestures, sounds, and objects.

2. Experiencing theatricality in Italian education

In the context of Italian education, the Document called ‘*Indicazioni Nazionali per il Curricolo della Scuola dell’Infanzia e della Scuola Primaria* (2012)’ advocate the pedagogical use of theatrical activities. This policy document explicitly defines the role of theatre and the space it should occupy within the educational offerings across all school levels. In doing so, theatre is granted full legitimacy within students’ educational pathways, marking a definitive departure from its earlier perception as a sporadic or extracurricular activity.

These recent guidelines align with the foundational principles of the *World Theatre Day*, established in 1962 in Paris by the International Theatre Institute (ITI), the largest global theatre organization, founded by UNESCO in 1948. Within this framework, theatre is defined as an “ideal educational tool, a synthesis and perfect interaction between curricular and extracurricular domains, between classroom and laboratory” (source: <https://mim.gov.it/web/guest/teatro-e-didattica>, p. 1).

Moreover, in the section *Traguardi per lo sviluppo delle competenze al termine della scuola primaria* (Learning goals for competence development by the end of primary school), it is stated that “(...) students use bodily and motor language to communicate and express emotional states, including through dramatization and rhythmic-musical experiences. (...) They explore a progressively more complex range of technical gestures (...)” (Ibidem).

In this regard, “theatrical education at school not only fosters the acquisition of artistic skills but, more importantly, serves as a transversal pedagogical tool that profoundly influences students’ holistic cognitive and emotional growth” (source: <https://mim.gov.it/web/guest/teatro-e-didattica>, p. 1).

Within 20th-century pedagogical discourse, theatre is increasingly recognized as a means for personal and social development. This recognition has translated into concrete practices that reflect educators' commitment to implementing theatrical activities in schools (Zappa 2011). Examining the pedagogical contributions of Adolphe Ferrière and Alexander Sutherland Neill, we can identify key moments that reinforce the “reciprocating interaction” (Scurati 1989, p. 45) between school and theatre.

In Ferrière's school, spontaneous theatrical activities emerge during periods of collective free work, when the student community feels the need to narrate aspects of reality through imagination (Santini 2007). As Santini explains, “(...) the possibility of an entire group actively participating in a theatrical experience (...), which is always both personal and collective, imbues the group with a unique identity, serving as a testimony of shared emotions and a foundation for constructing a collective autobiography in which all members are integral participants” (Santini 2007, p. 29).

Regarding the educational value of performance in Neill's school experience, Gatto notes that theatre enables students to “develop self-confidence, expand expressive capabilities, and stimulate creativity” (Gatto 1979, p. 44). Moreover, students are highly motivated by activities involving scriptwriting, rehearsal, and performance, showing a clear desire to fully inhabit their roles. Generally, children enjoy simulation games and role-playing, as well as imitating freely chosen characters by replicating their distinctive gestures, language, and contexts (Zanniello 2000, p. 18). As Zanniello notes, “symbolic play lays the groundwork for understanding, accepting, and respecting roles; children know that if these rules are not followed, the game cannot succeed. Play thus helps them act within frameworks of reciprocity and shared conditions” (Zanniello 2000, p. 18).

From this perspective, Di Rago affirms that “theatrical activity contributes to students' psycho-physical well-being, to a sense of bodily confidence, and to a deeper understanding of oneself and others” (p. 36). Participating in a theatre workshop becomes a learning journey based on trial and error, surges and hesitations. Such experiences enhance communication skills, foster critical thinking, and demonstrate how different abilities and disciplines can converge to achieve common goals (Di Rago 2006).

Traditional didactics must therefore be complemented by a laboratory-based approach, understood here as dramatic play, grounded in key elements such as “concrete manipulation, creativity, discovery-based learning, multi-layered interpretation, the metaphorical value of experience, and emotional-cognitive engagement” (Arduini 2020, p. 163).

Through theatre, a wide range of sensitive or complex topics, both familiar and unfamiliar to students, can be addressed in ways that stimulate curiosity and reflection. This approach fosters responsible citizenship and encourages students to participate consciously in diverse and inclusive communities. In this sense, theatre also becomes a vehicle for *global education*, aligned with the Sustainable Development Goals (SDGs) outlined in the UN's 2030 Agenda, especially those promoting human well-being, planetary health, and shared prosperity.

The increasing expectations *for*, *about*, and *from* children find space for play, an internationally recognized right under the 1989 UN Convention on the Rights of the Child (Barbanti Ferrante, 2020). Additionally, SDG 3 of the 2030 Agenda emphasizes the importance of ensuring health and well-being for people of all ages. These frameworks outline both the enabling conditions and the multidimensional development pathways needed for human flourishing.

For all these reasons, it can be argued that “(...) theatre in primary education should not be viewed as an additional subject to be layered onto other disciplines or forms of education, but rather as a transversal sensitivity, one that is both permeated by and permeates curricular content, and as an ‘eco-disciplinary paradigm’ to be embedded within everyday educational practice” (Calliero 2006, pp. 22-23).

Hence, “theatre represents a privileged experience of care for both the individual and the collective self, a space where differences are integrated and meaning is sought or constructed, not only on a personal level but within a continuous dialogue with the group and broader community” (Innocenti Malini 2006, p. 50).

As this article has explored, play, especially dramatic play, has demonstrable positive effects on socialization and peer negotiation (Digennaro 2019). Thus, theatrical practice also serves to exercise and develop key citizenship skills that are essential throughout life.

In light of this analysis, theatre education emerges as both a pedagogical tool and a form of care, capable of fostering “the construction of positive relationships” (Valbusa Puecher 2022, p. 137), and supporting the development and enhancement of individual capacities. In primary education, “dramatization is a particularly effective tool” (Ibidem), allowing children to explore relationships and emotions first-hand within a safe and guided environment.

Performing arts thus represent an appropriate approach, rich in relational value, capable of allowing students to “experience the well-being that such practices generate, while learning to recognize and manage their emotions” (Salati 2011, p. 163).

3. Educating for theatricality to promote well-being in the perspective of full citizenship

As argued in the previous section, the Indicazioni Nazionali (2012) provide guidelines aimed at ensuring the full development of the child and their psycho-physical well-being, which can be articulated through developmental milestones and learning objectives.

The Italian education system foresees continuity across school cycles and is based on the centrality of the individual and the promotion of both individual and collective well-being, aimed at full and equitable participation and inclusion of all.

Regardless of the school level, the school must necessarily adopt a perspective in which “competences and learning are framed as indispensable resources, and rights, (...) to respond both to the educational and formative demands required by modern community systems (...) and to guide innovation and change (...)” (Caldin et al. 2016, p. 892). Therefore, it must enable the creation of educational settings that reinforce curricular and extracurricular activities within a lifelong learning perspective of citizenship values.

In this regard, it is appropriate to highlight, in line with Dewey’s claims, the importance of the experience enacted by the student between the classroom and the laboratory; such experience, as Dewey states, is both the means and the end of education, that is, what connects theory and practice in teaching (Cappa 2014). According to the author, the school can be understood as an “(...) educational stage, that dramatic action space extending to the ‘wings’ of every institution and organization, institute, that move the material and imaginary bodies of students and their teachers. (...) on the educational scene (...) the bodies taken in the field of educational experience indicate with their presence a depth of experience” (Ivi, pp. XVII-XVIII).

The potential of dramatization has illuminated the significance of experience understood as both means and end of disciplinary and transversal learning (Cappa 2014).

Dramatic play can thus be considered a form of quality educational experience, one that children engage in naturally and unconsciously; indeed, children “love theater without knowing that they are doing theater” (Farnè 2021, p. 67).

Furthermore, dramatization, as a form of narration (Straniero 2024), allows work on self-construction and self-narration (both impersonated and simulated); dramatic play, employing various forms of language (verbal, nonverbal, and paraverbal), facilitates “the exploration of social and personal dynamics that influence health” (Pasetto et al. 2024, p. III).

In fact, “(...) Through movement, which encompasses a vast array of gestures ranging from facial mimics to diverse sports performances, the student can explore space, become aware of their body, communicate, and relate to others. (...) Through the body-motor dimension, the student expresses communicative needs and sometimes manifests various forms of distress that cannot be conveyed through verbal language (...)” (MIUR, Indicazioni Nazionali 2007, p. 73).

Dramaturgy, conceived as the practice of laboratory work in a guided and protected context, offers learners the possibility to construct, modulate, and remodel the proposals provided by the teacher “both from a performative and socio-relational perspective” (Pasetto et al., 2024, p. 14).

The co-constructed learning process can be punctuated by moments of reflection and sharing of practices characterized by “generative interchange among the cultures of the individual, the group, and the context” (Ivi p. 15). Feedback provided by the teacher, acting as mediator and moderator, facilitates the acquisition of transversal and disciplinary competences and simultaneously functions as “reinforcement of the individual’s intellectual and critical capacities” (Oliva 2016, p. 42), thereby broadening their emotional repertoire and contributing to ethical literacy.

On this last concept, Iori (2024) specifies that the ethical illiterate is one who “is incapable of reflecting deeply and authentically (...) on the multiple nuances characterizing an action, its motivations, and the relationship with the values that guided it. An ethically illiterate person lacks autonomy of thought and uncritically accepts the offered viewpoint, adopting it as the only possible one” (p. 317).

Body language, especially in primary education, provides the opportunity to act and manifest thought while simultaneously balancing “(...) the expressive and emotional dimension” (D’Elia 2019, p. 94). Dramatic play is thus an indispensable tool for achieving full well-being from a biopsychosocial perspective.

Integrating this practice into the primary school curriculum is an institutional duty, as it allows students to be supported in their growth and development journey and to acquire a repertoire of transversal and emotional competences increasingly required by contemporary society.

In educational terms, this means cultivating a proactive attitude toward change that embraces and manages the challenges of a global society with resilience. Consequently, schools are called upon to support students in becoming part of a multicultural society and cannot evade this responsibility. “An extended professionalism is therefore envisioned” (Scurati 2006, p. 78) for today’s teacher, tasked with enhancing and developing quality competences in response to new student needs and ministerial directives (Trinchero et al., 2020).

“Playing probably constitutes the primary and most powerful form of symbolizing reality. (...) It is inevitable that life includes play, but also that play reflects the ‘seriousness’ of life. Such an interpenetration of boundaries between play and reality (...) characterizes the meaning of playful activity (...)” (Simone 2022, pp. 17–18).

The teacher-director of the educational scene designs and implements a didactic script in which students, actors, by identifying with and embodying their chosen or assigned roles, can bring forth new and additional challenges. The teacher-director can grasp the aspects emerging from student performances to reshape the teaching pathway within the school, aiming to enhance and promote competence development and well-being as key elements for full citizenship (both inside and outside the school).

Conclusion

This article has highlighted the importance of dramatic play from a biopsychosocial well-being perspective. It is precisely through play—as conceived by key figures of twentieth-century pedagogical Activism—that we can identify a powerful learning tool capable of fostering the child’s holistic development. As argued in this contribution, play, thanks to its intrinsic ability to generate positive emotions, represents a unavoidable means for promoting meaningful and lasting learning.

For these reasons, as discussed in this paper, within the context of primary education, teachers who make use of a broad repertoire of dramatic and theatrical activities acknowledge the uniqueness of each student and encourage their direct engagement as active protagonists in the learning process within the school community. This kind of involvement occurs on multiple levels: cognitive, emotional, biopsychological, and social.

Among the various forms of play recognized in this framework, dramatic play, which is the focus of this study, serves as a tool capable of activating both disciplinary and transversal competences. It thus emerges as an effective educational and formative method, aligned with a lifelong and lifewide learning perspective.

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"School dropout among Roma children in Gjirokaštër municipality: Causes and possible solutions"

Loreta Mamani

"Eqrem Çabej" University, ALBANIA

e-mail: loretamamani@hotmail.com, Orcid No: 0009-0009-5404-0458

Aida Sotiri

"Eqrem Çabej" University, ALBANIA

e-mail: aida_sotiri@yahoo.com

Mimoza Çabeli

"Eqrem Çabej" University, ALBANIA

e-mail: mimoza.cabeli20@gmail.com

Abstract

The paper "School Dropout Among Roma Children in Gjirokaštër Municipality: Causes and Possible Solutions" follows years of service I have provided within the Roma community.

Even though education is a fundamental right for integration and social development, Roma children in Gjirokaštër face numerous challenges that prevent them from attending or completing school. Reports indicate that only 10% of Roma and Egyptian children in Gjirokaštër attend school, while 90% are illiterate (Ora News, last updated September 18, 2022). Their schooling is characterized by issues such as demographic mobility within the community, irregular attendance, low academic performance, failure to continue lower secondary education, school dropout, and lack of essential skills and knowledge. It is important to highlight that despite the persistence of this phenomenon, the causes and effective solutions have not been thoroughly identified by researchers, teachers, or the relevant Local Education Offices.

Our research is based on a quantitative and qualitative approach, using semi-structured interviews to gather in-depth perceptions. Our sample includes primary and lower secondary school students, parents, teachers, school administrators, and members of the Roma community. The interviews will be recorded and transcribed.

Findings from the descriptive analysis indicate that multiple factors contribute to school dropout among Roma children. Despite efforts by state institutions and NGOs to improve the situation, these initiatives have failed to find an effective solution for Roma children.

The results of this study are expected to play a significant role in future research by other scholars and to be considered by the Local Education Office of Gjirokaštër and teachers in order to address the challenges faced by this community.

Keywords: School dropout, economic factors, Local Education Office Gjirokastrë, educational policies, community inclusion.

Introduction

A significant number of students give more severe economic impacts to Roma families. Ringold, Orenstein; Wilkens (2005) argue that their economic and marginalization are among the main obstacles for Roma families in education. Yes, reports by the European Union Agency for Fundamental Rights (FRA, 2020) and UNICEF (2022) emphasize that it is not the minimum income, the lack of other visible conditions and the need for work that account for the phenomenon. Data on the Roma community in Europe show that almost 80% of the members of this community are illiterate. 30-40% of this population have attended school irregularly. The part that continues to university represents a very small percentage anywhere in Europe (Cudworth 2010). School dropout of Roma children is one of the most worrying phenomena in the field of education and human rights in Albania. Although education is a fundamental right for every child, children belonging to the Roma and Egyptian communities face numerous obstacles in attending and completing compulsory education. Roma have always been and still are marginalized in the society in which we live. In the municipality of Gjirokastrë, according to a report by Ora News (2022), only 10% of Roma and Egyptian children attend school, while 90% of them remain illiterate. Studies in Albania show that only 0.3% of the Roma population in Albania has a university education. (Hadroj R., 2012, I. 2012,). Some parents acknowledge the fact that early marriage may be an obstacle to their children being able to complete higher education, recognizing this as part of the Roma culture.

This situation represents not only an educational challenge, but also a social and institutional crisis that requires immediate intervention. In Gjirokastra, school dropout by this community is a massive phenomenon in recent years. Mainly, children from Roma communities drop out of school due to the very difficult conditions in which they live. Only 10% of them are educated, as they are forced to collect scrap metal to earn money.

Studies highlight many reasons that influence such low figures for Roma. (Hadroj R., 2012) In theoretical terms, the study is based on the theories of social exclusion (Bourdieu, 1973; Silver, 1994) and social justice in education (Sen, 1999; Fraser, 2008), which emphasize that education is not only a means of transmitting knowledge, but also an instrument for equality and inclusion. Institutional interventions and educational policies cannot be understood outside the context of the social structures that produce

inequality. School dropout among Roma children is the result of a combination of socio-economic, cultural and institutional factors, which directly affect their exclusion from development opportunities. Marriage at a young age for Roma women: 19% before 17 years old; At 20-24 years old, 40% of Albanian women are married, whereas 70% of Roma women are already in couple; A gender gap: men tend to marry later; Early family formation has huge consequences on education and access to employment (INSTAT 2011). The literature review shows that, although a number of national and international initiatives have been undertaken to include Roma children in education, the effects of these interventions are often short-term and fragmented (UNICEF, 2020; FRA, 2016; European Commission, 2021). In Albania, research on this topic remains limited, especially at local levels such as Gjirokastra, where specific local factors significantly influence the dynamics of school dropout. The most critical time for school dropout remains that of nine-year education. In Gjirokastra, the majority of Roma families do not complete the nine-year education. Nine-year education is a critical point where Roma youth may or may not break barriers such as: community opinion, prejudices they encounter in the classroom and in society from the majority. (Qosja, 2012). Reportedly, 64 percent of Roma and 24 percent of Egyptians ages 7–20 have never attended school; as a result, 62 percent of Roma and 24 percent of Egyptians are illiterate. Of the majority population, with whom they must compete on the labor market, only 2 percent are illiterate. The biggest barriers to their education are related to poverty and social exclusion. Families cannot afford to pay for school books, supplies, or fees, nor to feed and clothe children sufficiently for them to attend school. Moreover, many Roma children who speak Romani exclusively at home face difficulties when they begin school. An Albanian teacher in a Roma kindergarten in Shkozë, for example, asserted that Roma children under the age of 6 cannot speak Albanian. The result is that some Roma children who struggle in classes during the first years of primary grades eventually drop out of school. Other barriers include limited access to education facilities. In some areas, the long distance of schools from homes prevents children from attending school. (De Soto, H.; Beddies, S.; Gedeshi 2005)

This study is of particular importance for several reasons:

- ✓ first, because it gives voice to a marginalized group that is rarely included in decision-making;
- ✓ second, because it aims to provide concrete data on local educational institutions;
- ✓ third, because it comes as a result of a long-term engagement in the field by the author herself, guaranteeing contextual knowledge and high reliability in data processing.

The aim of this research is to identify the main causes of school dropout among Roma children in the municipality of Gjirokastrë and to suggest concrete, feasible and adapted solutions to the local reality. This will be achieved through a combined quantitative and qualitative approach, involving students, parents, teachers, school leaders and members of the Roma community.

From this analysis, the main research questions arise:

- ✓ What are the main factors that influence school dropout among Roma children in Gjirokastrë?
- ✓ How do parents, teachers and school leaders perceive this phenomenon?
- ✓ What are the possible solutions from institutions that can be implemented at the local level to reduce school dropout?

Method

This study uses a mixed methods approach that includes both quantitative and qualitative data, with the aim of gaining a deeper understanding of the causes of school dropout among Roma children in the municipality of Gjirokastrë and identifying possible solutions adapted to the local context. The research design is exploratory, relying on semi-structured interviews, which allow the researcher to understand the real experiences, perceptions and challenges faced by Roma children, parents and other educational stakeholders. In addition, a simplified questionnaire with closed and open-ended responses was used to collect quantitative data on school attendance rates and barriers.

Sampling and participants

The sampling is non-probabilistic, specifically purposive sampling, selecting participants who have direct experience with the phenomenon of school dropout. The following were included:

- 10 Roma students attending primary and 9-year education in public schools in Gjirokastra,
- 10 parents of these students,
- 6 teachers,
- 2 school principals,

The selection criterion was the inclusion of participants who have direct knowledge of the process of educating Roma children and who live in areas most affected by school dropout.

Instruments and data collection

The following were used for data collection:

- Semi-structured interviews, conducted face-to-face in Roma community settlements and schools. The interviews were recorded (with the participants' permission) and then transcribed verbatim.
- Simplified questionnaires, distributed to parents and teachers, which included questions on the reasons for children's absence from school, perceptions of institutional support, and socio-economic conditions.

Data analysis

Qualitative data from the interviews were analyzed through thematic analysis (Braun & Clarke, 2006), identifying the main recurring themes.

Quantitative data from the questionnaires were processed through descriptive statistical analysis (percentages, averages, etc.) using Excel.

The study follows a combined quantitative and qualitative approach. 50 questionnaires were distributed to Roma families with school-age children and 10 questionnaires to teachers working in schools with a high percentage of Roma students. Data analysis shows that, although migratory and cultural factors exert a certain influence, the greatest variance in the phenomenon of school dropout in this context is explained by difficult economic conditions. The dropout rate increases significantly when poverty is combined with a lack of institutional support and with the stereotypes that follow Roma children in the education system.

Study limitations

The study has limitations related to the small sample size and the lack of generalizability of the results on a national scale. Also, the self-reporting of parents and students may be influenced by emotional or cultural factors. This paper analyzes the impact of economic status, seasonal migration and early marriages on the phenomenon of school dropout, focusing mainly on the role played by extreme poverty. The relationship between these variables is examined in the context of the Roma community in the city of Gjirokastra, with a focus on children in basic and 9-year education (grades I–IX).

Results

The analysis of data collected from interviews and questionnaires has highlighted several main factors that influence the phenomenon of school dropout among Roma children in the municipality of Gjirokastra. These findings are grouped into four thematic categories: economic, cultural, institutional and internal family factors.

Economic factors:

Data show that extreme poverty is one of the most frequently cited reasons for dropping out of school. Many Roma families do not have a stable income and children are forced to contribute

economically, often through begging, collecting cans or other unpaid work in the market. Data collected through interviews and questionnaires show that extreme poverty is the most frequent factor influencing the dropping out of school by Roma children.

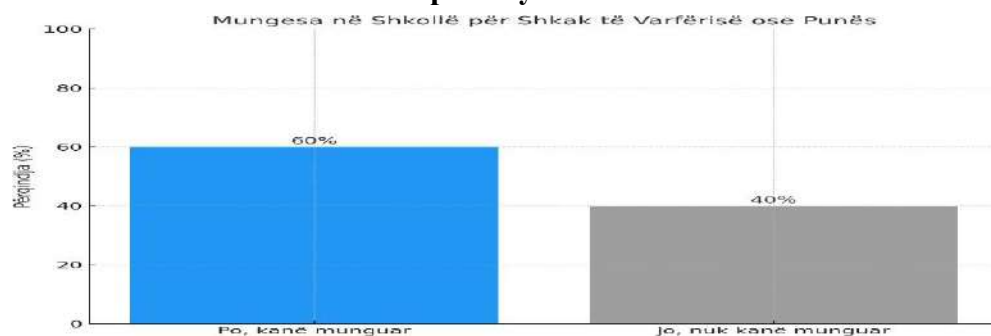
From the interviews conducted with parents, children we see that:

Graph 1: Economic Involvement of Children by Parents



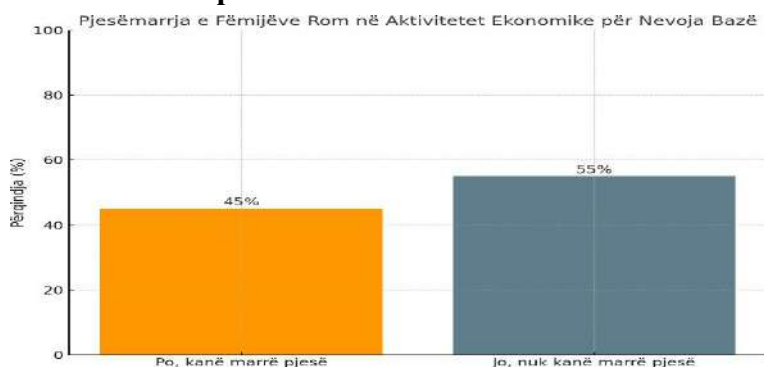
We see that 73% of parents stated that their children are obligated to help the family economically.

Chart 2: School absence due to poverty or work



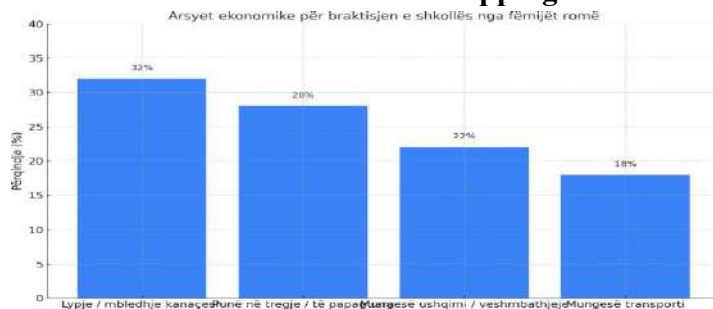
We see that: 60% of children claimed to have missed school due to lack of food, clothing, or work obligations.

Chart 3: Participation of Roma children in economic activities for basic needs.



We see that: 45% of Roma children said they have participated in activities such as begging, seasonal work picking citrus fruits or olives, collecting cans and scrap metal, or helping in markets to cover the family's basic needs.

Chart 4: Economic reasons for dropping out of school



From the data we see that:

Begging or collecting cans 32%

Lack of food/clothing 22%

Helping in markets or unpaid work 28%

Lack of transportation to school 18%

Why do they do this? Roma mothers expressed during interviews that: "We have no bread, how can I take my son to school without bread and shoes?" "I can't take him to school because I don't have money to buy clothes" "I can't pay for transportation because the school is far away"

Cultural factors

One of the key factors influencing the removal of Roma children from the education system is **the traditional attitudes and values of the community**. These attitudes are closely related to perceptions of gender role, low trust in public institutions, and the importance given to cultural customs in the face of formal education. Some Roma parents do not consider education to be a life priority. There is a lack of trust in the education system and a tendency to preserve community traditions, especially for girls, who in many cases withdraw from school at an early age to marry or stay at home.

From the interviews conducted with Roma parents in the Gjirokastra Region, we see that:

Graph 5. Cultural Factors That Influence School Dropout



As we can see from the graph, each factor has the percentage it occupies:

Factories	Percenyage of impact (estimated)
Traditional Attitudes on Gender Roles	40%
Lack of trust in school/institutions	25%
Economic poverty	20%
Discrimination at school	10%
Other	5%

Regarding enrollment in education by gender, we see from Graph 6 that:

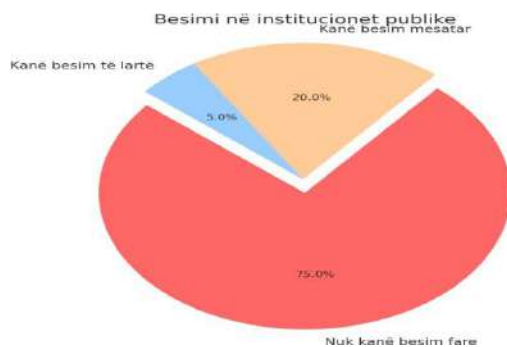
Figure 6: Enrolment in education by gender



- In the **3–10 age** group, enrollment is high for both genders, but boys are somewhat more involved (90% vs. 85%).
- In the **11–14 age group**, it drops significantly especially for girls (35% versus 50% for boys).
- In the **15–18 age** group, enrollment is **zero** for both genders, reflecting complete dropout from education at this stage.

This graph supports the observation that **Roma girls drop out of school earlier than boys**, often for reasons such as **early marriages** or **family caring obligations**.

Figure 7: Trust in public institutions



This graph shows trust in public institutions.

They have no confidence at all – 75%

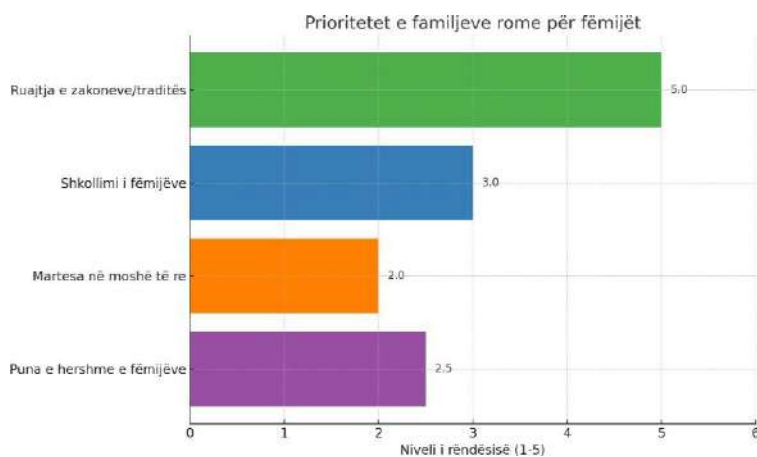
Have average confidence – 20%

Have high confidence – 5%

So, members of the Roma community for the most part do not trust the institutions at all.

Figure 8: Priorities of Roma families for children

Priority	Level of importance
Level of importance	A lot Important
Children's education	Important but not a priority
Marriage at a young age	Ordinary / Normal
Early child labor	Eligible



Here are some of the opinions of the parents who benefited from the interview: "Girls don't need high school", "She will get married tomorrow, she doesn't want school", "Points to school, and when they go they don't learn anything, it's better to stay at home and help us".

Institutional factors

Many participants during the interviews mentioned the lack of support from local schools and institutions. These institutional factors are mainly:

Lack of real and effective support from institutions: Although policies for social inclusion exist, they are not properly implemented in practice.

Lack of vocational training for teachers: Teachers do not have specialized training to work with children from vulnerable groups such as the Roma community.

Stigmatisation and discrimination at school: Roma children often face harassment, insults and prejudice from teachers or other pupils (p.sh. use of the term "Arixhinja" in an offensive way, unwashed, foul-smelling, etc.).

Lack of a supportive and inclusive environment in the school; This leads to demotivation and school dropouts of Roma children, as shown by the case of the girl who refused to go to school anymore due to discrimination.

Generally, these factors are:

Organisational factors (lack of support and implementation of policies)

Educational factors (lack of teacher training training)

Socio-psychological factors (stigmatization, discrimination and marginalization in school)

A Roma mother said: "They insult her in class, they call her 'arixhofka' - replied the mother of a 10-year-old girl from the Roma community who says that the girl came back crying and insisting that she would not go to school again as she felt bad and bullied.

While a man in his 30s said that his 15-year-old son will not go to school as he has thrown a lot of body and is two years older than his peers due to dropping out of school for reasons of emigration. After returning from Germany, the man underlines, he will not go again as he feels older and has started working in a car service. He left school in the 6th grade.

Family and social factors

Parents generally have a **low level of education** or are illiterate, which directly affects their children's ability to attend education. In some cases, there is a lack of supervision and structure in family life, with parents having neither the means nor the capacity to help children with homework or maintain regular contact with school.

The family and social factors that are described by parents and teachers are:

- **Low level of parental education or illiteracy** – Parents do not have enough education to understand the importance of education and to help children in the learning process.
- **Lack of supervision and structure in the family** – There is no good organization of children's time and activities, which would help in continuity and success in school.

- **Lack of capacities and financial means** – Parents do not have the material or ability to support their children in schoolwork and to communicate regularly with teachers or educational institutions.

What parents say in this context:

- Often parents feel powerless to help their children in education due to their lack of knowledge or skills.
- Sometimes they do not fully understand the importance of school or encounter difficulties in managing family and economic responsibilities.
- Some parents may experience stress or distress due to the inability to provide adequate conditions for learning.

In general, parents express the lack of support that they themselves can give to their children, due to educational, economic and social factors.

There are organizations like Save the Children that do very good and organized work with this community, but there are others that the activities they carry out do not fulfill their purpose.

Lack of transportation and physical access to school

For some suburban neighborhoods of Gjirokastra where the Roma community lives, it was identified that the lack of public transport and physical distance from school is a concrete obstacle to regular attendance. There are two factors that negatively affect the attendance of school by Roma children in the suburban neighborhoods of Gjirokastra: **the environmental and infrastructural factor**. There are no convenient lines or services connecting these neighborhoods to schools, making it difficult and often costly for children to commute daily.

Physical distance from school. The distance that children have to travel is great, which increases fatigue, risk and travel time, demotivating regular attendance. From an interview, we break the refrain: *Maria is the eldest daughter of a Roma family on the outskirts of the city. She and her two younger brothers attended the school which was very close to their apartment, but at the moment she had to move to another school (because she passed the 6th grade) she left school due to the long distance and her family could not afford the cost of public transport as they face numerous financial problems. Only her father works in her family, while her mother is ill.*

This combination of infrastructural and social conditions creates a practical and concrete barrier that directly affects the education of Roma community children in those areas. Overall, the results show that school dropout among Roma children is a **multifactorial phenomenon**, where structural circumstances (such as poverty and exclusion) are intertwined with cultural and

institutional elements. This requires an integrated and collaborative intervention between the school, local institutions, associations (NGOs) and the community.

Discussion and Conclusion

The findings of this study highlight that efforts to reduce school dropout among Roma children should focus on addressing poverty, ensuring access to economic assistance for families in need, and guaranteeing social and educational support from local institutions. From this study we see that: Mostly girls are forbidden to go to school to help with household chores and take care of younger brothers and marry at a young age. While boys to help provide income for the family, they have to drop out of school and start working. Marriage plays a more hindering role in girls' education than in boys' education, since it is noted that the cases of married boys attending school are relatively more frequent than the cases of girls. Qosja, G. (2012). The majority of parents stated that their children are obliged to help the family economically.

The main factors that affect school dropout are:

Studies highlight that the low level of education of parents and the socio-economic conditions of families are the main obstacles to school continuity. UNICEF (2021) This also aligns with the findings of the World Bank (World Bank, 2020), which underline that lack of physical access due to transportation and distance from school is a significant problem in suburban areas.

The perceptions of parents, teachers and school leaders are:

Roma parents often feel powerless to support their children's education, due to a lack of knowledge and resources. Xhafa (2019) Teachers and school leaders recognize the challenges, but the lack of professional training and institutional support limits effective interventions. This gap between policies and practices is evident in regional studies (Xhafaj, 2019; Çela & Kola, 2021).

According to the European Commission (2019), while policies exist for the inclusion of Roma communities in education, implementation on the ground remains fragmented and ineffective. Save the Children (2020) notes the lack of support and monitoring mechanisms to address abandonment and the need for active community involvement. This situation creates an institutional gap that hinders appropriate interventions. Many teachers who have Roma children in their classrooms when they drop out of school do not deregister them because of the low number of students in the classes they have, but they are also not interested in these students attending. Like many other countries in the region, Albania has invested in overall legislative

reform: Poor administrative capacity as well as limited civil society engagement mean that implementation has not progressed at the right pace. (Sultan, 2006)

Possible Solutions for Reducing Abandonment

Based on the international literature and practice of organizations such as UNICEF (2021) and the European Commission (2019), we give these recommendations for possible solutions:

- ✓ Training teachers in diversity management and social inclusion.
- ✓ Improving physical access through public transport and infrastructure (World Bank, 2020).
- ✓ Family Empowerment and Parent Education Programs (UNICEF, 2021).
- ✓ Development of institutional mechanisms of support and cooperation with the community (Save the Children, 2020).
- ✓ Working with parents to make them aware of their children's attendance at school.

These measures would contribute to the creation of a more inclusive and sustainable environment, significantly reducing the school dropout of Roma children in Gjirokastra and beyond.

Recommendations

1. Professional training of teachers and educational staff; Increasing the role of educational institutions in supporting inclusive education is an important topic that requires an in-depth examination of educational history and practices. (Lushaj & Ramosaj 2025), Trainings should also address prejudice and discrimination at school (European Commission, 2019).

2. Roma's approach to education directly depends on the standard of education offered to them; Teachers' lack of motivation to work with children from another culture, prejudice against Roma families, and lack of training are factors, which contribute to the low standard of education provided to Roma. (Fishta K., 2023, p. 4).

3. Improving physical access and educational infrastructure; Investing in public transport and creating safer and shortened routes for Roma children will lower travel barriers and increase learning participation (World Bank, 2020).

4. Family support and parent education programs; Empowering Roma families through educational programs and social support will help increase the appreciation of education and children's schooling capacities (UNICEF, 2021).

5. Development of institutional and community mechanisms for inclusion and monitoring: The establishment of local structures that work closely with the Roma community and

educational institutions is imperative for follow-up, support, and timely interventions to prevent drop-out (Save the Children, 2020).

Educational institutions should be careful to avoid cases of segregation which can also occur because the Roma community is located in certain areas and their children go to the same school (Discrimination 2014)

6. The phenomenon of school dropout is still prevalent, a suggestion would be to offer children (starting with preschool ages) educational payments, free food and textbooks. (Lazarus, 2019)

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Social Media and the Well-Being of Young People: Benefits and Risks

Dr. Brunilda Laboviti*

Klinika Laboviti, klinikalaboviti@gmail.com , ALBANIA

Ilva Lamaj**

Ismail Qemali University of Vlora, klinikalaboviti@gmail.com , ALBANIA

Greta Katreli***

Klinika Laboviti, klinikalaboviti@gmail.com , ALBANIA

Abstract

Today's youth face numerous pressures, ranging from academic life to the influences that come from social media. This paper aims to address some of the factors that affect their psychological well-being, focusing on positive emotions, self-esteem, and the role of social media. On one hand, positive emotions such as joy, hope, and gratitude help young people cope with stress more easily and maintain emotional stability. On the other hand, self-esteem plays a crucial role in how a young person views themselves and handles everyday challenges. Social media is another significant factor. It can have a positive impact if used mindfully, but it can also bring anxiety, unnecessary comparisons, and feelings of insecurity. This paper aims to emphasize the importance of building healthy self-esteem and developing a more conscious relationship with emotions and technology as part of overall well-being.

Keywords: Youth, Psychological well-being, Positive emotions, Joy, Self-esteem, Social media, anxiety.

Introduction

Young People's Daily life now revolve on social media in great detail and most of them communicate with friends, discuss their experiences, follow the newest news, And express themselves in diverse ways on sites like Instagram Snapchat and Facebook (Anderson & Jiang, 2018). Particularly in times when they feel depressed or isolated, social media enables young people to connect with others, investigate their identity, and obtain emotional support (Best, Manktelow & Taylor, 2014).

Along with these advantages, though, there are major questions regarding how social media shapes the mental health of young people. Using these platforms excessively has been connected, according to research, to feelings of helplessness Call mom low self esteem, and continued comparison with others (Twenge & Campbell, 2018; Vogel et al., 2014). Some young

people also feel under pressure to always be online and to present a perfect version of themselves, which may damage their confidence and self worth (Pantic, 2014).

The goal of this research is to look into the different risks associated with social media as well as the positive impact it can provide on the well-being of young people. It's important to understand that the impact of social media really depends on how it is used and how much time is spent on it (Orben et al., 2019).

The Benefits of Social Media for Young People

Self-Expression and Identity Development

Praying people, social media offers one of the main advantages in terms of exploration and expression of their identity full point many of us experience a phase of attempting to find ourselves who we are, what we value, and how we want people to see was during teenage years and early adulthood. Social media presents a venue where this is possible. Young people feel free to communicate their interests, ideas, feelings, and several sides of who they are via postings, pictures, videos, or comments (Michikyan, Subrahmanyam & Dennis, 2014).

For instance, a young person who may not feel understood by family or close friends can find a space online where they feel accepted for who they are. This greatly affects forming identity and confidence building full point creating content such as personal blogs, Instagram reels, or tik toks can be a potent way to self-expression, particularly for those who feel uncomfortable sharing in traditional setting.

While peer pressure or trends may influence self-expression at times, generally for many young people utilizing social media to develop oneself can be a pleasant experience. Crucially, people should feel free to be themselves without thinking about criticism. In this way, social media becomes more than just fun—it becomes a real part of growing up.

Peer Social Support and Connection

One of the most important things for young people's well-being is knowing they're not alone, that someone understands and supports them. Social media frequently serves this purpose by enabling the maintenance and improvement of connections with others. Particularly when they can't meet in person, many young people rely mostly on messaging via Instagram, WhatsApp, or Snapchat to keep in touch with friends (Best, Manktelow & Taylor, 2014).

Apart from maintaining present friendships, social media facilitates the development of new ones among people with similar interests. An artist, for instance, can follow inspirational pages, join creative forums, and interact with others who share the same passion. Particularly for those who are isolated in their offline surroundings, this sense of belonging is really essential.

Many young people also claim that during tough emotional times, it's sometimes easier to talk through a message than face-to-face. A person's day or mental condition can be much influenced by even a brief communication from someone close. Social networking might so become a new form of emotional support.

This naturally does not replace actual human connection, but in a digital environment it is a necessary tool for emotional well-being. When used carefully, social media may provide a link to others and enable young people to feel less isolated.

Access to Information and Informal Learning

The chance for informal learning presented by social media is still another important advantage. Many times, young people learn from what they see online—educational videos, instructive blogs, brief articles, or honest talks about subjects not commonly handled in class—not alone from their educational experiences (Collin et al., 2011). For many, this style of learning is natural, pressure-free, outside of the traditional classroom, and hence more effective.

Reels on TikTok and Instagram, for instance, usually show how to control anxiety, maximize time, or improve study skills. There are also pages that share information about human rights, mental health, history, or even technology. This is crucial as young people are receiving straight, basic, interesting knowledge.

One article or video can also inspire interest and motivate a young person to research a subject deeper. This increases the motivation to absorb information and approach knowledge actively. So, social media is not just entertainment—it can also be a space for education and personal growth.

Of course, it's important to be mindful of the quality and source of the content, but when used consciously, social media can open new doors to learning and self-development.

Activism and Civic Engagement

One of the most inspiring sides of social media is how it gives young people a stronger voice on social, political, and environmental issues. Platforms like Instagram, TikTok, Twitter, and YouTube are not just places to scroll—they're spaces where young people stay informed and

get involved in causes that matter to them and their communities (Literat & Kligler-Vilenchik, 2019).

Activism isn't only about street protests anymore. Today, a story, a hashtag, or a video can raise awareness among thousands. Many young people feel empowered when using social media to speak out against injustice, support mental health awareness, or advocate for gender equality, environmental protection, and human rights. Even in Albania, there have been cases where a simple post or online campaign led to real change or got the attention of decision-makers.

What's also great is that online activism often leads to personal reflection. Young people start asking: What do I stand for? What values matter to me? This helps build awareness and shape personal and ethical identity.

When used responsibly, social media can be a powerful space for learning about citizenship, encouraging the next generation to take action and create positive change in society.

The Risks of Social Media for Well-Being

Social Comparison and Low Self-Esteem

One of the most common risks of social media, especially for young people, is the constant comparison with others. Almost every day, when you open Instagram or TikTok, you see people who look perfect—with clear skin, ideal bodies, luxury vacations, and lives that seem problem-free. Even though we logically know that most of these posts are edited, filtered, or carefully chosen to show only the best moments, we often still start to feel like we're not good enough (Vogel et al., 2014). This kind of thinking directly affects self-esteem. When we compare ourselves to what we see online, we may begin to feel insecure about our looks, our life, or our achievements. Studies show that the more time young people spend viewing "perfect" lives online, the more likely they are to feel unhappy with themselves (Twenge & Campbell, 2018). And it's not just girls—boys also feel pressure to look a certain way or live an "exciting" lifestyle. Social comparison is a natural human process, but on social media it happens more often and more intensely. In real life, you see people in both good and bad moments, but online, it's mostly the highlights. That's why it's important for young people to understand this and not judge their worth based on what they see on a screen. Being aware of this pattern is a big step toward protecting emotional well-being.

Anxiety and Depression

Heavy use of social media is more and more often linked to higher levels of anxiety and depression in young people. Many studies show that those who spend more time online tend to report feeling sad, empty, unmotivated, or emotionally stressed (Keles, McCrae & Grealish, 2020). One reason is the feeling that “everything is happening for others, but not for me” especially when seeing others celebrating, traveling, or in happy relationships. Besides social comparison, social media can become stressful because of the expectations we place on ourselves: to post often, get lots of likes, respond quickly to messages, or always be “online.” These expectations can make the brain feel constant pressure, which increases anxiety. Some young people even feel anxious when they’re away from their phone or can’t check social media, this is known as “FOMO” (Fear of Missing Out). Isolation also plays a role. Even though we’re always “connected,” it’s not the same as real, deep relationships. Some young people may feel lonelier than ever, even with many followers or friends online. This gap between virtual connection and emotional closeness can make mental health worse. If not addressed properly, symptoms of anxiety and depression related to social media can become more serious over time. That’s why it’s important to talk openly about these feelings and seek help when needed.

Social Media Addiction

One of the biggest concerns today is social media addiction. Even if we don’t notice it right away, spending hours every day on Instagram, TikTok, or YouTube can become more than just a habit, it can turn into something we can’t easily control. Many of us have experienced that moment when we just want to watch one video and end up scrolling for an hour without realizing it (Andreassen et al., 2012). This addiction shows up when you feel uncomfortable not checking your phone, get anxious if someone doesn’t reply quickly, or feel like you’re missing out when you’re offline. There’s even a term for it, “nomophobia” the fear of being without your phone. It’s becoming more and more common among young people. This kind of addiction affects sleep too, many young people go to bed with their phone in hand and end up losing valuable hours watching content that brings no real benefit (Twenge & Campbell, 2018). Social media addiction also affects focus. It becomes harder to study, read, or do any task without getting distracted, because the brain gets used to fast and constant stimulation. This

impacts school performance, productivity, and even how we experience real life. It's important to understand that digital addiction doesn't mean someone is weak, it's the way these platforms are built: to keep us hooked. That's why awareness and setting boundaries are key steps in bringing balance back into our daily lives.

Cyberbullying and Privacy Risks

One of the darkest sides of social media is how often it becomes a space for bullying, harassment, and emotional abuse, known as cyberbullying. Unlike traditional bullying that happens at school or in neighborhoods, cyberbullying takes place online: in comments, messages, stories, or hurtful posts shared to shame someone (Kowalski et al., 2014). What makes it worse is that it often happens anonymously and in front of a big audience, which can make it even more painful. Young people who go through cyberbullying often feel ashamed, alone, and powerless to defend themselves. It doesn't just affect their emotions but it can damage their confidence, how they see themselves, and their ability to take part in social or school life. This can lead to anxiety, depression, and in extreme cases, even suicidal thoughts (O'Reilly et al., 2018). Another risk linked to social media use is the exposure of personal information. Many young people share things like their location, school, photos of daily life, or details about relationships without realizing how that info might be misused. There have been cases where accounts were hacked, photos were shared without permission or used to manipulate people. Lack of privacy and overexposure can have long-term effects on well-being and safety. That's why it's very important for young people to learn how to protect their personal information and report any kind of online abuse. Digital education and support from parents, teachers, or psychologists can make a big difference in preventing these problems.

Strategies for Healthy Social Media Use

In a time when social media is part of everyday life, it is not realistic to tell young people to stop using it completely. What really matters now is learning how to use it in a healthy, mindful way with clear limits. Having a balanced relationship with social media is important for emotional, mental, and social well-being.

One of the most important strategies is digital education. Young people need to understand how algorithms work, why they see certain content, and how these platforms are built to keep them engaged for as long as possible. The more they know about this, the easier it becomes to avoid

emotional pressure and manipulation online (Livingstone, 2014). That is why schools should include lessons about how technology affects the brain and how to use it critically.

Another simple but powerful strategy is setting time limits. There are apps that help track how much time is spent on each platform and can even block access after a certain amount of time. Creating “phone-free zones” during meals or before sleeping is a good way to reconnect with the real world. Many young people say that after taking a break from social media, even for just one day or one week, they feel calmer, more focused, and more emotionally stable (Uhls et al., 2014).

It is also helpful to promote active use of social media instead of passive use. Active use includes talking with others, sharing thoughts, following pages that inspire or teach, and getting involved in social causes. Passive use means just scrolling without engaging, which is often linked to negative emotions and social comparison (Verduyn et al., 2017).

Parents and teachers also play a big role. Instead of always criticizing phone use, it is better to have open, non-judgmental conversations about how kids feel and what they do online. Many young people feel misunderstood or embarrassed to talk to adults about their online life, and this silence leaves them more vulnerable. Honest conversations and cooperation are more helpful than strict rules or punishment.

At the end of the day, social media is not the enemy. It is just a tool. When used with awareness, it can be a source of inspiration, learning, and connection. But to reach that point, we need to learn to use it in a way that does not take control over us. By building healthy habits, practicing self-reflection, and keeping a balanced relationship with social media, young people can protect their well-being and still be part of the digital world.

Method

Research Design:

The research utilized a combination of **cross-sectional questionnaire studies**, **qualitative case studies**, and **digital ethnography** to explore social media use and identity formation. It also incorporated **content analysis of profile pages and posts** to examine online behaviors.

Participants:

Participants consisted of young social media users. Demographic and psychological variables were considered based on the measures administered and the content analyzed.

Data Collection Tools: The study employed several tools and techniques for data collection, including the **Identity Style Inventory**, the **Self-Concept Clarity Scale**, **semi-structured interviews**, and **automated scraping** of public images and captions from social media platforms.

Data Collection Method: Data were gathered through structured questionnaires, qualitative interviews, and automated extraction of online content. These methods provided both subjective self-report and objective behavioral data.

Data Analysis Method: Analysis was conducted using a combination of **thematic analysis** for qualitative data, and **descriptive and inferential statistics** (such as **correlation** and **multiple regression**) for quantitative findings.

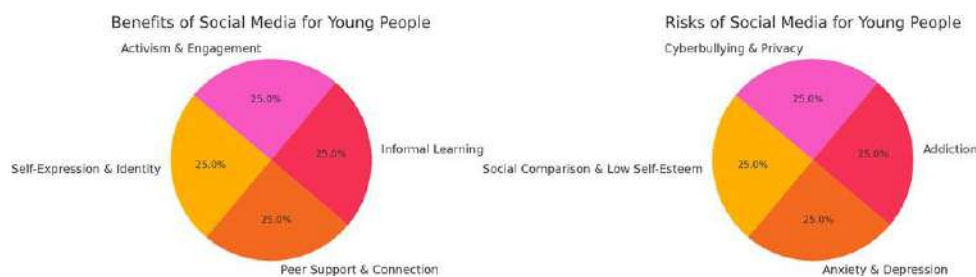
Results

This research explores how social media influences the well-being of young people, highlighting both its benefits and risks. One of the key findings is that social media can be a powerful tool for self-expression and identity development. Young people use platforms like Instagram and TikTok to share their thoughts, interests, and emotions, helping them understand and express who they are. Another positive result is the emotional support and connection that social media offers. It helps young users maintain friendships and find support during difficult times, especially when face-to-face contact is not available. Social media is also a space for learning, where young people can access educational content and stay informed about social issues. Many also use these platforms for activism, voicing their opinions on topics like mental health, climate change, and human rights.

However, the research also reveals significant risks. Many young people experience low self-esteem due to constant social comparison. Seeing perfect images online can lead to feelings of

inadequacy. Excessive use of social media is also linked to anxiety, depression, and poor sleep, especially when users feel pressured to always be online. Social media addiction and cyberbullying are additional concerns, with harmful effects on mental health and safety. In summary, social media has both positive and negative effects on young people. While it encourages expression, learning, and activism, it can also increase emotional stress. The way social media is used—and how much—is key to whether its influence is helpful or harmful.

The format of the tables to be used should be as follows: .



Discussion and Conclusion

When we talk about young people today, one of the most complicated topics is the impact of social media. It is everywhere: on phones, in schools, at home, and even in public spaces. Social media has become so normal that sometimes we do not even notice how deeply it affects us. That is why it is important to take a step back and think about its role in our lives. It is not just about whether social media is good or bad, but about how it influences our well-being, especially during the sensitive years of adolescence and early adulthood. Writing this paper helped me understand that there is no one simple answer. On one side, social media offers great opportunities for self-expression, connection, emotional support, informal learning, and activism. It helps young people feel included, heard, and informed. In a world that can feel uncertain, social media sometimes provides a sense of stability and belonging. But on the other side, using it without limits or awareness can lead to real problems. Constant comparisons, pressure to appear perfect, lack of screen-free time, online bullying, and digital addiction are challenges many young people face daily. What surprised me most is how someone can be surrounded by people online and still feel extremely lonely. What is clear is that social media

does not affect everyone in the same way. The effects depend on how and why it is used, a person's emotional state, and the support they get from people around them. So, instead of avoiding it, we should focus on learning how to manage it better. We should build a culture of healthy social media use where young people are encouraged to set limits, think critically about what they see, and feel strong enough to take a break when needed. In the end, social media is just a tool. It is up to us how we use it. Young people need support, guidance, and honest conversations. Instead of judging how they use social media, we should talk to them, listen to them, and remind them that their value is not measured by likes or followers. Their well-being depends on many things, and using social media wisely is one of them.

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School Models in the Contemporary Education System: Between Theory and Practice

Jolanta Maciąg

Pomeranian University in Słupsk, Institute of Pedagogy, Poland

e-mail, jolanta.maciag@upsl.edu.pl, ORCID no: 000-0003-1051-7161

Justyna Maciąg

Psychology student at SWPS University of Social Sciences and Humanities in Sopot

e-mail, maj09@o2.pl

Abstract

The presentation focuses on the analysis of contemporary models of school functioning in the context of dynamic social, cultural, and technological changes. It will outline the main theoretical concepts related to school organization—from traditional centralized models to modern, flexible approaches based on school autonomy, personalized education, and cross-sector collaboration. During the presentation, challenges related to the practical implementation of various models will be discussed, including the mismatch between societal expectations and institutional capacities, systemic barriers, staffing shortages, and the issue of educational inequality. Particular emphasis will be placed on case studies that highlight the varying effectiveness of models depending on the local context. The aim of the presentation is not only to diagnose the current situation but also to identify potential directions for development, with attention to the need for greater flexibility, inclusivity, and the integration of digital technologies into everyday school practices.

Keywords: school, educational models, teacher, students, challenges.

Introduction

The educational environment is being rapidly reshaped by societal, cultural, and technological influences. Traditional education—long characterized by hierarchical structures, standardized curricula, and assessment methods that are inflexible—is facing increasing challenges from alternative approaches that endeavor to align more effectively with the needs of contemporary learners. Among these are models such as democratic education, Montessori pedagogy, forest schools, and competency-based learning, which offer inventive methods for structuring educational processes with the aim of enhancing flexibility, student initiative, and

inclusivity. Nevertheless, the realization of these principles in actual school practices frequently experiences obstacles resulting from systemic, organizational, legal, and cultural impediments. This conflict between theoretical desirability and the practicalities of implementation forms the core of this investigation, which is designed to analyze and interpret critically the manner in which alternative school models are implemented in current educational practice and to what degree they achieve their stated objectives. The focus of this study is on existing school models operating both in Poland and internationally, with particular consideration given to those that diverge from conventional models. The theoretical foundations of these alternatives frequently indicate a purposeful deviation from the Prussian system, which emphasized discipline and standardization, in favor of approaches that are more student-focused and holistic. The diversity within alternative models—including schools where shared decision-making authority among students exists, environments that highlight self-directed and experiential learning, and pedagogies rooted in outdoor education—demonstrates a wider reconsideration of educational goals and values. The central aspect of this research involves exploring how such progressive theoretical structures are enacted in the daily life of schools, including the identification of elements that either support or hinder the fulfillment of their primary principles. The core objective of this research is to explore the correlation between the theoretical underpinnings that support alternative educational models and how they are implemented. The primary research question that is addressed is: To what degree are the values and goals declared by alternative school models realized through practical application? Several sub-questions are complementing this overarching question: What are the defining features and philosophical foundations of these models? What promotes or prevents their use in specific environments? How do key participants—teachers, students, and parents—evaluate the effectiveness and academic quality of these strategies? Addressing these questions is critical for understanding the potential and limits of alternative education in the context of current educational reforms.

Evolution of Educational Paradigms

The evolution of paradigms of education has played a crucial role in developing today's schools, moving away from the traditional Prussian model. The Prussian model was based on authority, discipline, and standardization. The expectations were that students would develop and progress evenly within a given year, and this required standardization of content and scheduling. This rigidity severely limited the capacity to honor diverse needs, abilities, and interests, positioning the teacher as the main facilitator of learning and leaving minimal space for individualized instruction. As a result, students' standardized grades often reflected a

constraint on personal development. Over time, many theorists of alternative models have opposed the traditions of standardized education systems.

These theorists oppose the standardization of public education due to its failure to acknowledge diverse student populations, interests, and learning styles. Alternative paradigms of education advocate for individual student trajectories that aim to address holistic needs rather than simply to generate identical levels of achievement. This is because these paradigms of learning are founded in the belief that each child's development is uniquely valued, and because the learning journey for each student is personal. Empirically, research shows that alternative schools prioritize student agency.

Thus, some alternative schools aim to achieve student-centered learning through flexible strategies such as developmental classroom practices and the elimination of standardization in grades. This has meant incorporating mixed-age grouping, individualized instruction, and reduced test-based assessment strategies that aim to serve the varied skills and intelligences of diverse populations. This developmental paradigm recognizes the value of individualized education strategies that help motivate and self-regulate children's learning. Developmental psychologists like Deci and Ryan suggest that it is autonomy-supportive classrooms that enhance intrinsic motivation. By allowing students to choose, for example, and to set individualized goals, intrinsic motivation and effort are greatly improved. Conversely, a structured classroom with externally set goals may stifle intrinsic motivation as the student begins to feel controlled. However, critics of such student-centered models argue they pose a number of challenges, particularly those around maintaining an equitable level of accountability and academic progress across a range of student populations.

Changes in the paradigm of education were accompanied by efforts for privatization and increased school choice. Privatization, first introduced in the late 20th century, radically changed how schools in the US were organized and governed. Privatization involved an array of efforts to deliver publicly funded education in a more market-based fashion by contracting with private firms and offering vouchers and public tax credits that allowed families to use public money for enrollment in a private school. The goal was allegedly to reduce public spending on education and to allow for more choice for parents and students. However, the evidence about the cost-effectiveness and efficiency of privatization is inconclusive. Lubienski (2006) argues that it is likely that privatization can improve efficiency; however, consumer costs and the distribution of public revenues may be more inequitable and the quality of education may be lower than it would have been if left solely in the hands of public organizations.

Along with the privatization of schools, the popularity of choice-based systems arose. Private schools have historically provided some amount of diversity to families and students, however, the concept of school choice did not gain momentum until 1990 when it was first considered as policy (Chubb & Moe, 1990). Schools began catering to families and students in a manner that emphasized the marketplace, innovation, and entrepreneurial endeavors. Since then, this paradigm has greatly advanced within all public schools. The availability of vouchers and charters is said to provide choices and, in turn, better service delivery for students and families, therefore better competition among schools. Yet, voucher programs are not offered everywhere and Lubienski (2006) points out that they are only available in several Midwestern cities, such as Milwaukee. Thus, school choice only increases competition in an isolated environment because there are still a limited number of vouchers and they are geographically constrained. Furthermore, evidence indicates that increased competition can, in turn, decrease funding because school attendance is based on preference. Therefore, districts might face a decrease in funding as they struggle to hold onto their students who can now use a voucher to attend another school or to even enroll in a private school. Competition does not only influence public school districts. Magnet schools in suburban neighborhoods also suffer because quotas from the school districts prevent them from innovating their curriculum or teaching methods to suit specific paradigms that could enhance diversity for students (Lubienski, 2006).

The paradigm for school choice has paved the way for the surge of alternative schools. Many parents and theorists alike became disgruntled with the standardization of education because their students' needs and abilities were not being catered to. To combat this, alternative schools emerged as a separate entity from conventional public schools to fulfill educational needs and to incorporate different teaching techniques. There are also alternative programs inside traditional public schools to support this new trend for individualized curriculum. Alternative schools or programs were introduced for students in the traditional public system because they were failing academically, did not have ample support systems, had difficulty integrating social or community issues, or could not express themselves creatively (Hodgman, 2016).

The success and sustainability of alternative schools can be attributed to the following:

1. Small classroom setting. The paradigm of this model emphasizes the importance of student-teacher relationships. In alternative schools, students and staff become more interconnected to foster a positive and collaborative learning environment. This approach ensures that each student's needs are considered and met by individualization, providing the most support possible to each and every learner.

2. Flexibility and support systems. Traditional schools follow a rigid timeline for course credit completion. In most alternative models, however, flexibility is prioritized, and students can complete courses at their own pace, which means that they have the opportunity to earn as many credits as they can through the available coursework.

3. Counseling systems. Support is offered on an individual level through various methods of intervention such as small group work and one-on-one counseling with licensed school counselors and school psychologists.

These models support all the components of alternative schooling as well as many other interventions and resources to improve student learning in a unique setting. Moreover, these approaches are implemented so that the educational climate remains more collaborative than competitive (Klein, 2011). However, funding is a constant dilemma for alternative schools and programs due to constraints on staff and services provided. In order to successfully implement an alternative school paradigm of learning, substantial reforms in schools' organization, teaching strategies, curricula, classroom practices, and standards must take place. It is an ongoing struggle to create and sustain these innovative programs in schools that are continually bound by regulations from the public school systems.

Furthermore, current paradigms also emphasize a shift from the traditional grade-based progression system to a competency-based model. Competency-based education moves students from grade to grade contingent on their demonstrated competence rather than grade to grade depending on time. Individualized or therapeutic education plans are often also included within these paradigms in order to provide services such as individualized academic plans and one-on-one, small-group, or specialized educational instruction as well as regular counseling. They are often utilized with at-risk students or students with special needs. When at-risk youth are admitted to individualized education programs and therapeutic intervention, it positively benefits their motivation for school. Research by Development Services Group, Inc. (2001) suggests that the benefits of individualized or therapeutic school models positively impact students through increasing attendance, self-esteem, achievement, and success rates. These individualized strategies have a profound and positive effect on the students they target. Nevertheless, the widespread replication and implementation of these kinds of paradigm shifts are expensive, require teacher training, and tend to face resistance. Societal resistance to change and the deep-rooted traditional practices in today's education make the implementation of innovative paradigms like alternative schooling challenging.

Types of School Models

Some critics claim that traditional models focus on order rather than addressing diversity

in background, ability, or skill set, which can lead to inequity and an inferior learning environment for students who do not fit the normative student profile (Maciąg & Maciąg, 2023). Many critics also assert that, due to standardized instruction, teachers are constrained from delivering adequate resources to students in the classroom. While educators may wish to alter lessons based on students' needs, the traditional structure often prevents this, contributing to poorer outcomes for some learners.

Traditional models remain dominant, although literature indicates that they are no longer sufficient for students (Maciąg & Maciąg, 2023). Several alternative models offer a more diverse and adaptive approach to education. This section will explore democratic schools.

In democratic schools, all members of the community can participate in democratic processes. This model fosters autonomy and individual voice. Alshurman (2015) found that this type of school structure has led to increased engagement and equality, and this type of school can be found in 29 countries, including 85 in the United States. This suggests that democratic schools foster inclusivity for all students, which may lead to academic and socioeconomic gains.

Many democratic schools have emerged throughout various areas of the world and are able to uphold democracy at various levels in order to promote equity, social responsibility, and individuality (Alshurman, 2015). In many Western countries, these types of schools are more focused on the individuality and autonomy of students rather than following a general set of principles. Democratic models can differ and have to align to specific environments, cultures, beliefs, and ideologies. Democratic schools are able to offer many benefits for students and overall academic performance, but barriers have to be considered.

In general, some challenges of implementing democratic practices in schools have been identified. Specifically, concerns have been raised around the unclear lines of responsibility and roles among teachers and students. Also, because everyone has a voice in classroom decisions, conflicts can arise between administrators, teachers, and students, all of whom must learn to negotiate and collaborate.

The Montessori method offers a different approach to teaching and learning and may also be implemented within a classroom. Montessori school models take place with self-directed activities, collaborative work, and exploration to foster individuality and independence. Development Services Group, Inc. (2001) reports that students educated in Montessori schools gain advanced academic performance and social outcomes. Montessori models aim to develop independent children who are curious and are able to explore new ideas

within learning environments specifically designed to adapt to the various stages of development in childhood (Development Services Group, Inc., 2001).

This method operates with the idea that all children are able to learn new things through exploring learning opportunities within prepared environments designed to facilitate discovery (Development Services Group, Inc., 2001). When the needs of the students are met within the classroom, there is increased student involvement in the classroom, resulting in motivated students who will want to return to school. According to developmental psychology research, a student's autonomy level has a positive correlation to intrinsic motivation (Development Services Group, Inc., 2001).

In order for this type of school model to work, several pieces need to be in place and require many educators and families to undergo much training and preparation. Implementation with fidelity requires careful selection of appropriate materials, appropriate teachers, a school climate, parental support, and a school administration, and it requires continuous learning from all components to develop students who will be self-motivated and engaged (Development Services Group, Inc., 2001). However, it is questionable whether public schools are able to uphold these essential factors in order to deliver high-quality Montessori-based instruction. In a recent empirical study by Fleming et al. (2023), only 42% of public Montessori students were being taught with high-fidelity implementation. It remains to be seen what can and should be done to ensure high-quality delivery of alternative practices across all public school systems.

Another interesting option is forest schooling. Forest Schools take place in an outdoor environment in order to develop children to have social-emotional regulation, independence, confidence, social skills, curiosity, and risk-taking capabilities. Forest Schools include several components, such as risk-taking and a curriculum or learning objectives that are based on the needs of the students within that population (Culbertson et al., 2014). These schools also embrace holistic learning. Forest School programs have been found to benefit children of diverse backgrounds. The Forest School model has positive psychological effects on those who attend. For example, in their research on 13 Forest Schools, Culbertson et al. (2014) found that confidence, independence, and self-regulation were greater in schools attended by children with low social-economic status, children under the age of eight, and students in special education.

This school model is considered an approach in which educators, in an outdoor learning environment, enable the students to gain positive social, emotional, and academic outcomes via learning through play, collaborative learning, and active experiences. Culbertson et al. (2014) indicated research examples of Forest School models in which participants constructed outdoor learning activities and taught each other about the subject matter while communicating with

positive attitudes toward their work and other participants. However, in this model, the challenge is to provide sufficient access to the sites needed for Forest Schooling. Many policymakers want to expand the use of this outdoor school system across the globe, but, unfortunately, they have a hard time doing so because of a lack of location opportunities (Culbertson et al., 2014). There is also the issue of cost in comparison to traditional schooling models.

Alternative schools are designed for high-risk or high-need students, who typically may have more challenges within traditional public school. Many are designed in order to re-engage students and ensure they attain the required number of educational hours for each day, but they generally are less restrictive in their time demands and curricula. Kho & Rabovsky (2022) found that participation in alternative schools was found to lead to increased motivation, self-esteem, and positive outcomes. Even though students are provided with individualized attention in these types of schools, some reports indicate that in many alternative school programs, there is a disproportionately high number of students of color as well as students that have Individual Education Plans (IEPs).

The individualized instruction from the program, the lower instructor to student ratio, and the overall flexibility of the scheduling allowed for students to show growth and high achievement, as they were given the freedom to complete the learning objectives that fit best with them. In this type of program, counselors have a close relationship with each of the participants to aid them in setting clear, manageable goals, and they have frequent contact with the educators to learn about the challenges the students may be facing in school and how it affects their ability to progress within the alternative programs.

Organizational Structure

The organizational structures of alternative school models are very different than in traditional school systems, focusing on smaller class sizes, individualized instruction, and collaborative governance. These structures have been developed to address the needs of students in an appropriate way. Smaller class sizes offer better relationships between teachers and students through personalized instruction. Development Services Group, Inc. (2001) discovered that smaller class sizes enable students to be more comfortable in their environment and improve self-esteem and academic performance (p. 1). The ability to tailor lessons for individual students' learning styles is made possible and ensures a much more inclusive learning experience. However, despite the clear benefits, resource shortages often impede the

ability to provide smaller class sizes for all students, and adequate teachers may be a struggle to retain in different settings.

Counseling and guidance services are an important part of alternative school structures. Addressing both academic and behavioral as well as attendance problems in order to improve student outcomes is extremely effective. These relational interventions are often incorporated into daily structures that allow students to navigate difficulties and improve outcomes (Development Services Group, Inc., 2001, p. 1; Carpenter-Aeby & Aeby, 1999, p. 1). Such integration provides much-needed emotional and mental support. However, in some cases, school psychologists or counselors may not be available for alternative schools or be adequately available to meet all the student's needs.

Collaborative school environments cultivate greater engagement in learning for those students who have a voice in their schooling. However, the level of stakeholder participation varies in this organizational system. For instance, in collaborative decision making, staff are often more willing to engage with teachers in administrative decisions than with students.

Alternative schools are designed to create respectful school climates and foster inclusive learning spaces. The aim of smaller, more personalized school climates is to build positive relationships between students and improve their sense of belonging. Small schools are considered more inclusive and conducive to positive engagement (Development Services Group, Inc., 2001, p. 1). Small, personable spaces create a space where students can flourish without fear of harm, abuse, or neglect, yet there are limited facilities and spaces for more personalized atmospheres.

With family involvement, there are also benefits. High involvement of family members can enhance both academics and personal development as long as their participation is sustained, as demonstrated by Carpenter-Aeby & Aeby's (1999) program, which showed 100% engagement rate from family members, leading to significant improvement (pp. 4, 13). It helps students develop life skills and positive behaviors and ensures a healthy school climate for the individual. Once this engagement declines after a student leaves the initial alternative placement, the impact of improved life skills can be jeopardized.

The families who develop these schools seek to create an education system that best represents them. Often, it has been families who design them, developing systems to ensure that their children will be taught in a manner they see as beneficial. Each school is different, and what one community deems important is not necessarily a concern for the other. These differing perceptions and cultures impact not only the students who attend the alternative schools, but all individuals who work with or interact with these students.

Innovation Potential

Innovation within alternative school models and their potential to enhance student outcomes is often associated with technological interventions, which can often lead to improved learning experiences in the classroom. This comes with the acknowledgement that, although this offers great promise for alternative schools, the overall effectiveness in current systems may be challenging to implement to their full potential due to unprepared teachers and a limited supply of digital-based resources available to all students.

One approach to alternative school model implementation regarding digital technology could involve the use of blended learning, online portfolios, and online collaboration to provide educational opportunities within alternative school settings at any time and from any location. The advantages of these strategies include the removal of limitations regarding availability, such as limited classroom or seating capacity. These approaches could further benefit students with atypical learning styles, schedules, or those limited by distance to traditional school sites. The effectiveness of such technology-based alternative schools can be measured utilizing many of the same assessments and strategies, such as performance on academic and cognitive achievement tasks, and engagement in the classrooms, and may provide a more suitable learning environment for students in any setting to learn at any time (Wierzbik-Strońska & Buchkivska, 2020, p. 18). A review by the United States Department of Education concluded that learners in blended/online courses outperformed those receiving traditional face-to-face instruction (Milicevic, 2015, p. 3). However, the effectiveness of technology-based alternative school models requires consideration of whether the digital divide gap can and/or will be addressed by educators, policymakers and/or systems utilizing such technology. If not, this may be detrimental to students who are not adequately equipped to utilize technology outside of schools for instructional purposes and/or for student engagement (Wierzbik-Strońska & Buchkivska, 2020, p. 11).

In fact, alternative education opportunities are growing, in response to demands for better quality and access. Good governance and monitoring require a systemic perspective. Local, state, and national stakeholders should actively engage in monitoring alternative education systems and in formulating related policies so that this education model isn't forgotten.

Conclusion

The goal of this research was to analyze the implementation, effectiveness and sustainability of alternative school models in contemporary education, determining how they

manage to bridge the gap between ideas and reality. Therefore, it revisited the research questions first listed in the introduction: What defines school models in the 21st century? What kind of ideological values underpin these schools? How can this model be implemented in practice? What are the main facilitators and barriers for alternative schools implementation? How are the effectiveness and quality of alternative schools and other traditional models appraised by its stakeholders? In order to fulfill the goals of this study, the research questions were analyzed through literature review as well as by referring to primary and secondary sources.

The main part of the study presented the school paradigm in past and contemporary education, as well as its historical context. The most used alternative models such as democratic, Montessori, forest schools, as well as competency-based education, have been presented along with their philosophies. This model, despite being effective to improve student motivation, self-esteem, academic achievement and engagement particularly for at-risk students, faces significant barriers for its implementation. On the systemic level, challenges include restrictive school and system accountability procedures, lack of resources and inequitable access. On the cultural side, educators' beliefs, perceptions and attitudes, institutional inertia and local environment are the main barriers. Implementation fidelity has also been identified as a barrier. Though alternative schools offer individual learning support, positive relationships and rich learning experiences that lead to valuable outcomes, the problem of scalability, and fidelity issues require ongoing improvement and research. Factors like leadership styles, community engagement, and culture (organizational change) appear to play a role in the dilution of these models. Adding technological innovation and nature-based approaches add structural complexity, but also offer new possibilities of engagement.

Moving forward, this thesis paves the way for a multitude of studies needed for the future. Future research on alternative school models should include longitudinal data in order to investigate long-term educational and social outcomes and mechanisms to overcome sustainability barriers. Additional investigations should focus on the interrelation between policy reform, professional development, and organizational change to encourage and support high-fidelity implementation. Technology in the development of soft skills, which were a barrier revealed in this study, must be supported in alternative schools. Additional research should evaluate the incorporation of technological innovation and soft skills to alternative schools. Resource imbalance needs to be considered to prevent inequality in educational interventions. Also, the implementation of monitoring systems needs to assure equitable access to education and promote evidence-based implementation and practice. The scaling of

alternative school models in education is a valuable avenue for transforming instructional practices and outcomes for both teachers and students alike.

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Digital Storytelling for Caregiver Well-Being: A Conceptual Model

Ayten KAYA

İkizce Vocational School, Ordu University, Email: a.kaya085252@hotmail.com

ORCID iD: 0000-0002-7684-3675, TURKEY

Abstract

The increasing demand for professional caregiving due to population aging and changing family dynamics has heightened the need for emotionally and psychologically resilient caregiving personnel. Care workers, particularly those in nursing homes and rehabilitation centers, frequently face emotionally demanding situations that can lead to burnout and reduced well-being. Recognizing the need for sustainable well-being among caregivers, this study proposes a conceptual training model based on digital storytelling, designed to enhance empathy, reflective thinking, and professional identity in caregiving.

The model integrates theoretical foundations such as Kolb's experiential learning theory, emotional intelligence, and reflective learning. Structured in four phases, the model involves (1) preparing emotionally impactful digital stories, (2) presenting them in guided sessions, (3) conducting reflective discussions, and (4) promoting empathetic and personal meaning-making. A sample scenario—"Nurse Zeynep and Ms. Hatice: Being Well Together"—illustrates how emotional awareness, peer support, and respectful care practices can be reinforced through this method. The digital storytelling process engages multiple sensory elements and encourages both individual and group reflection.

Expected outcomes include enhanced empathy, stronger professional identity, improved emotional resilience, and decreased burnout symptoms among caregivers. The model's low cost, adaptability to different care settings, and capacity to support both personal and professional growth make it a practical tool for institutional training. However, further research is needed to evaluate its empirical effectiveness, ensure cultural relevance, and provide adequate facilitator training.

This conceptual approach highlights the value of digital narrative methods in caregiver education and offers a foundation for future empirical applications and policy integration.

Keywords: caregiver training, digital storytelling, well-being, empathy, reflective learning

Introduction

The increasing number of older adults and individuals with disabilities, coupled with shifts in family structure, has led to a growing need for professional caregiving services (Gürer

et al., 2019; Wu et al., 2024)). Care workers in nursing homes and rehabilitation centers play a critical role in supporting vulnerable individuals in daily activities and require not only technical competencies but also emotional and psychological resilience.

In recent years, the concept of well-being has gained importance in the context of occupational satisfaction, emotional resilience, and empathy, beyond its individual health implications. Care professionals frequently encounter emotionally challenging situations, emphasizing the need for reflective thinking and self-awareness. However, the demanding nature of their work often places them under continuous physical and emotional strain, increasing the risk of burnout (de Rooij et al., 2012; De Hert, 2020; Dinibutun, 2023).

Recognizing these challenges is the first step toward understanding the importance of self-care and supportive strategies for maintaining caregivers' well-being. In-service training programs enriched with digital storytelling can support caregivers both professionally and emotionally. Digital storytelling, which enables personal experiences to be expressed through structured and emotionally impactful narratives, helps participants emotionally connect with the content and develop empathy (Macdonald et al., 2024; De Vecchi et al., 2017; Hausknecht et al., 2019).

Training programs focused on stress management, emotional resilience, empathy, and effective caregiving techniques have been shown to reduce burnout and enhance overall well-being. Integrating emotional and reflective learning methods such as digital storytelling into these programs is essential for addressing caregivers' challenges effectively. This study proposes a conceptual training model based on digital storytelling, aiming to support the well-being of caregivers through structured narratives and guided discussions.

Theoretical Framework

Well-being is a multidimensional concept encompassing life satisfaction, emotional resilience, and balance in social relationships. In caregiving professions, it is closely linked to empathy, stress management, and job satisfaction (Durmuş et al., 2018; De Hert, 2020). Empathy helps caregivers understand the emotions of care recipients and respond appropriately, contributing to emotional regulation and professional commitment (Antonopoulou, 2024).

Reflective learning, which encourages deriving meaning from personal experiences, is especially crucial in emotionally intense professions. Kolb's Experiential Learning Theory emphasizes the transformation of experience into learning through reflection (McLeod, 2017). Digital storytelling brings together visual, auditory, and textual components to create

emotionally compelling narratives and supports active participation, deeper understanding, and empathy in training settings (Şimşek et al., 2018; Lambert, 2010).

Model Description

The proposed digital storytelling-based training model consists of a four-stage learning cycle aimed at enhancing empathy, reflective thinking, and professional identity (Sizemore & Zhu, 2011; Jakes & Brennan, 2005):

1. **Selection and Preparation of Digital Stories:** Relevant caregiving experiences are identified and transformed into emotionally impactful 2–4 minute digital stories using multimedia elements (images, voiceovers, music, text).
2. **Presentation in Training Sessions:** Digital stories are shown in structured sessions using accessible equipment (e.g., projector, speakers) in a focused environment.
3. **Reflective Discussions:** Guided discussions follow, with questions such as "What part of the story affected you most?" or "Have you experienced a similar situation?" encouraging both individual and group reflection.
4. **Meaning-Making and Empathetic Connection:** Participants are encouraged to relate the story to their personal and professional experiences, fostering emotional awareness and empathy.

The model is low-cost, adaptable to various institutional settings, and supports both individual and group learning formats.

Expected Outcomes and Contributions

The model is expected to achieve the following:

- **Development of Empathy:** Strengthening emotional connection with care recipients.
- **Professional Identity Reinforcement:** Enhancing reflective awareness of caregiving roles.
- **Improved Reflective Thinking:** Fostering self-evaluation and awareness.
- **Enhanced Psychological Well-being:** Reducing stress and burnout through emotional sharing and peer support.
- **Practical and Scalable Training:** Its flexible structure allows implementation even in resource-limited settings.

These outcomes support both individual development and systemic improvement in caregiving services.

Scenario: "Nurse Zeynep and Ms. Hatice – Being Well Together"

Nurse Zeynep, a caregiver with six years of experience in a nursing home, has been working under intense pressure due to staff shortages. On the day she is scheduled to assist Ms. Hatice with bathing, the resident resists and becomes emotionally distressed. Initially insistent on following the care schedule, Zeynep pauses, acknowledges her own emotional exhaustion, and steps away for a moment of rest.

With support from a colleague, she regains composure and returns to Ms. Hatice with empathy and a flexible approach, offering a less intrusive alternative. This interaction leads to mutual comfort and increased trust. Zeynep later advocates for improved break policies and team support within the facility, reflecting her growth in emotional awareness and professional resilience.

Digital Story Preparation Steps

1. **Script Writing:** Develop a detailed and emotionally resonant narrative.
2. **Visual and Audio Selection:** Choose appropriate visuals, sound effects, and background music.
3. **Narration and Text Preparation:** Ensure alignment between narration and on-screen text.
4. **Digital Editing:** Combine elements into a cohesive 3–4 minute video.

Presentation and Discussion Process

The completed story is presented in a structured training session, followed by reflective questions such as:

- How did Nurse Zeynep recognize her emotional boundaries?
- What role did peer support play in her well-being?
- How was Ms. Hatice's autonomy respected?
- What are the benefits of such approaches for both caregivers and care recipients?
- How would you respond in a similar situation?

Discussion

This conceptual model offers an innovative approach to supporting caregiver well-being

through digital storytelling. It aligns with existing literature highlighting the emotional and educational benefits of narrative methods in healthcare education (Woodhouse, 2008; Ingram, 2021). Its four-stage structure emphasizes emotional engagement and reflective learning, grounded in Kolb's experiential learning cycle (Fewster-Thuente & Batteson, 2018).

The model's low-cost, adaptable design allows for widespread implementation in various care settings. However, further research is needed to assess its practical effectiveness. Factors such as cultural relevance of stories, digital literacy, and facilitator qualifications must also be considered.

Conclusion and Recommendations

This conceptual model provides a structured, emotionally impactful, and reflective framework for enhancing caregivers' well-being. It aims to foster empathy, self-awareness, and professional resilience in emotionally demanding care environments.

Recommendations for future practice:

- Conduct pilot studies to assess impacts on empathy, job satisfaction, and stress.
- Ensure cultural relevance and adaptability of stories.
- Provide facilitator training and technical support.
- Explore applicability across diverse caregiving professions.

This model serves as a valuable starting point for future empirical studies and institutional integration in caregiver education.

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Thematic Analysis of Well-Being Experiences of Individuals Living with Cancer Through Online Patient Comments

Ayten KAYA

İkizce Vocational School, Ordu University, e-mail: a.kaya085252@hotmail.com , ORCID:
0000-0002-7684-3675, Türkiye

Abstract

Cancer is a multifaceted health condition that deeply affects individuals not only physically but also psychologically, socially, and spiritually. With the increasing use of digital platforms, patients now openly share their experiences online, offering rich, real-world narratives that reflect their multidimensional journey with illness. This study aimed to explore the psychological, physical, social, and spiritual well-being experiences of individuals living with cancer, based on personal narratives shared in online communities.

A qualitative research design was adopted, and data were collected from Reddit, a popular social platform, focusing on publicly available comments in cancer-related forums. A total of 50 comments were manually retrieved and analyzed using Braun and Clarke's six-phase thematic analysis approach. The comments were coded and reviewed to identify recurring patterns and themes related to well-being.

The analysis revealed four major themes: psychological well-being, physical well-being, social well-being, and spiritual well-being. Within these themes, participants reported emotional struggles such as fear, loneliness, and anxiety; described the physical challenges of treatment and side effects; shared feelings of support and isolation in their social relationships; and expressed reliance on spiritual coping mechanisms such as faith, gratitude, and meaning-making. The findings suggest that digital narratives provide valuable insight into the lived experiences of cancer patients, highlighting both their unmet psychosocial needs and sources of strength.

This study underscores the importance of integrating online patient narratives into health care practices to support holistic, person-centered care. Future research should consider broader samples across diverse digital platforms and examine the role of demographic factors in shaping patient experiences.

Keywords: Cancer, well-being, thematic analysis, online narratives, psychosocial support

Introduction

Cancer is a complex health condition that deeply affects individuals not only physically but also psychologically, socially, and spiritually. Receiving a cancer diagnosis, adapting to treatment, and living with the disease can lead to intense emotional fluctuations, reduced quality of life, and changes in social relationships (Karakartal, 2017). The progression of the disease, treatment uncertainties, and fears about the future often result in feelings of loneliness, fear, and hopelessness (Stein et al., 2008). At the same time, many patients embark on a search for meaning, reevaluate their lives, and try to develop resilience by turning to spiritual resources (Seiler & Jenewein, 2019).

With the spread of digital technologies, online platforms have become important spaces where individuals can share their illness experiences and connect with others undergoing similar processes. Platforms like Reddit enable individuals to express themselves openly and anonymously, thus providing rich, authentic narratives of emotional, physical, social, and spiritual experiences.

These online narratives offer researchers valuable opportunities to understand the multidimensional nature of living with cancer. Literature highlights the importance of incorporating patient experiences and perspectives to identify psychosocial needs, improve supportive care services, and enhance health communication (McCormack & McCance, 2010; Ingstad et al., 2023). However, studies systematically analyzing such online content remain limited.

Purpose of the Study This study aims to conduct a thematic analysis of user comments shared by individuals living with cancer on online platforms, focusing on their experiences of well-being from psychological, physical, social, and spiritual dimensions. The findings are expected to provide insights for healthcare professionals and policymakers in supporting individuals affected by cancer.

Research Questions

1. What psychological, physical, social, and spiritual experiences do individuals living with cancer express in online platforms?
2. What common themes emerge in their narratives of well-being?
3. How can these findings inform supportive care services and health policy?

Method

Research Design A qualitative research design was used to explore the personal experiences shared by individuals living with cancer in online platforms. Thematic analysis method developed by Braun and Clarke (2006) was employed to understand participants' well-being experiences in depth.

Data Collection Data were collected from approximately 100 publicly available comments shared in cancer-related subreddits (e.g., r/cancer, r/thyroidcancer). User identities were anonymized, and only textual content was analyzed. Comments were manually retrieved and transcribed by the researcher.

Data Analysis The analysis followed Braun and Clarke's six-phase thematic analysis process:

1. Familiarization with data
2. Generating initial codes
3. Searching for themes
4. Reviewing themes
5. Defining and naming themes
6. Producing the report

Data Saturation After coding 50 comments in detail, no new themes or subthemes emerged, indicating data saturation. The remaining comments were excluded from analysis.

Ethical Considerations

Since the data were collected from publicly available online posts, direct consent from participants was not obtained. However, as the comments did not contain any personal identifying information and the users remained anonymous, the study adhered to ethical principles. The research was conducted using naturally occurring data without any intervention by the researcher.

Results

Thematic analysis of 50 Reddit comments revealed four main themes and associated subthemes:

Theme 1: Psychological Well-Being

Emotional Fluctuations: Participants reported feelings of loneliness, fear, anxiety,

depression, guilt, and exhaustion.

"I'm scared and don't know what to do. I don't even want to tell my family."

Acceptance Process: Many described initial shock, denial, and eventual acceptance.

"I know I have cancer, but I still can't believe it."

Theme 2: Physical Well-Being

Treatment Experiences: Participants shared detailed accounts of chemotherapy, radiation, and surgery.

"I had 30 radiation sessions and I'm still trying to stand."

Coping with Side Effects: Fatigue, hair loss, weight loss, and pain negatively impacted quality of life.

"Losing my hair was as devastating as the cancer itself."

Theme 3: Social Well-Being

Support and Isolation: While some received strong support from family and friends, others felt isolated.

"My husband is my rock; I'm lucky to have him."

Theme 4: Spiritual Well-Being

- *Search for Meaning and Acceptance:* Concepts like gratitude, faith, and surrender were common.

"Every morning I wake up, I'm thankful I'm still alive."

Table 1. Thematic Distribution of Online Narratives Shared by Individuals Living with Cancer

Theme Area	Sub-Themes	Prominent Codes	Sample Quote
Psychological Well-Being (n=23)	Emotional Fluctuations	Loneliness, fear, anxiety, depression, guilt, exhaustion	"I'm scared and don't know what to do."
Psychological Well-Being (n=18)	Acceptance Process	Denial, shock, acceptance	"I know I have cancer, but I still can't believe it."
Physical Well-Being (n=27)	Treatment Experiences	Chemotherapy, radiotherapy, surgery	"I had 30 radiation sessions."

Physical Well-Being (n=21)	Coping with Side Effects	Pain, fatigue, hair loss, weight loss	“Losing my hair was as devastating as the cancer itself.”
Social Well-Being (n=19)	Social Support and Isolation	Family support, friendships, online communities	“My husband is my rock.”
Spiritual Well-Being (n=17)	Search for Meaning and Acceptance	Hope, gratitude, fate, surrender, prayer	“Every morning I wake up, I’m thankful I’m still alive.”

Discussion and Conclusion

This study revealed the multidimensional impact of cancer through thematic analysis of online narratives. Psychological well-being was highlighted through recurring expressions of fear, anxiety, and emotional exhaustion, reflecting findings from earlier research on the emotional burden of cancer (Krouse & Krouse, 1982; Mazzocco et al., 2019; Arch et al., 2023). While some participants struggled with decision-making due to overwhelming anxiety, others adopted resilience strategies such as meaning-making and hope (Seiler & Jenewein, 2019).

Physical side effects from treatments like chemotherapy and radiation were reported as major burdens, consistent with studies indicating the impact of symptom load on quality of life (Rodríguez-Gonzalez et al., 2023).

Socially, participants highlighted both the benefits of emotional support and the pain of isolation. Online communities provided anonymous, open spaces for sharing and connecting, validating previous research on digital collective support (Fayn et al., 2021).

Spiritually, many expressed coping through prayer, gratitude, and acceptance of fate—strategies also linked to lower depressive symptoms and improved resilience (Gonzalez et al., 2014; Park et al., 2010).

Recommendations

- Implement integrated psychosocial support programs.
- Promote and professionally support digital peer communities.
- Acknowledge emotional influence in treatment decision-making.
- Use online narratives as data in designing person-centered care.
- Further research should explore demographic variables using larger, diverse samples.

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Cultivating Curiosity and Compassion in ARFID Recovery: The Missing Pieces.

Ipek Kaplan

University of Nottingham, School of Biosciences, United Kingdom.

E-mail: stxik7@nottingham.ac.uk, Orcid No: 0009-0009-5054-3007

Dr Anastasia-Viktoria Lazaridi

Plymouth University, School of Health Professions, United Kingdom.

E-mail: anastasia.lazaridi@postgrad.plymouth.ac.uk, Orcid No: 0000-0002-4610-6770

Abstract

Avoidant/Restrictive Food Intake Disorder (ARFID) is an eating disorder marked by significantly limited food intake without concerns about weight or body image. It affects both children and adults and is associated with various sensory, psychological and behavioural challenges that require specialised, multidisciplinary care. Treatment options such as Cognitive Behavioural Therapy (CBT-AR) and Family Based Therapies for ARFID (FBT-ARFID) among other therapies, can be effectively but may not fully address ARFID's unique needs. Effective management of ARFID relies heavily on the family's role, especially in maintaining a calm, non-anxious and positive environment during mealtimes. Parental pressure and anxiety can unintentionally reinforce food avoidance behaviours, while informed and confident family members can positively impact treatment outcomes. This review advocates for a collaborative, empathetic and unified approach among all members of the multidisciplinary team (MDT). Future research should continue to explore how integrated, family-centred care models can enhance the quality of life for those with ARFID. It should also aim to deepen our understanding of the underlying mechanisms of the disorder and provide clear guidelines for managing individuals with ARFID, especially those with co-occurring health conditions.

Keywords: ARFID, Positivity, Management, CBT, FBT, Autonomy, Nutritional Strategies.

Introduction

What is ARFID?

Feeding and eating disorders are psychiatric conditions characterised by unusual eating behaviours and related psychological distress, often involving concerns about weight and body shape (Fairburn, 2008). Avoidant/Restrictive Food Intake Disorder (ARFID) is in the spectrum of eating disorders and stands out due to its distinct lack of weight or shape-related

psychopathology, as observed in anorexia nervosa (Fisher et al., 2014; Moskowitz and Weiselberg, 2017). Thus, unlike anorexia nervosa or bulimia nervosa, individuals with ARFID limit food intake due to lack of appetite or interest in eating or sensory repulsion and/or fear or any bad consequences after eating, Table 1 (APA, 2013; Cucinotta et al., 2023; Fisher et al., 2014; Karadere et al., 2018; Thomas and Eddy, 2018; Ma, 2022). Furthermore, individuals with ARFID may experience significant underweight conditions or faltering growth, which can subsequently lead to nutritional deficiencies (Cucinotta et al., 2023). In these instances, it may be necessary to implement oral supplements or consider tube feeding as a temporarily measure to address these concerns (APA, 2013).

Diagnosis of ARFID

ARFID was formally recognised in the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5), in 2013 (APA, 2013). The diagnostic criteria highlighted three key presentations: avoidance based on the sensory characteristics of food, a lack of interest in eating or food itself, and concerns about the negative consequences of eating, such as vomiting or choking (Thomas and Eddy, 2018), analytically also seen in Table 1.

Table 1: Diagnostic criteria for ARFID according to DSM-5 (adapted from: APA, 2013).

1. An eating or feeding disorder is characterised by a noticeable lack of interest in food or eating, avoidance of certain foods due to their sensory qualities, or concerns about the consequences of eating. This disorder results in an inability to obtain adequate nutrients and/or energy from food, and it is associated with at least one of the following:
 - a. Significant weight loss or a lack of expected weight gain or growth in children,
 - b. Notable nutritional deficiencies,
 - c. Dependence on enteral feeding or oral nutritional supplements, and/or
 - d. Disturbances in psychosocial functioning
2. The disorder cannot be attributed to food scarcity or cultural practices.

3. This disorder does not solely occur with anorexia nervosa or bulimia nervosa and is not caused by abnormalities in the perception of body weight and shape.
4. This disorder cannot be accounted for by the current health status or any co-occurring mental disorders.

It is important to note that ARFID is different from “picky eating”, which is typically transient and does not result in any impairment (Zimmerman and Fisher, 2017). In contrast, ARFID often involves long-term difficulties with eating which can significantly disturb children's physical growth and cognitive development. If left untreated, this can lead to permanent stunted growth (Lucarelli et al., 2017). It is known that individuals with ARFID experience also mood disorders and is commonly existent with other neurodevelopmental and psychiatric disorders as attention deficit hyperactivity disorder (ADHD), autism spectrum disorder (ASD) and anxiety disorders (Archibald and Bryant-Waugh, 2023; Nitsch et al. 2023; Bourne et al. 2020). Thus, misdiagnosis or underdiagnosis remains common, especially in neurodiverse populations, where food avoidance may be incorrectly attributed to developmental conditions like autism (Archibald and Bryant-Waugh, 2023). For this reason, it is important that the healthcare professional that is suspecting for ARFID in an individual to assess them through dedicated tools, such as the Nine Item Avoidant/Restrictive Food Intake Disorder Screen (NIAS) (Zickgraf and Ellis, 2018) or the Eating Disorders in Youth Questionnaire (EDY-Q) (Hilbert and van Dyck, 2016).

Co-occurring Conditions and Health Risks Associated with ARFID

Eating disorders are psychiatric conditions that often lead to significant psychological and physiological consequences (Hambleton et al., 2022). At the severe end of this spectrum is ARFID, which has a complex nature and is often comorbid with neurodevelopmental and other mental health disorders (James et al., 2024; Kambanis et al., 2019). Frequent comorbid psychiatric conditions include anxiety disorders, social anxiety, obsessive-compulsive like traits, and the increased prevalence of ASD, ADHD, and Post-Traumatic Stress Disorder (PTSD), all of which can exacerbate food-related fears and sensory sensitivities, Figure 1 (Kambanis et al., 2019; Lucarelli et al., 2017; Norris et al., 2021; MacDonald et al., 2024).

Recent studies have revealed that ARFID often co-occurs with mood disorders, such as major depression disorder and, less frequently, bipolar disorder. This relationship may lead to emotional dysregulation or heightened sensory defensiveness in certain individuals (Hambleton et al., 2022). In addition to the psychological challenges, ARFID is associated with a variety of physical health issues, including bradycardia, delayed growth, and malnutrition. These complications may result in an increased need for clinical interventions and hospitalisation (Ramirez and Gunturu, 2024; Zimmerman and Fisher, 2017). While these health issues can stem from limited food intake, some studies recognise them as co-occurring health concerns (Zimmerman and Fisher, 2017).

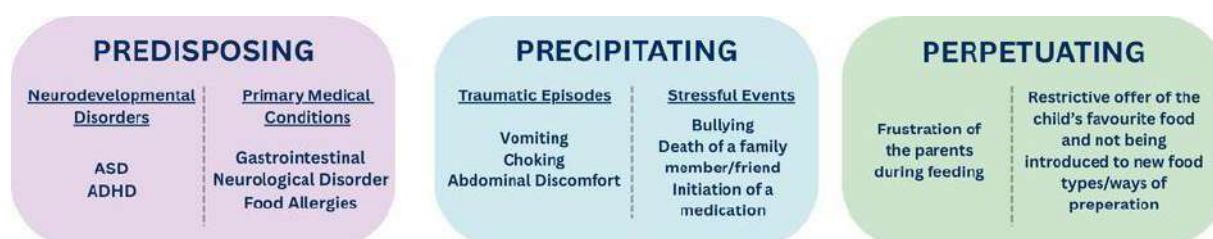


Figure1. Predisposing, precipitating, and perpetuating factors of the ARFID framework (Adapted from: Fonseca et al., 2024).

Epidemiological studies suggest that the prevalence of ARFID ranges from 0.3% to 15.5% in children and adolescents, and from 0.3% to 4.1% in adults, although significant variability exists based on sampling and diagnostic criteria (Barney et al., 2022). ARFID affects not only children but also adults; mainly diagnosed in childhood (APA, 2013). It has been suggested that ARFID was more commonly observed in boys and males (Bourne et al. 2020; Kambanis et al., 2019), however, recent research indicates that it is evident in both genders (Archibald and Bryant-Waugh, 2023; Watts et al. 2023). A review conducted in 2025 (Mikhael-Moussa et al. 2025), though, associated ARFID with gastrointestinal (GI) disorders, to be more prevalent in females. So, the gender prevalence might be depended to any further underlying conditions. A more substantial body of research exists regarding the psychological interventions for ARFID in the United States of America (USA) and Canada in comparison to Europe (Willmott et al., 2023). This disparity may reflect the differences in healthcare approaches and funding for mental health initiatives across these regions.

Considering the clinical and conceptual shortcomings prevalent in current interventions, this review endeavours to delve into the existed treatments that help ARFID patients be more positive into eating. This paper seeks to present a comprehensive integrative framework that emphasises the principles of a supportive care into a positive framework.

ARFID Management: An Overview of Current Therapeutic Approaches

ARFID is a relatively new diagnosis that requires a personalised treatment approach when it arises in clinical practice (Coglan and Otasowie, 2019). Treatment strategies can be categorised into three main types: psychological interventions, nutritional interventions and medical management, as well as Multidisciplinary (MDT) team or adjunctive approaches (Cucinotta et al., 2023; Fonseca et al., 2024; Ramirez and Gunturu, 2024; Sharp and Stubbs, 2019; Willmott et al., 2023). Clinical dietitians with specialisation in eating disorders in alongside with an MDT team play a crucial role in accurately diagnosing and managing patients with ARFID. Their objective is to foster positive interactions with food and develop various skills that enhance the patients' daily life (Mack and Stanton, 2025).

Promoting Positive Environments Through Evidence-Based Therapies

Psychological interventions for ARFID are still evolving (Brigham et al., 2018). The main treatment approaches used include behavioural methods, such as Cognitive Behavioural Therapy (CBT), particularly in the form of Cognitive –Behavioural Therapy for Avoidant/Restrictive Food Intake Disorder (CBT-AR), Family-Based Therapy (FBT), or a combination of both (Fonseca et al., 2024; Willmott et al., 2023). The studies that examined the effectiveness of these interventions were summarised in Table 2.

Table 2. Summary of key psychological intervention approaches for ARFID Treatment. ARFID: Avoidant/Restrictive Food Intake Disorder.

Author(s)	Year	Intervention	Sample Characteristics	Study Type	Key Findings	Limitations
Brigham et al.	2018	CBT-AR	Children aged 10+, clinical sample	Manual description / clinical rationale	Structured CBT-AR improved intake and reduced anxiety	No RCT; manual only
Dumont et al.	2019	CBT-AR	Adolescents in day treatment	Case study	Partial success; engagement and flexibility improved outcomes	Small sample size, non-controlled
Lock et al.	2019	FBT	Children and adolescents with ARFID	Manual-based clinical approach	FBT applicable to multiple ARFID phenotypes	Not ARFID-exclusive originally
MacDonald et al.	2024	CBT-AR	Adults (mean age 26) diagnosed with ARFID and have PTSD	Retrospective	Good results with more than 50% competition rate and weight gain	Not RCT, not using an ARFID specific assessment tool, comorbidities in patients to interfere with the treatment
Spettigue et al.	2018	FBT	Children with ARFID, multi-family context	Pilot implementation study	Increased food variety, reduced parental distress	Preliminary; small sample
Van Wye et al.	2023	FBT	Adolescents with sensory based ARFID	Naturalistic follow-up	Improvement in eating flexibility over time	Lacks controlled comparison group

Cognitive and Behavioural Approaches Tailored to ARFID

Traditional CBT models typically address body image and weight concerns that are common in various eating disorders. However, the absence of these concerns in the clinical profile of ARFID necessitates a change in therapeutic focus (Di Cara et al., 2023; Fairburn, 2008; Thomas and Eddy, 2018; Thomas et al., 2020).

CBT-AR is a structured, manualised treatment protocol specifically designed for children aged 10 years and older, medically stable and do not require tube feeding, who are dealing with ARFID. This protocol is tailored to the individual patient's nutritional requirements (Brigham et al., 2018). CBT-AR include establishing of regular eating patterns, self-monitoring of eating patterns, conducting behavioural experiments and engaging in sessions exposure with response prevention to feared foods. (Dumont et al., 2019; Fonseca et al., 2024; Thomas and Eddy, 2018; Thomas et al., 2018). Typically, there is a need for 20-30 sessions, though more might be needed for underweight patients and these are structured in 4 stages (Sikora, 2021).

The first stage involves psychoeducation for the family, focusing on gaining weight if the child is underweight, or making initial food changes if the child is at a normal weight. In the second stage, we discuss nutritional deficiencies, and the health consequences associated with ARFID. At this point, further adjustments are made based on the child's nutritional requirements.

In the third stage, the child and therapist collaborate to create a list of foods ranked from least to most comfortable. Exposure to these foods begins in the therapist's office and gradually transitions to the home environment. During this stage, children who show little interest in food are taught to recognise bodily sensations, such as feeling full.

Finally, in the fourth stage, we assess progress and develop a plan to address potential relapse (Sikora, 2021; Thomas et al., 2018).

A study conducted by Brigham et al. (2018) showed positive outcomes in the eating behaviours of children over the age of 10 who experience anxiety related to food. This anxiety is often characterised by behaviours such as choking, vomiting and sensory-based fear (Görmez, et al., 2018; Thomas and Eddy, 2018). Similarly, Dumont et al. (2019) found improved food engagement and flexibility in adolescents undergoing day treatment after participating in a CBT-AR intervention. Later in 2024, MacDonald et al. (2024) at their retrospective study, investigated ARFID with PTSD in 42 adult patients with a comorbidity (mean age 26 years)

and DSM-5 diagnosis of ARFID using CBT-AR as a treatment. In this study CBT and/or CBT-AR was used, with a mean of 20 sessions at the outpatient program and the outcomes were very visible with more half of the patients to complete the treatment and with significant gain weight.

Family Based Therapies adapted for ARFID

Rosania and Lock (2020), along with their research team at Stanford University in the USA, have described the Family Based Therapies (FBT) strategy as it applies to ARFID. FBT is an intervention originally designed for specific eating disorders such as anorexia nervosa and bulimia (Lock et al., 2019). It has since been modified for children and adolescents with ARFID to actively involve caregivers in cooking and eating more food with patients, while also addressing food-avoidant behaviours (Rosania and Lock, 2020, 2015; Seetharaman and Fields, 2020).

FBT involves three stages (Rosania and Lock, 2020). In the first stage, the focus is on restoring the child's weight and helping parents take control of what their child is eating. Once the child is steadily gaining weight and the parents feel more confident, we move to stage 2. At this point, the child is eating with less resistance. The main goal of this stage is to empower parents to take control of their child's eating behaviour and ensure that feeding is more consistent with the child's needs. In stage 3, the child's weight should be back to normal, and they will have started to self-manage their eating and physical activity. At this stage, we also address any developmental issues that may have arisen due to the disorder. It is worth pointing out that Spettigue et al. (2018) demonstrated the positive impact of FBT on the food severity and alleviated parental distress. Family Based Therapies for Avoidant/Restrictive Food Intake Disorder (FBT-ARFID) have evidence for efficacy in multiple phenotypes, including sensory phenomenology and weight status, and are administered in individual and multi-family contexts (Lock et al., 2021; Spettigue et al., 2018). This model differs somewhat from the classical one. In FBT-ARFID, the primary goal is to change eating behaviours rather than simply restoring weight. As a result, the steps in this treatment approach vary slightly, and children may respond more positively to rewards during the process compared to those with anorexia. Stage 2 is conducted when the child tries new foods, while Stage 3 is often skipped because ARFID typically manifests before puberty.

A study by Van Wye et al. (2023) provides a valuable example of improved eating flexibility in adolescents with sensory-based ARFID. Although formal manuals for ARFID treatment have

been developed only recently, FBT-ARFID has emerged as the most widely used and adaptable treatment model for young individuals (Eckhardt et al., 2019; Spettigue et al., 2018; Van Wye et al., 2023). Notably, research by Lock et al. (2021) demonstrate the effectiveness of FBT in treating ARFID among children and adolescents.

Acceptance and Commitment Therapy (ACT)

Elements of acceptance-based treatment, particularly Acceptance and Commitment Therapy (ACT) have recently been incorporated into emerging clinical models for treating ARFID (Dindo et al., 2017; Manlick et al., 2012; Onnink et al., 2022). The goal of ACT is to enhance psychological flexibility by helping individuals accept distressing internal experiences, such as anxiety or disgust, without resorting to avoidant behaviours (Hayes et al. 2011). This approach is particularly relevant for ARFID, as food aversion often stems not from body image distortion but from fears related to sensory discomfort.

Zucker et al. (2019) recently published an ACT-informed manual titled: “The Feeling and Body Investigators (FBI): ARFID Division”, designed for children with ARFID and their parents. This manual applies mindfulness and acceptance-based interoceptive exposure treatment techniques to increase tolerance for negative internal states. Additionally, Fang and Ding (2020), provided meta-analytic evidence supporting the overall effectiveness of ACT in children, while Fogelkvist et al. (2020) noted its effectiveness in alleviating symptoms and improving body image in individuals with eating disorders. Furthermore, systematic reviews conducted subsequently have demonstrated that ACT is a promising treatment approach for eating disorders, including ARFID (Manlick et al., 2012; Onnink et al., 2022).

Positive Acceptance Framework for ARFID Recovery

The Positive Acceptance Framework represents a fundamental shift in the treatment of ARFID. This approach moves beyond traditional models that focus solely on reducing avoidance behaviours. Instead, it emphasises cultivating curiosity, autonomy, and emotional safety when engaging with engagement. By integrating principles from positive psychology and acceptance-based care, this framework acknowledges the need for therapeutic strategies that are responsive to individual experiences, developmental needs, and personal pacing (Hayes et al., 2011; Onnink et al., 2022; Zucker et al., 2019).

At the core of this model is the concept of acceptance, which is understood not as resignation but as a pathway toward exploration, flexibility, and resilience (Hayes et al., 2011; Zucker et al., 2018). Instead of pressuring patients into rigid exposure or strict compliance, the model promotes a values-driven approach using techniques such as sensory ladders, interoceptive exposure, and curiosity-building exercises. These methods help desensitise aversive sensory experiences while empowering individuals to exercise autonomy (Fang and Ding, 2020; Fogelkvist et al., 2020).

In alignment with CBT-AR and ACT, the approach also fosters psychological flexibility and distress tolerance. It encourages to experience unpleasant sensations and thoughts rather than avoiding them (Dindo et al., 2017; Manlick et al., 2012; Onnink et al., 2022). Collaborative autonomy is emphasised, using tools such as “bravery scales,” while the setting of value-based objectives helps the patients and their family co-creating meaningful and self-determined progress (Zucker et al., 2019; Fogelkvist et al., 2020).

Moreover, principles of motivational interviewing are employed to enhance engagement, support internal motivation, and recognise personal agency. This is especially crucial in cases of ARFID, where coercive methods might increase anxiety or lead to food refusal (Onnink et al., 2022; Dindo et al., 2017). The psychological rationale for this approach is backed by evidence indicating that positive emotions can foster new neural connections, making individuals more likely to try new foods and less anxious about the prospect of eating unfamiliar items (Hayes et al., 2011; Zucker et al., 2018).

Feeling and Body Investigations – ARFID Division

The Feeling and Body Investigators-ARFID Division (FBI-ARFID) is an approach proposed by Zucker et al. (2019). They observed that older children often recognize their interoceptive sensations. Exposure therapies have been developed for anxiety and gastrointestinal disorders, and these therapies may also help address issues related to ARFID and unpleasant body sensations.

In this framework, both parents and family members are trained to become “FBI Agents” or body detectives, investigating what their bodies are communicating as clues for how to respond. A significant amount of work from parents is required to collaborate with their children, fostering teamwork and trust.

FBI-ARFID consists of 10 psychoeducational sessions designed for children aged 4-10 years. In the initial sessions, children learn to identify hunger cues, recognize their body's safety strategies, understand fear and other feelings, and investigate food needs—all using cartoon characters. For example, one character, Tina, is always tired because she is not eating enough, which helps children relate to their own experiences. In some cases, an additional five sessions may be necessary for sensory food exposures (Zucker et al. 2019).

A Positive Approach to Nutrition Strategies

Nutritional intervention is a fundamental aspect of managing ARFID and must be personalised to accommodate everyone's developmental, medical, and sensory characteristics (Białek-Dratwa et al., 2022; Fisher et al., 2023). Dietitians play a crucial role in addressing nutritional deficiencies while also establishing trust and safety through structured and collaborative meal planning (Bąbik et al., 2021; Brigham et al., 2018). Recognising that strict dietary goals can be anxiety-inducing and may encounter resistance, the MDT team typically initiates nutritional rehabilitation with preferred food items. This strategy not only aims to ensure adequate energy intake but also fosters a sense of control and safety during mealtime (Białek-Dratwa et al., 2022; Brigham et al., 2018; Fisher et al., 2023).

Once the nutritional foundation is established, dietitians can help expand the diet gradually by introducing foods with similar textures or less distressing ones, while carefully respecting the child's pace and autonomy (Bąbik et al., 2021; Fisher et al., 2023). It is particularly important for dietitians to carefully consider the removal of unhealthy foods from a child's diet with ARFID, during any intervention. By identifying which foods are safe for patients with ARFID and with parental consent, dietitians can then implement the food chaining method. This approach introduces new foods based on the child's preferences and to be successful proper techniques should be in place to avoid anxiety and work in a positive environment (Rowell and McGlothlin, 2015). Food chaining examples include transitioning from favourite foods like French fries to air-fried sweet potato sticks or from preferred pasta to pasta with vegetables.

In individuals with mild –to moderate nutritional compromise and severe food anxiety, scheduled refeeding interventions, including the “volume before variety” model, are implemented to restore weight and provide necessary nutrition without the intense distress associated with food exposure (Brigham et al., 2018; Fisher et al., 2023). In these cases,

meticulous monitoring is often required to ensure proper growth, metabolic safety, and rehydration (Bialek-Dratwa et al., 2022; Fisher et al., 2023).

When working with young children who have feeding difficulties, therapy should include activities that help them learn about new food groups they might currently avoid. This can be done through play-based methods such as colouring and using toys. Such activities can reduce anxiety and prepare the children for eventual exposure to the foods they will try later. It's important to note that this process may take several months, as children with ARFID tend to be more resistant to exposure compared to children who are simply “picky eaters” (Zucker et al. 2019).

Discussion

It is evident that various methods, such as Food Chaining, CBT-AR, and FBT-ARFID, demonstrate positive outcomes in treating ARFID. However, the most vital factor in therapy is the trust and cooperation of the family throughout the process (Fitzpatrick et al., 2015). Any pressure applied by parents can lead to negative eating behaviours in the child, resulting in more restrictive eating habits and an increased risk of underweight.

It is essential to ensure that parents do not experience excessive anxiety, as this can create impression that the child is at nutritional risk, even when progress is being made. The MDT, which includes the dietitians, should educate families about harmful effects of parental anxiety and pressure on the child. Additionally, it is also important for the team should regularly monitor the child's meals to promote healthy eating (Feillet et al., 2019; Zimmerman and Fisher, 2017).

Research on ARFID has increased, leading to a greater awareness of the condition. However, current treatment methods are often superficial, lack empirical support, and may not be applicable to the unique aspects of ARFID or any co-occurring condition (Archibald and Bryant-Waugh, 2023; Fonseca et al., 2024; Ramirez and Gunturu, 2024). In fact, treatments for ARFID typically rely on approaches used for anorexia nervosa and generalised anxiety disorder (Ramirez and Gunturu, 2024). This can result in patients not receiving the specific care they need, particularly since ARFID does not involve concerns about weight or shape and presents a wide variety of sensory, cognitive and emotional characteristics (Fisher et al., 2014; Lock et al., 2019; Thomas et al., 2020).

A limitation of this study is that, while the positive acceptance framework seems to align with other models designed for treating ARFID and may help individuals with PTSD, there is

currently limited research focused on its application for those with ARFID. Thus, while existing literature highlights the need for new treatment techniques for ARFID, the “Positive Acceptance Framework” we propose has not been utilised in this context before. This gap makes it challenging to evaluate whether the characteristics of ARFID could be effectively addressed using this framework. Therefore, further studies should focus on implementing a strategy based on adding the positive acceptance-based approach to achieve more effective outcomes in ARFID recovery.

It is suggested that FBI-ARFID should be utilised with caution, as it is not indented for all patients diagnosed with ARFID due to the wide range of symptoms they may present. Each patient’s experience can differ significantly, encompassing carrying levels of food avoidance, restrictive eating patterns, and anxiety related to food (Zucker et al. 2019).

Currently there is a critical need for a standardised framework that governs the assessment tools available for ARFID. This framework should delineate the most effective evaluation methods tailored to specific circumstances, such as the patient’s age, underlying psychological factors, or environmental influences (MacDonald et al., 2024). By developing such an umbrella approach clinicians can more efficiently treat ARFID while gaining a comprehensive understanding of its complex psychopathology (MacDonald et al., 2024). Having this in mind, there is the need to investigate the underlying mechanisms of ARFID (Kennedy et al. 2022), identifying mixed presentations where symptoms overlap with other eating or anxiety disorders, and addressing any coexisting conditions that may impact treatment outcomes, such as depression or anxiety disorder (Täljemark et al. 2017; Eddy and Negi 2025).

The lack of interventions tailored to the individual is worsened by limited access to clinicians trained in ARFID-focused approaches, hindering the successful implementations despite increased awareness of the topic (Archibald and Bryant-Waugh, 2023; Fonseca et al., 2024). Additionally, traditional treatments for ARFID often neglect the importance of building therapeutic rapport and establishing a sense of emotional safety for individuals who have ARFID along with high levels of anxiety and food refusal (Seetharaman and Fields 2020; Eckhardt et al., 2019). In contrast, rigid or non-individualised treatment goals can unintentionally reinforce avoidant behaviours, particularly when patients lack autonomy regarding the timing of the meals and food choices (Brigham et al., 2018; Bąbik et al., 2021). As a result, there is an increased demand for strength-based and flexible models that integrate psychological safety, support for autonomy, and interdisciplinary collaboration into the care pathway (Zucker et al., 2018; Onnink et al., 2022).

Conclusions

Patients diagnosed with ARFID present a unique set of treatment and management requirements that depend on various factors, including the specific characteristics of the disorder, the age of the patient, and the presence of any co-occurring symptoms. Effective management necessitates a multidisciplinary approach involving a team of healthcare professionals, which may include dietitians, psychologists, and medical doctors. This team must take into consideration not only the physical health and nutritional needs of the patient but also the psychological factors that may influence the disorder, such as anxiety or sensory sensitivities, or even family pressure.

A comprehensive understanding of the complexities faced by individuals with ARFID is vital for all professionals engaged in their care, as it plays a critical role in the therapeutic process. Moreover, routine dietary screening should be systematically integrated into paediatric follow-up protocols. Such screenings are essential for the early identification of potential nutritional deficiencies and psychological issues, thereby mitigating the risk of serious long-term consequences associated with ARFID, including stunted growth, developmental delays, and increased anxiety or social isolation related to food.

Regular assessments and tailored interventions can significantly enhance the quality of life and treatment outcomes for individuals affected by this complex eating disorder. Families also play an important role in addressing anxiety and promoting children's acceptance of new foods, making proper training essential. Further research is recommended in these areas to develop a more targeted approach and clearer management strategies.

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Fostering Educational Leadership for 21st-Century Learning Spaces in Management Education

Ganeshan. M. K

1AMET University, mkganeshanmba@gmail.com, ORCID ID: 0000-0003-2407-1527, India

Abstract

Management education is necessary to groom future business leaders who are capable of critical thinking, team leading, and problem-solving in a globalized economy. The 21st century is changing at a fast pace with the inclusion of technology, changing market needs, ethical practices, and sustainable leadership. Present management programs focus not just on teaching through business intelligence but also on innovation, flexibility, and global orientation among students. Institutions of learning have to rethink leadership approaches and methods of instruction so that management education remains relevant and effective. The changing needs of the 21st century, marked by accelerated technological innovation, globalization, and changing expectations of the workforce, call for a shift in how educational leadership is thought about and enacted, especially in management education. This research explores the competencies, strategies, and leadership models needed to create agile, innovative, and learner-focused environments in business schools and management institutions. Focusing on adaptive leadership, emotional intelligence, and digital competency, the study examines how leaders in management learning can design thriving learning environments capable of equipping students for today's complex, interdisciplinary, and rapidly evolving business environments. This research concluded and suggested an educational leadership that is guided by the values of sustainability, inclusivity, and entrepreneurial minds, characteristics of good management education in the 21st century. The findings provide concrete recommendations for academic leaders, policymakers, and teachers seeking to promote the quality and applicability of management education via strategic leadership.

Keywords: Management education, learning, leadership, technology, innovation

Introduction

Fostering educational leadership for 21st-century learning spaces in management education means developing and supporting strong, forward-thinking leadership in educational institutions that offer management programs. These leaders help create modern, flexible, and technology-rich learning environments that prepare students with the skills needed for today's dynamic business world, such as critical thinking, collaboration, and innovation. A critical juncture is a point in time when a choice made by individuals or groups can significantly impact

the future trajectory of an entity or institution, often leading to long-lasting changes. These junctures are characterized by heightened uncertainty and a greater possibility for agency to influence the course of events.

The term VUCA, an abbreviation for Volatility, Uncertainty, Complexity, and Ambiguity, was coined in the military to explain the fast-evolving and unpredictable character of the world. Today, the term has found followers across different industries, one of them being education. It is believed that VUCA is crucial to education leaders since it provides a model for understanding the predicaments and opportunities of the digital age.

Explanation of VUCA:

- **Volatility:** It is the sudden rate of change of an environment. This has been experienced through the quick technological innovations that keep changing the manner in which learning and teaching take place.
- **Uncertainty:** It refers to the uncontrollable nature of events and effects. The world pandemic is a clear indication of the manner in which unforeseen events can disrupt educational patterns.
- **Complexity:** This component focuses on challenges with multiple faces, where cause and effect are not necessarily clear. Take the heterogeneous student body with differential learning needs as a complex challenge for teachers.
- **Ambiguity:** It describes uncertainty regarding the meaning of an event. Amidst the influx of information and misinformation, teachers and students alike struggle with separating fact from fiction.

Implications for Educational Leaders

Highly unstable nature of today's educational environment calls for leaders to be flexible and change-oriented. This might involve revising the curriculum in accordance with the new needs of industry or incorporating technology to enhance learning. Leaders must be proactive in an uncertain world. This may entail scenario planning to anticipate different outcomes or building resilience in teachers and students. With the intricacy of education challenges, there is a need for a systematic approach. Leaders need to comprehend the interconnection of various elements in the education ecosystem and make evidence-based decisions. With uncertainty prevalent, education leaders need to place more emphasis on clarity and openness of communication. Clarity helps ensure that everyone is speaking the same language, whether it is communicating school policies or describing changes in teaching practices.

Why is it important management education now because of the following reasons?

Management education must keep pace with the fast-evolving global economy, AI, data analytics, and sustainability goals. Educational leadership is key to driving curriculum updates, tech integration, and innovation. Today's graduates require critical thinking, creativity, and collaboration, and adaptability, not just theoretical knowledge. Education leaders must redesign learning spaces and methods to build these essential competencies. Post-COVID, education has moved beyond the classroom. Leaders must create flexible, tech-enabled environments that support both in-person and virtual learning effectively. National and international education policies now emphasize multidisciplinary learning, autonomy, and leadership accountability. This calls for visionary leadership to implement reforms successfully. Modern educational leadership must address diversity, ethics, and global responsibility, preparing students to lead responsibly in a connected world. Employers demand job-ready graduates with leadership, innovation, and practical skills. Educational leaders must ensure that management programs meet these expectations through real-world learning experiences.

Many educational leaders lack formal training in fostering creativity, innovation, digital literacy, and other essential 21st-century competencies within management institutions. Traditional leadership styles and rigid institutional structures often resist the integration of modern pedagogies, technology-enhanced learning, and student-centric approaches. While management curricula increasingly incorporate digital tools, many leaders struggle to promote effective use of technology in teaching and learning processes. Leadership often fails to invest sufficiently in faculty development programs that focus on new teaching methods like experiential learning, flipped classrooms, or interdisciplinary approaches. Learning environments in many institutions remain outdated, lacking flexibility, collaborative zones, and the infrastructure required for modern teaching strategies. Despite progressive policies like India's National Education Policy (NEP) 2020, many institutions face difficulties in translating leadership goals into tangible classroom reforms. Decisions on educational strategies are often top-down, with limited input from faculty, students, and industry experts, leading to misalignment with real-world needs. Leadership tends to retain traditional exam-based assessments, which fail to measure essential 21st-century skills such as critical thinking, teamwork, and ethical reasoning. Management institutions often lack inclusive policies that ensure equal leadership opportunities across gender, socio-economic status, or regions, affecting access and innovation. There is a lack of standardized tools or metrics to assess the effectiveness of educational leadership in driving change and improving learning outcomes

Objectives of the Study

1. To study the concept of educational leadership, learning, and management education in the 21st century.
2. To examine the role of educational leadership in creating 21st-century learning spaces within management education.
3. To identify core competencies and strategies leaders must adopt to transform management institutions.
4. To know about the challenges and opportunities of management education.

Review of Literature

The research explores how transformational and collaborative leadership approaches can foster effective learning environments in modern education. The authors conclude that collaborative, student-centered leadership significantly enhances institutional capacity for 21st-century learning. Kilag, (D. B., et al. 2023). This article reviews how educational leaders promote equity by supporting teacher professional development and inclusive learning practices. Leadership grounded in equity, dialogue, and shared vision is essential for educational transformation in the 21st century (Netolicky, D. M., Andrews, D., & Paterson, D. 2020). The paper examines innovative teaching strategies like experiential learning and digital simulations in management education. The study highlights that leadership support is critical in facilitating pedagogical reform and the adoption of technology-driven teaching (Sharma, R., et al. 2024). Research review addresses how authentic assessments develop student competencies such as creativity, collaboration, and critical thinking. The authors argue that educational leaders must support faculty in redesigning curricula and assessments to match industry-relevant, real-world problems (Smith, A., & Johnson, P. 2024). The paper explores the complex challenges educational leaders face, including digital transition, diversity, and systemic resistance to change. The study recommends that leaders adopt servant and transformational leadership styles to address systemic gaps and enable inclusive, forward-looking education. (Girma, B. 2022). The National Education Policy (NEP) outlines reforms in higher education, emphasizing flexible curricula, critical thinking, and leadership accountability. Effective leadership is essential to institutional autonomy, interdisciplinary learning, and global competitiveness in Indian management education. (National Education Policy -NEP Report, India, 2020)

Educational Leadership, Learning and Management Education- Definitions

Educational Leadership: Educational leadership is the practice of leading and motivating people within an education system towards a shared set of goals, ultimately enhancing learning experiences and results. It entails influencing by example, building a shared vision, and inspiring staff and students to become the best they can be. This type of leadership exists at every level of education, from early childhood centers through colleges.

Learning: Learning is the acquisition of new knowledge, skills, habits, and attitudes through study or experience. It entails relatively permanent changes in behaviour resulting from identifiable experiences. Learning can be unconscious or conscious, and it's an essential aspect of personal development and growth

Management Education: Management education encompasses the development of skills and knowledge necessary for effective leadership and management in various organizational contexts. It focuses on imparting knowledge and training in areas like accounting, finance, marketing, operations, and other business disciplines, aiming to produce leaders, managers, and administrators. Management education also emphasizes the development of interpersonal skills, leadership abilities, and problem-solving capacities.

Role of Educational Leadership in Creating 21st Century Learning Spaces in Management Education

Educational leadership is essential in reshaping management education to align with the demands of the 21st century. Leaders act as catalysts for innovation, guiding institutions to embrace digital transformation, student-centered learning, and global relevance. They influence curriculum reforms, encourage interdisciplinary learning, and support the integration of technology into classrooms. Their strategic vision helps create environments that promote collaboration, critical thinking, and adaptability skills essential for future managers.

Core Competencies of Educational Leaders

Leaders in management education must possess key competencies to drive institutional change. These include visionary thinking, effective communication, and technological literacy. They should be capable of strategic planning, managing organizational change, and fostering a culture of continuous improvement. Ethical decision-making and inclusivity are also vital, enabling leaders to create equitable and socially responsible learning spaces.

Strategies for Transforming Management Institutions

To transform management institutions, leaders must adopt innovative strategies such as promoting blended and experiential learning models, redesigning physical and digital learning environments, and building strong industry-academic partnerships. Investing in faculty development and encouraging interdisciplinary collaboration further enhances educational quality. These strategies help align educational outcomes with the skills needed in a fast-evolving global economy.

Overview of the Opportunities and Challenges in fostering educational leadership for 21st-century learning spaces in management education:

Opportunities of fostering educational leadership:

- **Policy Support (e.g., NEP 2020 in India):** Recent education policies encourage flexibility, autonomy, and innovation, creating a favourable climate for transformative leadership.
- **Technology-Enabled Learning:** The rise of AI, learning management systems, virtual simulations, and analytics offers leaders new tools to personalize and improve learning.
- **Interdisciplinary and Industry Collaboration:** Leaders have opportunities to redesign curricula with inputs from industry experts and global institutions to meet real-world challenges.
- **Global Best Practices and Benchmarking:** Access to international models of leadership (Harvard, INSEAD, etc.) allows local institutions to adapt successful strategies.
- **Student-Centered Leadership Models:** Modern leadership encourages co-creation with students, empowering them as partners in innovation and institutional development.
- **Professional Development and Leadership Training:** There are growing platforms, MOOCs, and global fellowships aimed at building leadership capacity among academic leaders.

Challenges of fostering educational leadership:

- **Resistance to Change:** Traditional institutions often face resistance from faculty or administration when implementing new pedagogies or technologies.
- **Lack of Training and Capacity Building:** Many educational leaders lack formal training in 21st-century learning design, digital tools, and inclusive leadership practices.
- **Inadequate Infrastructure:** Especially in developing regions, the absence of smart classrooms, high-speed internet, or blended learning systems limits innovation.

- **Assessment Misalignment:** Exams and grading methods often fail to measure 21st-century competencies such as collaboration, creativity, or ethical reasoning.
- **Overemphasis on Rankings and Placements:** Institutions may focus more on short-term outcomes (like placements) than on long-term goals such as leadership development and innovation.
- **Policy and Bureaucratic Constraints:** Rigid regulatory frameworks can slow down curriculum reform and limit institutional autonomy in many countries.

Table 1: Key Statistical Data on Educational Leadership and 21st-Century Learning Spaces

Category	India	Global
Student Enrollment	26.52 crore students in schools; 4.33 crore in higher education as of 2024	Over 1.5 billion students enrolled globally across various education levels
Digital Infrastructure in Schools	57.2% of schools equipped with computers; 53.9% with internet access in 223-24	Varies globally; many countries have near-universal access, while others lag behind
Higher Education Institutions	1,265 universities and 50,734 colleges in 2024	Over 20,000 universities worldwide
Gross Enrollment Ratio (GER) in Higher Education	28.4% as of 2021-22; target of 50% by 2035	Global average GER in tertiary education is approximately 38%
Online Learning Platforms Usage	Over 1.21 crore unique users on SWAYAM as of January 2024	Massive Open Online Courses (MOOCs) have over 180 million learners globally
Government Investment in Education	₹73,498 crore allocated to the Department of School Education and Literacy in FY 2024-25	Global education spending varies; OECD countries spend an average of 5% of GDP on education
EdTech Market Growth	Indian EdTech market projected to reach \$10.4 billion by 2025	Global EdTech market projected to reach \$404 billion by 2025

Category	India	Global
Virtual Labs in Schools	Over 300 virtual labs launched in Delhi government schools under the PM eVIDYA initiative	Virtual labs and simulations are increasingly adopted worldwide to enhance STEM education
Executive Education Revenue	IIM Nagpur achieved ₹140 crore in revenue over five years, with significant growth in executive education programs	Global executive education market projected to grow at a CAGR of 11.2%, reaching over \$133 billion by 2033
Skill Development Initiatives	Government launched schemes with a ₹2 lakh crore outlay over five years to provide jobs and skilling to 41 million youth	Globally, skill development is a priority, with various countries investing in upskilling programs to meet future workforce demands

Discussion

- ❖ **Reimagining Learning Spaces:** Modern learning spaces are flexible, tech-enabled, collaborative, and student-focused. In management education, such spaces allow simulation-based learning, team-based projects, and real-time industry interaction. Leadership must ensure that physical infrastructure and digital ecosystems support these modes.
- ❖ **Transformational Educational Leadership:** Effective educational leaders in the 21st century demonstrate transformational qualities, visionary thinking, empathy, adaptability, and a commitment to lifelong learning. They empower faculty, encourage interdisciplinary teaching, and champion innovation in pedagogy.
- ❖ **Integrating Technology and Digital Literacy:** Educational leadership must prioritize digital fluency among students and faculty. This involves integrating tools like AI, big data, virtual collaboration platforms, and learning analytics into the curriculum to reflect current managerial practices.
- ❖ **Curriculum and Pedagogical Innovation:** Competency-based education, flipped classrooms, experiential learning, and project-based assessments are core to 21st-century management education. Leaders must reorient faculty development programs and reward innovative teaching practices.

- ❖ **Collaborative Governance and Stakeholder Engagement:** Leadership should adopt inclusive governance models involving students, faculty, alumni, and industry stakeholders in curriculum design and decision-making, ensuring relevance and responsiveness to real-world challenges.

Suggestions

Leaders must have a clear, future-focused vision that aligns education with global challenges and industry needs. Educational leadership must ensure that students develop critical thinking, creativity, communication, collaboration, and digital literacy. Classrooms should support hybrid learning, group collaboration, and real-time digital interaction. Faculty should be empowered to use experiential learning, case-based teaching, simulations, and industry projects. Leaders should promote diversity, equity, inclusion, and well-being in institutional culture. Engaging students, faculty, industry, and alumni leads to better learning design and decision-making. Effective educational leaders use analytics and feedback systems to continuously improve learning outcomes. Assessment strategies should mirror real-world tasks to prepare students for complex management roles. Institutions should build leadership capacity at all levels of administration, faculty, and students. In India, policies like NEP 2020 provide a supportive framework for transforming management education through leadership.

Recommendations

Institutions should invest in structured leadership development programs focusing on 21st-century learning principles, technological integration, and change management. Leaders should cultivate a shared vision involving all stakeholders, including students, faculty, industry, and alumni, to co-create dynamic learning environments. Institutions should prioritize the creation of physical and digital infrastructure that supports hybrid and experiential learning formats, including smart classrooms and learning analytics tools. Academic leaders must create a safe environment for experimentation, provide resources for pedagogical innovation, and reward innovative teaching and research. Educational leadership should drive the integration of interdisciplinary learning modules, industry-based projects, and sustainability-focused case studies. Encourage student participation in governance, curriculum planning, and peer-led learning initiatives to nurture leadership qualities among learners.

Conclusion

Fostering educational leadership aligned with 21st-century learning imperatives is crucial for transforming management education. Leaders must cultivate environments that nurture

creativity, collaboration, and critical thinking while leveraging technology and pedagogical innovation. A visionary and inclusive approach to educational leadership will be essential to prepare future managers for complex, and global challenges. How educational leadership is both challenged and empowered by current developments, making it a key driver for transforming management education. India Institutions like IIM Nagpur are leading by example, showcasing how strategic leadership can drive growth and innovation in management education. Global there is a concerted effort to redefine educational leadership, focusing on learning outcomes, inclusivity, and adaptability to technological advancements. Leaders who embrace innovation, support faculty development, and promote flexible, technology-enabled learning spaces can empower institutions to cultivate 21st-century skills such as critical thinking, collaboration, and ethical decision-making skills essential for tomorrow's business leaders. Therefore, leadership development should be prioritized as a strategic imperative in higher education policy and practice.

Areas for Further Research

Future research should explore how different leadership styles, like transformational, distributed, servant, etc. for influence the effectiveness of 21st-century learning spaces in management institutions, especially in diverse cultural and economic contexts. Empirical studies are needed to assess how digital tools and innovative classroom layouts influence critical thinking, collaboration, and practical skills among management students. Research should evaluate the preparedness of faculty to adopt modern pedagogies and how leadership initiatives affect their teaching effectiveness and willingness to innovate. There is a lack of longitudinal research tracking how strategic leadership interventions over time impact institutional culture, student performance, and employability outcomes. Comparative studies between developed and developing nations, like as India and Western institutions, can help identify context-specific leadership practices that support global best practices.

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"Integrative Approaches to Enhancing Subjective Well-Being in Glioblastoma: A Multidimensional Support Framework"

Deniz Uğur

Girne American University, Girne, Mersin 10 Turkey, denizugur@gau.edu.tr, ORCID :

0000-0002-5240-511X

Esma Kabatepe

Girne American University, Girne, Mersin 10 Turkey, eskabatepe@icloud.com, ORCID :

0009-0003-3222-1908

Abstract

Glioblastoma is the most aggressive and lethal primary brain tumor in adults, associated with a poor prognosis and a profound impact on patients' subjective well-being (SWB). This includes psychological, social, cognitive, and physical dimensions that collectively shape the patient's quality of life. The rapid neurological decline often leads to cognitive impairment, fatigue, depression, anxiety, and existential distress, severely affecting daily functioning and emotional resilience. Emerging evidence supports the role of integrative interventions in alleviating these multidimensional challenges. Exercise training has shown promise not only in counteracting treatment-related side effects but also in enhancing mood and neuroplasticity through mechanisms involving increased serotonin and brain-derived neurotrophic factor (BDNF) levels. Music therapy has demonstrated efficacy in reducing anxiety and depressive symptoms by promoting emotional expression and relaxation. Acupuncture may relieve symptoms such as chemotherapy-induced nausea and vomiting (CINV), and possibly modulate pain perception and energy levels. Mindfulness-based interventions (MBIs) are increasingly recognized for their ability to reduce psychological distress and inflammation, while also enhancing social functioning and overall life satisfaction. These strategies, when implemented alongside conventional therapies, may contribute to better adherence, improved coping, and enhanced SWB in glioblastoma patients. A holistic, patient-centered approach is essential, integrating early palliative care, cognitive and behavioral support, caregiver involvement, and effective communication strategies. Tailored interventions that address the evolving needs of both patients and caregivers are critical in optimizing care and promoting dignity and well-being across the disease trajectory.

Keywords: Glioblastoma, Subjective Well-being, Mindfulness, Exercise, Music Therapy, Acupuncture, Palliative Care, Depression, Cognitive Decline, Fatigue, Supportive Care

Introduction

Glioblastoma (GBM) is the most common and most aggressive primary malignant brain tumor in adults, presenting a significant clinical challenge with an incidence rate of approximately 3.2 per 100,000 people (Ostrom et al., 2018). Its complex structure and heterogeneous molecular biology contribute to GBM being defined as the most prevalent, lethal, and invasive primary brain tumor in humans (Dymova et al., 2021; Wells & Packer, 2015). The cornerstone of treatment is surgical resection, followed by chemotherapy and radiotherapy. However, despite these multimodal treatment strategies, the median survival time for individuals diagnosed with GBM ranges from approximately 1 to 2 years (Rønning et al., 2012; Thakkar et al., 2014), and the five-year survival rate is as low as 5–9% (Stupp et al., 2009). In the most aggressive subtype, known as glioblastoma multiforme, this duration often falls below one year (Thakkar et al., 2014).

GBM patients frequently present with various neurological deficits and neuropsychiatric symptoms. These include epileptic seizures, cognitive dysfunction, and anxiety and depression, which may result from the disease itself, its treatment, or a combination of both. These symptoms profoundly affect health-related quality of life (HRQoL), often resulting in physical limitations and decreased occupational functionality (Edelstein et al., 2016). Moreover, the rapid progression of the disease can also significantly impact the HRQoL of patients' first-degree relatives (Boele et al., 2013). Gender-based comparisons consistently show that female GBM patients report lower HRQoL scores compared to male patients (Cherepanov et al., 2010). Additionally, the caregiving burden and redefinition of family roles imposed by the disease greatly influence the psychosocial well-being of both patients and caregivers (McConigley et al., 2010).

One of the main biological barriers encountered during treatment is the detection of epidermal growth factor receptor (EGFR) amplification in approximately 50% of cases. In about 25% of these cases, the EGFRvIII mutation is observed, which enhances DNA repair and leads to resistance to radiotherapy. Furthermore, conventional treatments may also cause DNA damage in healthy cells, contributing to tumor recurrence or the development of secondary gliomas (Louis et al., 2007; Yang et al., 2014).

Studies have shown that individuals diagnosed with GBM experience higher levels of depressive symptoms, report lower positive affect, and face more disease-related interference compared to those with other types of cancer. For example, in a study conducted with a sample of 73 participants, it was found that 25 individuals (34.2%) experienced tumor progression,

while 9 (12.3%) reported more than one instance. These findings strongly indicate that the psychological distress associated with the disease is closely linked to depression and a decrease in positive affect. It is particularly suggested that this distress partially mediates the impact of the disease on subjective well-being (Edelstein et al., 2016). These data clearly reveal the intense psychological burden GBM imposes on individuals; increased depressive symptoms and reduced capacity for positive affect are fundamental components of this burden. The central factor in this process appears to be the "interference" with life activities associated with the disease. The significant limitations that the illness and its treatment impose on activities and interests that individuals value have profound effects not only physiologically but also psychosocially. In this context, the need for holistic care approaches that include psychosocial support, not just biomedical interventions, becomes evident. Such support, targeting the intrusive nature of the disease, is critically important in improving the quality of life for individuals diagnosed with GBM.

Method

This narrative literature review adopts a comprehensive synthesis approach to examine existing evidence regarding integrative interventions aimed at enhancing subjective well-being in glioblastoma patients. The information presented is derived from a broad textual analysis encompassing diverse research findings, systematic reviews, and clinical insights. The primary objective was to identify and consolidate key themes related to the challenges faced by GBM patients and their caregivers. In addition, the potential benefits of various supportive therapies, including exercise training (Edelstein et al., 2016), music therapy (Dileo, 2006), acupuncture (Yan et al., 2023), mindfulness-based interventions (Dakdevir & Altundal Duru, 2024; Marinovic & Hunter, 2022), and aromatherapy (Li et al., 2022), were also examined. The data were extracted and integrated to offer a holistic perspective on the physical, social, and psychological dimensions affecting the well-being of glioblastoma patients, as well as the role of multidisciplinary care in addressing these complex needs (Catt et al., 2008; Cavers et al., 2012). The synthesis process focused on identifying broader trends and highlighting areas where supportive interventions may contribute to improved patient outcomes and quality of life (Edelstein et al., 2016; Bradt et al., 2021).

Physical Symptom Progression in GBM Patients

Patients diagnosed with GBM often experience a dynamic progression of physical symptoms. In the early stages, symptoms such as seizures, headaches, and nausea which can sometimes be confusing are common. As the disease progresses, cognitive impairments, including difficulties

with speech and memory, become more apparent. While temporary periods of stability may occur, patients typically face increasing fatigue, decreased mobility, and more frequent seizures as they approach the end of life (Cavers et al., 2012).

Chemotherapy is a standard part of treatment for glioblastoma patients, but it often comes with significant side effects, particularly nausea and vomiting, which can further diminish overall well-being and quality of life. To help manage these chemotherapy-induced symptoms, acupuncture has been explored as a complementary approach. Evidence from numerous randomized controlled trials suggests that incorporating acupuncture into standard care may help improve the management of both acute and delayed chemotherapy-related vomiting. The most commonly utilized acupuncture points are ST36, PC6, and CV12. ST36 is a well-known point for its effectiveness in supporting the immune system and improving gastrointestinal functions. PC6 is the most frequently used antiemetic acupuncture point; it can enhance gastric motility and has been found to be comparable to antiemetic agents in reducing the frequency of nausea and vomiting. CV12 is a key point in the management of symptoms related to the digestive system. Specifically, studies indicate a potential benefit in preventing episodes of vomiting when acupuncture is used alongside usual care. However, the overall certainty of this evidence remains low, primarily due to methodological limitations and variability across studies (Cavers et al., 2012a; Ståhl et al., 2020; Yan et al., 2023).

Cognitive Challenges in GBM Patients

Many individuals diagnosed with GBM experience cognitive impairments, often requiring support to adapt to daily life. Despite their prevalence, these impairments have not been thoroughly investigated, as evaluations typically rely on IQ scores, performance status, and neurological exams. Recent studies using more comprehensive assessments have shown that left-sided tumors may affect attention, executive functions, verbal fluency, and learning, with high-grade glioma patients performing worse cognitively than those with lower-grade tumors (Anderson et al., 1999; Ruiz Sancho et al., 2024). The link between left-hemispheric lesions and verbal deficits has been well-documented (Petruzzi et al., 2015). Notably, corticosteroids have been associated with better recognition memory, while antiepileptic drugs appear to impair working memory (Verhoef et al., 1999). Although their overall quality of life is similar to that of lung cancer patients, individuals with GBM report more cognitive complaints impacting daily functioning, including issues with memory, attention, motor skills, and communication (Sardell et al., 2000). Longitudinal studies indicate a progressive decline in information

processing and attention in this population, often exacerbated by tumor progression (Irvine & Jodrell, 1999; Litofsky et al., 2004). Many patients and caregivers express a need for functional evaluations and tailored support, particularly when returning to work (Sardell et al., 2000).

Rehabilitation has shown some benefits in motor functioning through physiotherapy and occupational therapy, though improvements in cognitive function remain limited (Garrard et al., 2004). Psychostimulants have yielded mixed outcomes in addressing neurobehavioral symptoms, with one study reporting cognitive benefits from methylphenidate in GBM (Mukand et al., 2001). Future research should further explore therapeutic strategies including practical approaches to support those with cognitive deficits (O'Dell et al., 1998). As highlighted by Gehring et al., interventions targeting cognitive impairments in brain tumor patients remain underdeveloped (Gehring et al., 2008). Determining effective methods to communicate information to cognitively impaired individuals also remains a challenge, emphasizing the need to evaluate alternative approaches to information delivery in future studies (Catt et al., 2008).

Social Role Changes in GBM Patients

Receiving a diagnosis of GBM significantly disrupts an individual's social identity and interpersonal relationships. In the early stages of treatment, patients often begin to withdraw from social activities, not only due to the physical burden of the illness but also because of its emotional impact. During this period, support from close family members and spiritual or faith-based communities frequently plays a central role in helping patients cope. However, as the disease advances, maintaining previous social roles becomes increasingly difficult, and a sense of isolation often deepens (Ståhl et al., 2020).

In many cases, caregivers report experiencing even greater emotional strain than the patients themselves. Studies have shown that relatives often face lower mental health-related quality of life, along with elevated levels of anxiety and depression. These emotional challenges are often linked to factors such as the patient's declining functional abilities, additional health complications, and the caregiver's own physical and psychological state. The strong emotional bond between patients and their loved ones means that psychological distress is often shared, with one person's suffering reflecting in the other. This interconnectedness highlights the critical need for early psychological assessment and support not only for patients but also for those who care for them—beginning at the point of diagnosis. Implementing timely mental

health interventions may contribute to better emotional resilience and overall well-being for both parties as they navigate the complex and demanding journey of glioblastoma (Ståhl et al., 2020).

Psychological Adaptation in GBM Patients

A diagnosis of GBM is frequently accompanied by significant psychological distress, particularly during the initial phases of the disease trajectory. Patients commonly experience heightened anxiety and uncertainty; however, empathetic and transparent communication from healthcare professionals has been shown to play a pivotal role in mitigating some of this emotional burden. Despite the often-poor prognosis associated with GBM, many individuals attempt to preserve elements of normalcy in their daily lives as a coping mechanism.

As the disease progresses, existential concerns, including fear of death and the anticipated loss of personal autonomy, tend to intensify. Parallel to the patient's psychological experience, caregivers frequently endure considerable emotional strain, often marked by fatigue, anxiety, and a profound sense of helplessness. Over time, some caregivers may begin to adapt psychologically, gradually developing a form of acceptance and resilience as they navigate the complexities of end-of-life care. This adaptive process, while deeply personal, underscores the emotional interdependence between patients and their caregivers throughout the illness trajectory (Cavers et al., 2012a). Emerging evidence indicates that mindfulness-based interventions may contribute to the reduction of depressive symptoms and the enhancement of overall psychological well-being. Given the established association between systemic inflammation characterized by elevated levels of proinflammatory cytokines such as interleukin-6 and tumor necrosis factor- α and dysregulation of the hypothalamic-pituitary-adrenal (HPA) axis, mindfulness practices are hypothesized to exert modulatory effects on these biological mechanisms.

Preliminary studies have demonstrated that mindfulness may lead to reductions in both inflammatory biomarkers and cortisol levels, suggesting potential physiological benefits alongside psychological improvements. However, the extent to which these effects translate into measurable clinical outcomes, particularly in the context of GBM, remains insufficiently understood. At present, there is a notable gap in longitudinal data assessing the impact of mindfulness-based approaches on survival and disease progression in this patient population. Further methodologically rigorous, long-term studies are warranted to elucidate the potential

integrative role of mindfulness in the management of GBM , with a focus on both psychosocial and biomedical endpoints (Dakdevir & Altundal Duru, 2024; Marinovic & Hunter, 2022).

In this context, music-based interventions have been explored as a supportive strategy to aid in symptom management and enhance quality of life in cancer patients. For example, music has been found to stimulate memory and imagery, evoke emotions, support relaxation and distraction, and enhance social interaction (Dileo, 2006). This systematic review presents evidence that music interventions may positively affect anxiety, depression, hope, pain, fatigue, heart rate, and blood pressure in adults with cancer.. Evidence suggests that, compared to standard care, such interventions may help reduce anxiety, depression, pain, and fatigue, while also fostering hope among adult oncology populations. Although some studies involving pediatric patients have reported positive effects on anxiety, the limited number of trials restricts broader conclusions for other outcomes. Moreover, a considerable proportion of existing studies present methodological limitations and a high risk of bias, resulting in low overall certainty of the evidence. These findings highlight the need for cautious interpretation and underscore the importance of more rigorous research to clarify the potential role of music interventions in improving well-being and managing symptoms in GBM (Bradt et al., 2021).

Anxiety and depression are common comorbidities in glioblastoma patients, contributing significantly to the psychological burden of the disease. Although pharmacological interventions remain the standard approach for managing these symptoms, their associated side effects often diminish overall patient well-being. Aromatherapy has been explored as a complementary strategy to support mental health in oncology settings. Systematic reviews and meta-analyses indicate that aromatherapy particularly through aromatic massage or the use of lavender essential oil may reduce anxiety in cancer patients, with short-term applications (under four weeks) demonstrating the most notable effects. Some evidence also suggests cultural variations in efficacy, with stronger outcomes reported in certain Asian populations. However, the available data do not support a significant impact of aromatherapy on depression or broader psychological health indicators. While preliminary findings support its role in anxiety reduction, further research is warranted to determine its specific utility in addressing the emotional complexities experienced by glioblastoma patients (Li et al., 2022).

Existential Reflection in GBM Patients

A life-threatening diagnosis frequently prompts profound existential contemplation. Spirituality and interpersonal relationships can serve as essential sources of solace, alleviating the sense of isolation. As individuals increasingly confront their mortality, they may begin to attach greater significance to routine experiences. Nevertheless, inadequate provision of spiritual care may intensify psychological distress in specific instances. Qualitative investigations, incorporating interviews with patients, caregivers, and medical professionals, reveal that psychological strain may emerge even prior to formal diagnosis. Physical deterioration often coincides with social disengagement, while psychological and existential challenges typically culminate during diagnosis and post-treatment phases. Nonetheless, the trajectory of each patient's experience is modulated by elements such as intrinsic resilience, familial support structures, and access to healthcare services. The complexity of these burdens highlights the necessity of a comprehensive care model that integrates medical, emotional, social, and existential dimensions. Proactive and continuous psychosocial support, clear communication, and individualized care strategies are vital for enabling healthcare providers to effectively address the dynamic needs of patients throughout the illness continuum (Cavers et al., 2012).

Although these challenges are widely acknowledged, there remains a noticeable gap in rigorous research focused on supportive and palliative care for people with GBM. Much of the existing literature is limited by small sample sizes and inconsistent methodologies. Even so, the importance of a multidisciplinary care model is clear. Combining the expertise of neurologists, neurosurgeons, oncologists, and palliative care specialists is essential to meet the complex needs of this patient population. Emerging research priorities include the development of targeted psychosocial support strategies and the evaluation of care models designed to enhance quality of life. A better understanding of how to deliver effective, personalized palliative and end-of-life care for individuals with GBM is increasingly seen as a vital component of comprehensive treatment planning. Advancing robust and high-quality research in this field is crucial to ensuring that individuals diagnosed with glioblastoma, along with their families, have access to holistic care that addresses not only medical needs but also emotional and psychosocial well-being throughout the progression of the illness (Catt et al., 2008).

Results

According to the literature, people with glioblastoma face a variety of difficulties, including diminished social functioning, emotional distress, and cognitive decline. Exercise, mindfulness, music therapy, and acupuncture are examples of integrative therapies that have the potential to

lessen these burdens. Specifically, mindfulness-based interventions have demonstrated promise in lowering stress and inflammatory markers (Marinovic and Hunter, 2022), and music therapy has been found to improve emotional well-being and lessen symptoms of anxiety and depression (Bradt et al., 2021). Acupuncture has also been demonstrated to help treat nausea and fatigue brought on by chemotherapy (Yan et al., 2023). Despite these results, methodological variations and sample sizes among studies limit the overall strength of the evidence.

Discussion and Conclusion

These results demonstrate the growing significance of integrative, holistic approaches to care in addressing the psychological and cognitive effects of glioblastoma. Adjunctive therapies like music, mindfulness, and acupuncture are said to enhance subjective well-being when used in conjunction with traditional care, even though pharmaceutical treatments are still the standard. However, small sample sizes and inconsistent methodological quality constrain the available evidence base (Gehring et al., 2008; Edelstein et al., 2016). It emphasizes how longitudinal results, standardized procedures, and tailored intervention techniques that address the changing needs of patients and caregivers throughout the course of the disease would better direct future research (Catt et al., 2008).

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Examining the Self-Efficacy Levels of Teachers Working in Şanlıurfa Province: A Quantitative Research

Ramazan Özkul

Harran University Faculty of Education, TÜRKİYE,

e-mail: ramazanozkul@harran.edu.tr, Orcid No: 0000-0001-9757-6062

Abstract

This study examines teacher self-efficacy and different demographic variables (gender, education level, seniority and place of duty - rural/central). In this direction, the survey model was preferred among quantitative research methods. The universe of the research consists of 34,000 teachers working in Şanlıurfa province. 248 teachers selected from the universe by simple random sampling method constituted the sample of the research. In the data collection process, Teacher Self-Efficacy Scale was used to measure teacher self-efficacy levels, and the data were obtained online via WhatsApp via Google Form. Since the research data showed normal distribution, descriptive statistics were applied in the analysis process. According to the research findings; it was seen that teachers' self-efficacy perceptions were at a medium level (close to low). This finding necessitates that training programs aimed at developing teachers' general competencies should be based on needs analysis and be carried out on a voluntary basis. In order to improve teachers' self-efficacy beliefs and perception levels, it may be useful to share effective practices and encourage them to interact with strong role models.

Keywords: teacher, self-efficacy, demographic variables

Introduction

Self-efficacy involves judgments about an individual's ability to perform tasks, not about personal attributes such as physical or mental attributes. Therefore, they are more likely to achieve easy success (Zimmerman, 1995). Bandura (1997) stated that self-efficacy is not about skills or personal qualities, but about the perception of one's ability to complete tasks. People will not make an effort to take action unless they believe that their actions will have the desired effect (Bandura, 1994). Bandura (1993) stated that people with low self-efficacy avoid challenging tasks, set low goals, exert minimal effort to achieve goals, tend to focus on negative outcomes, and experience high levels of anxiety and depression.

According to Bandura (1997), there are four main sources of information on which individuals' self-efficacy beliefs are based. The most effective source of information is mastery experiences, as they provide realistic information about an individual's success (Bandura,

1997). Successful mastery experiences help develop an individual's beliefs about their performance (Pajares, 2002). Self-efficacy beliefs are also affected by indirect experiences. The more an individual identifies with the model they observe, the stronger the effect on self-efficacy will be. Observing others successfully perform tasks will increase their personal expectations of success in the same task (Bandura, 1997). The third way to change self-efficacy is through verbal persuasion. This concept means convincing the individual that they can accomplish a certain task (Driscoll, 2013). Finally, individuals use their perceived emotional states rather than remembered information to make judgments about their self-efficacy (Bandura, 1997).

According to the study of Caprara et al. (2006), teachers' individual efficacy beliefs positively affect their own job satisfaction and students' academic success. In this context, teachers' perceptions of efficacy can be seen as a basic source for intrinsic motivation and satisfaction (Caprara et al., 2006). According to Schmitz (2000), teachers with high self-efficacy levels are individuals who focus more on their profession and have high satisfaction. The basic competencies of teachers have an important place in the personal development and success of students in their academic and daily lives (Akbulut & Aslan, 2024). The literature emphasizes the relationship between student success and student competence perception, teacher competence perception and the total competence of the school (Arseven, 2016). The effect of the concept of self-efficacy on academic motivation has the power to determine which field teachers and students will focus on in their academic lives (Çetin, 2023). Teachers with high self-efficacy beliefs feel confident about their educational strategies and classroom management skills (Kubilay, 2022). In order for educational environments in schools to be structured, renewed and made productive, teachers' self-efficacy beliefs must be taken into account (Çalık et al., 2012). Considering all these reasons, teachers are expected to have a strong sense of self-efficacy in order to demonstrate their professional potential in educational processes in a way that can support the education of students (Akgün, 2013).

The purpose of this research is to determine the self-efficacy levels of teachers working in Şanlıurfa province.

Method

The purpose of the research may be to explain the research area or to produce generalizable results. In this case, the screening model may be preferred to express the current situation objectively (Karasar, 2015). This study examines teacher self-efficacy and different demographic variables (gender, education level, seniority and place of duty - rural/central). The

universe of the research consists of 34,000 teachers working in Şanlıurfa province. 248 teachers selected from the universe by simple random sampling method constituted the sample of the research. In the data collection process, “Teacher Self-Efficacy Scale” was used to measure teacher self-efficacy levels, and the data were obtained online via WhatsApp via Google Form. A 12-item scale developed by Tschannen-Moran ve Woolfolk Hoy (2001) was adapted for Turkish school by Erdoğan (2023). The original scale had a Cronbach’s alpha was 0.82. CFA showed satisfactory fit “RMSEA = 0.08, SRMR = 0.45, CFI = 0.95, TLI = 0.95”. Cronbach alpha value was calculated as .85. Since the research data showed normal distribution, descriptive statistics were applied in the analysis process.

Table 1: Teachers Demographic Characteristics (n = 248)

Variable	Category	f (Frequency)	% (Percentage)
Gender	Female	152	61.3
	Male	96	38.7
Education Level	Bachelor	180	72.6
	Master	68	27.4
Seniority (Years)	1–5	45	18.1
	6–10	68	27.4
	11–15	71	28.6
	16 +	64	25.8
Place of Duty	Rural	108	43.5
	Urban (Central)	140	56.5

Demographic information about the teachers in the research sample is shown in Table 1. According to Table 1, 152 of the teachers are female and 96 are male. According to the level of education, there are 180 bachelor and 68 master participants. It is seen that there is a balanced distribution according to years of seniority. 108 teachers work in rural areas and 140 teachers work in urban areas.

Results

Descriptive statistics regarding teacher self-efficacy are presented in Table 2.

Table 2: Descriptive Statistics for Teachers (n = 248)

Variable	Mean	Sd	Min Value	Max Value	Scale Range	Level
Teacher Self-Efficacy	2.25	0.66	1.00	4.80	1–5	Moderate (Close to Low)

According to Table 2, the arithmetic mean score calculated for the self-efficacy perceptions of the teachers in the research sample is 2.25 and the standard deviation is 0.66.

These values indicate that the teacher self-efficacy level is moderate but close to the low range. This finding may be expected especially for teachers working in Şanlıurfa province and relatively new to the profession.

Discussion and Conclusion

The research result shows that teachers' self-efficacy perception is at a medium level (close to low). This situation can be interpreted as teachers being less combative when faced with difficulties. It is important to state that the use of digital content in education systems has become widespread. Teachers need to develop their knowledge and skills in educational technology. Teachers' personal self-efficacy belief can also affect their adoption and use of educational technology (Brady and Woolfson, 2008). There are studies in the literature supporting this finding, especially showing that the perception of self-efficacy is low (Rossiter et al., 2007; Ünüsan and Yalçın, 2020). Teachers' high anxiety about the teaching process and low self-efficacy perceptions have been associated with perceptions of instructional efficacy (Boz & Boz, 2010). In addition, he found that the quality of classroom management increases as teachers' competencies increase. Therefore, it should be stated that every direct and positive experience that the teacher gains is a source of information to improve their self-efficacy beliefs. Educational programs that aim to improve teachers' self-efficacy beliefs should be provided at the beginning of the teacher's professional life or before they enter the teaching profession (Özkuş, 2021). There are also studies that do not coincide with the results of this research. Demirtaş et al. (2011); Özyıldırım (2018); Sevgi et al. (2017) concluded in their research that teachers and prospective teachers have high self-efficacy perception levels. When this research is evaluated together with the research in the literature, it can be stated that teacher self-efficacy perception levels may differ.

Teachers' self-efficacy perceptions are at a medium level (close to low). However, according to the literature, it may not be a correct approach to clearly state that teachers' self-efficacy is really at this level. Because according to the research findings, this is just the perception of teachers. In fact, it is supported by different studies that teachers' self-efficacy perceptions are high. The fact that the teachers' self-efficacy levels in this study were found to be at a moderate (nearly low) level can be associated with the increasing professional difficulties they have encountered in recent years and especially the difficulties they have experienced in using information technologies effectively. In this context, the result of the research is remarkable. First of all, it is recommended to investigate the source of these different results in the literature.

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Emotional Intelligence of Secondary Education Teachers in the Southern Region of Albania: Level and Influence of Demographic Factors.

V.Caushi

University of Tirana, Faculty of Social Science, AL.
email: valbona.caushi@gmail.com +355694290125

E.Zhilla

University of Tirana, Faculty of Social Science, AL.
email: adazhilla@gmail.com 355672530164

A.Sotiri

University of Gjirokastra, AL.
email: aida_sotiri@yahoo.com +355682544976

Abstract

The effectiveness of the teaching learning process is inseparable from the overall quality of instruction. However, in recent years, the standards and competency frameworks that educators must satisfy have become increasingly stringent, driven by heightened demands and the expectations of a broad range of stakeholders. Consequently, teachers carry an expanding array of responsibilities, ranging from lesson planning and delivery to student assessment and ongoing professional development, as well as research activities for career advancement. Such a collection of duties often precipitates negative emotional states, stress, depressed mood, irritability, and disappointment, which, in turn, compromise pedagogical effectiveness and impede students' academic achievement. Therefore, it is essential for educators not only to master the pedagogical techniques necessary for optimal knowledge transfer but also to cultivate emotional self-regulation skills, which Goran (2015) identifies as Emotional Intelligence. Given their pivotal role in facilitating learning, teachers should strive to maintain a stable emotional equilibrium. This balance, at the core of emotional intelligence, enables educators to manage their affective responses effectively and to foster a supportive classroom environment. By developing competencies such as emotional awareness, emotion regulation, empathy, and interpersonal skills, teachers can enhance their instructional performance and more effectively address the diverse needs of their students. Ultimately, integrating emotional intelligence into teacher training and professional practice is crucial for promoting educators' well-being and for achieving students' academic success. Numerous studies have shown that individuals with a high level of emotional intelligence tend to achieve greater professional success. The present study describes and identifies the overall level of emotional intelligence among secondary school teachers in the Southern Region of Albania about well-being, self-control, emotionality, and sociability. Another aim of this research was to examine the

relationship between emotional intelligence and demographic variables such as age, gender, educational level, and years of professional experience. The results indicate that the sample exhibited a moderate level of emotional intelligence. Gender, age, educational level, and years of experience did not have a significant impact on their emotional intelligence.

Keywords: Emotional intelligence, instructional process, teacher well-being, secondary education, emotional self-regulation.

Introduction

Within the contemporary educational context, emotional intelligence is increasingly recognized as a vital attribute that shapes the efficacy and adaptability of educators. Given the multifaceted demands of the teaching profession, ranging from the orchestration of classroom dynamics to communication with families and the handling of emotionally complex interactions, teachers are frequently confronted with situations that require a high degree of emotional awareness and regulation. As such, emotional intelligence transcends the status of an ancillary skill and becomes a foundational element of pedagogical competence. Beyond their function as conveyors of academic knowledge, teachers assume the responsibility of guiding the emotional and social maturation of their students. This involves cultivating a classroom climate marked by psychological safety, emotional inclusivity, and interpersonal trust. Educators who possess refined emotional intelligence are typically more adept at interpreting the affective cues of learners, responding with empathy, and fostering consistent and supportive relationships. Such emotionally responsive practices create an atmosphere in which students experience a greater sense of belonging and feel encouraged to participate actively in the learning process. A relational environment grounded in mutual respect and understanding not only reduces fear of failure or judgment but also promotes sustained engagement and academic perseverance. Consequently, emotional intelligence serves as a key driver in shaping a positive educational experience and advancing student well-being and achievement.

The role of the teacher goes beyond the transmission of academic knowledge; it includes the ability to influence the emotional and social development of students, to build a supportive learning climate, and to function as a model of emotional balance within the school community. A teacher with well-developed emotional intelligence can perceive and understand the emotions of their students with sensitivity. This ability helps in building positive and stable relationships with them, increasing the sense of belonging and emotional safety in the classroom environment.

In this way, students feel more accepted and motivated to actively involve themselves in the learning process. Interactions that are built on trust and empathy positively influence students' engagement and academic success, creating a climate where learning occurs naturally and without fear of mistakes or judgment.

In addition, emotional intelligence helps the teacher cope better with the daily stress of the profession. By having the ability to identify and manage his own emotions, he avoids impulsive reactions and maintains calmness in difficult situations. This emotional stability makes him more capable of making wise decisions and supporting his students fairly and thoughtfully. When the teacher manages to preserve his emotional balance, he becomes a stable point of reference for students in times of tension or uncertainty. At the same time, sensitive communication skills help the teacher build collaborative relationships not only with students but also with parents and colleagues. The ability to listen attentively, to provide constructive feedback, and to manage difficult conversations ethically and respectfully is the key to an effective partnership between school and family. An emotionally intelligent teacher can build bridges of understanding and foster a cooperative atmosphere, which is essential for the smooth functioning of the teaching and educational processes. Among the most important aspects of emotional intelligence in teachers is also the ability for self-reflection and continuous professional development. Recognizing one's own emotions and their influence on teaching and relationships with others makes the teacher more aware of their role and more willing to continually improve the approach and techniques used in the classroom. This self-reflection is a sign of high professionalism and of a continuous commitment to personal growth and quality in education.

In the Albanian context, the level of emotional intelligence among high school teachers can be considered average, with noticeable variations related to individual experience, institutional support, and approaches to professional development. While emotional intelligence is widely recognized as a fundamental component for teaching effectiveness and the building of constructive relationships with students, its inclusion in the initial and continuing training of teachers in Albania remains limited. Schools often face a lack of resources, administrative overload, and professional stress factors that constrain the demonstration of emotional skills in practice. Nevertheless, the limited existing studies suggest that Albanian teachers have the potential to further develop emotional awareness, emotion management, and interpersonal competencies, if these are supported by stable structures of professional development and by a school culture that values the socio-emotional. This requires a reconceptualization of the role

of emotional intelligence in educational policies, considering it not only as a personal skill but as a professional necessity for effective and supportive teaching.

A sustainably and effectively structured educational system constitutes one of the main pillars of sustainable development in developing countries. Within this context, the role of teachers is considered essential and irreplaceable in achieving the desired standards in education. However, despite their high status in the functional hierarchy of the educational system, teachers often face increased professional demands that directly impact their quality of work life. As pointed out by Salim, Nasir, Arip, and Mustafa (2012), teachers increasingly face heavy workloads and extended working hours, which often result in considerable levels of stress, dissatisfaction, and a sense of professional isolation.

Within the educational psychological literature in Nigeria, one of the topics that has consistently drawn attention is job satisfaction among secondary school teachers. Numerous studies conducted over the past decades have highlighted high levels of job dissatisfaction among this group of professionals (Ajayi, 1981, 1998; Adeyemo, 1986, 1996; Adeyoju, 1999). Factors such as lack of institutional support, inadequate infrastructure, and insufficient economic compensation are frequently cited as major contributors to this condition.

Nevertheless, more recent evaluations suggest that there has been a modest improvement in the experience of job satisfaction among teachers, as reflected in the works of Adetayo (2008) and Gesinde & Adejumo (2012). This trend may be linked to an increased institutional awareness of teacher well-being or to efforts aimed at reforming educational policies.

In the face of ongoing challenges, psychological support and the development of teachers' emotional competencies, such as emotional intelligence, may represent an effective strategy for enhancing emotional resilience, reducing stress, and strengthening professional engagement within the educational system.

Emotional Intelligence

Emotional intelligence (EI) represents a complex and multidimensional psychological construct that encompasses both intrapersonal and interpersonal capacities to perceive, understand, manage, and utilize emotions functionally and adaptively across various social and professional contexts (Cherniss, 2018; Singh et al., 2022). This capacity serves as a key mediator in the development of effective relationships, in facilitating interpersonal communication, and in

enhancing psychosocial competencies. Individuals with high levels of emotional intelligence demonstrate a deep awareness of their emotional states, which enables them to act consciously and authentically, following their emotions. This emotional awareness is not limited to the personal sphere but extends to sensitivity toward the feelings of others, thereby facilitating interactions grounded in empathy and affective resonance (Ackley, 2016).

A prominent component of the emotional profile of these individuals is the ability to manifest a friendly and open approach, which stems from a sensitive attunement to the emotional climate of the social environment (Gül, 2021). This predisposition contributes to the development of positive and stable relationships in both personal and institutional domains. Another advanced indicator of emotional intelligence is psychological resilience. Mastery of emotional competencies equips individuals with sophisticated coping mechanisms against stress and trauma, making them more capable of recovering from challenges or failures constructively (Rathore, 2021). Furthermore, this resilient attitude goes beyond personal boundaries, positively influencing the social and organizational ecosystems in which the individual operates. Optimism, as an integral component of emotional intelligence, implies a positive and proactive attitude toward life and human relationships. This construct represents a psychological orientation that favors adaptation to change and challenges, promoting effective problem-solving and the construction of a collaborative climate (Freshman et al., 2015; Kaur & Sharma, 2019; Suprayogi & Andestia, 2023).

The theoretical origin of the concept of emotional intelligence dates back to 1990, when Salovey and Mayer treated it as a subdivision of social intelligence. They defined emotional intelligence as the capacity to monitor one's own and others' emotions, to discriminate among them, and to use this emotional information to guide thinking and behavior (Rathore, 2021). This definition emphasizes the complex interplay between emotional perception and cognitive functioning, attributing to emotional intelligence a central role in social interactions and decision-making.

In a later elaboration, Mayer and Salovey (1997) structured their model into four essential branches: the perception of emotions, the use of emotions to facilitate thinking, the understanding of emotions, and the management of emotions. This hierarchical model describes emotional intelligence as a set of interrelated competencies that find practical application across a wide range of life contexts, particularly in organizational and educational domains, complementing traditional cognitive intelligence.

The broader contribution to the popularization of emotional intelligence is attributed to Daniel

Goleman, who, with his 1995 work *Emotional Intelligence: Why It Can Matter More Than IQ*, brought this construct into public and interdisciplinary discourses. Goleman further expanded the initial definition by including additional dimensions such as self-regulation, intrinsic motivation, empathy, and social skills (Ackley, 2016; Singh et al., 2022). This expanded approach has positioned emotional intelligence as an essential tool for professional success, social cohesion, and psychological well-being in an increasingly complex and emotionally demanding global environment.

Three Foundational Approaches to the Theory of Emotional Intelligence: A Comparative Analysis

In the effort to better understand the interaction between emotions and individuals' cognitive or social functioning, several theoretical models have been developed in recent decades that conceptualize emotional intelligence from different perspectives. The three main approaches, the ability model, the mixed model, and the competency model, have significantly influenced the way this form of intelligence is perceived and measured.

The ability model, developed by Salovey and Mayer, treats emotional intelligence as a distinct cognitive capacity that includes the ability to perceive, understand, manage, and use emotions in order to guide behavior and improve social relationships. This model structures emotional intelligence into four functionally interrelated components: emotion recognition, understanding of feelings, emotional regulation, and the use of emotions to facilitate thinking. The emphasis is placed on its nature as a measurable and developable ability, which influences effective adaptation in social environments.

From a more integrative perspective, Reuven Bar-On proposed a mixed model, combining emotional, social, and personality elements that influence an individual's effective functioning. At the core of this approach lies the concept of "emotional-social intelligence," which operates through five essential domains: intrapersonal competencies, interpersonal skills, adaptability, stress management, and general mood. This model goes beyond emotional information processing by including psychological resilience, flexibility, and constructive interaction with the social environment. Through this construct, Bar-On emphasizes that personal and professional success depends on the harmonious integration of emotional and social factors.

Unlike the aforementioned models, Daniel Goleman presents emotional intelligence as a system of teachable and applicable competencies across various life contexts. He focuses on two main

dimensions: personal competencies and social competencies. The five components that form the foundation of this model are: emotional self-awareness, self-regulation, intrinsic motivation, empathy, and social skills. Goleman highlights that these competencies play a critical role in building effective relationships, leadership, conflict resolution, and the achievement of long-term goals. His model is particularly applicable in organizational and educational contexts, where performance and interaction are essential.

By comparing these approaches, it becomes evident that despite their differing theoretical orientations, all models converge in emphasizing the role of emotions in successful adaptation to social environments and in the construction of personal well-being. In various ways, they contribute to broadening the understanding of intelligence beyond the traditional cognitive paradigm, repositioning emotion as a key component of the individual's functional competence in life.

Studies Researchers

Samir Kumar Lenka and Ravi Kant analyzed a sample of 120 teachers randomly selected from 12 different schools, both public and private. The study aimed to examine the relationship between emotional intelligence and the professional development of secondary school teachers in the Rampur district, India. They used a standardized emotional intelligence scale (Hyde, Pethe & Dhar) and a self-developed scale for professional development to measure the main components related to empathy, self-awareness, emotional stability, and personal motivation. The key findings of the study indicated a statistically significant positive relationship between emotional intelligence and professional development ($r = 0.660$, $p < .01$), suggesting that teachers with higher emotional intelligence are more capable of developing professionally. Further analysis of the subcomponents of emotional intelligence, such as self-awareness, empathy, emotional stability, integrity, self-development, and altruistic behavior, also demonstrated significant positive correlations with teachers' professional development. Another important aspect was the gender difference: results showed that male teachers had higher levels of emotional intelligence and professional development compared to female teachers, with statistically significant differences in both variables. It was also found that teachers with high emotional intelligence had significantly more advanced professional development than those with low emotional intelligence. This study supports the theory that emotional intelligence is a fundamental component in the formation and professional advancement of teachers, highlighting the importance of integrating emotional skills training

into continuous professional development programs for educators.

The study titled “*Analysis of the Emotional Intelligence Level of Teachers*”, conducted by Cem Birol, Hakan Atamtürk, Fatoş Silman, and Deniz Şensoy, affiliated with the Faculty of Education at Near East University (Turkish Republic of Northern Cyprus), aimed to analyze the level of emotional intelligence among teachers working in public and private secondary schools in the Turkish Republic of Northern Cyprus (TRNC). The research was based on a quantitative design and involved a sample of 253 teachers, selected from a larger population of 870 individuals. To measure emotional intelligence, the authors developed a 43-item instrument based on the theoretical concepts of Daniel Goleman and Wolmaran, adapted to the Turkish context. This instrument evaluates seven components: emotional awareness, self-control, personal motivation, empathy and flexibility, social skills, personal influence, and the ability to develop others. Statistical analysis conducted using SPSS showed a high reliability of the instrument used ($\alpha = 0.93$), confirming the validity of the data. The results indicate that the overall level of emotional intelligence among teachers is relatively high (on average, 79.2%). Although no statistically significant differences were identified based on gender, age, professional experience, or academic qualifications in the overall level of emotional intelligence, some meaningful differences were observed in its subcomponents. Teachers over the age of 51 and those with long-term professional experience demonstrated higher levels in the dimension of social skills. Additionally, contrary to theoretical expectations, public school teachers were found to have higher emotional intelligence levels than their counterparts in the private sector.

A study by İlhan Adilogullari (2011) presents an empirical analysis of the emotional intelligence level of teachers in the city of Gaziantep, Turkey, and its relationship with demographic variables. This study aimed to examine the level of emotional intelligence among teachers working in the central area of Gaziantep and to identify the relationship of this psychological construct with several demographic variables such as gender, age, marital status, postgraduate education, and income level. In total, 340 teachers participated in this research, of whom 55.9% worked in primary education and 44.1% in secondary education; additionally, 58.8% were male and 41.2% female. To measure emotional intelligence, a modified version of the Bar-On EQ-Iscale, adapted into Turkish by Acar (2001), consisting of 87 items, was used. The results showed that the emotional intelligence of teachers was at a moderate level, except for the interpersonal relationships dimension, which was found to be higher. Statistically significant differences were identified in the stress management sub-dimension based on

income level, where teachers with lower incomes demonstrated better performance in stress management. Additionally, teachers without postgraduate education were found to have a higher level of adaptability compared to those with a master's degree. However, no statistically significant differences were found regarding gender, age, marital status, or the level of education in which the teachers were employed. These findings align with part of the existing literature but also differ from other results that highlight significant effects of these variables. The author emphasizes the importance of developing emotional intelligence as a core competency for teachers, which affects not only their well-being but also the quality of interactions with students and colleagues, as well as the overall improvement of the educational environment. In this regard, increasing emotional awareness and developing emotion management skills are considered important strategies for enhancing teachers' professional performance.

Ada Anyamene and Anulika Valentina Etele (2020) analyzed whether there is a relationship between emotional intelligence and marital satisfaction among married secondary school teachers in Anambra State, Nigeria. The researchers employed a correlational approach, collecting data from 1,344 married teachers (143 males and 1,200 females). To measure emotional intelligence, they used the scale developed by Singh (2002), which assesses recognition, self-regulation, motivation, and social skills, while marital satisfaction was measured using the *Index of Marital Satisfaction* designed by Hudson (1982). Statistical analysis included Pearson correlation and t-tests to assess the relationship between the variables. The results revealed a positive but low correlation ($r = 0.20$) between emotional intelligence and marital satisfaction across the entire sample; the data also indicated low but statistically significant correlations for both genders (males: $r = 0.26$; females: $r = 0.18$). The t- tests revealed that these relationships were significant at the 0.05 level (males $p < 0.001$, females $p < 0.001$). The discussion highlights that although the relationship is not particularly strong, increases in emotional intelligence are associated with improvements in marital satisfaction, a finding echoed in previous international literature. The authors emphasize that enhancing emotional skills may help foster healthier and more stable marital relationships.

Another study by Poonam Bhagat aimed to investigate whether teachers' emotional intelligence and self-efficacy serve as valid predictors of their effectiveness in the teaching process. Researcher Poonam Bhagat conducted this study in an American educational context, with the aim of exploring the interaction between personal variables and professional performance within the school environment. The study involved 208 teachers from both elementary and

secondary education levels across various school districts in the United States. Statistical analyses, including linear regression and correlational analysis, revealed that both emotional intelligence and self-efficacy were statistically significantly associated with teacher effectiveness. While self-efficacy was found to have the most direct impact on overall performance, emotional intelligence played a strong supportive role, particularly in areas related to classroom management and relationship-building with students. The researcher observes that the ability to manage one's own emotions and to interpret the emotions of others directly influences how teachers approach everyday challenges in the classroom. Furthermore, self-efficacy or the internal belief in one's ability to positively influence student learning emerged as a key component of professional success.

The population and Sample Selection

This study involves secondary school teachers in the Southern Region of Albania. The research included teachers from public secondary schools. To carry out the study, a sample of 259 teachers within this district was selected. The sampling was conducted randomly using cluster sampling. Initially, all secondary education schools were identified, from which a purposeful selection of institutions was made to collect the necessary data for the research.

Research Objectives

- Research Question 1:** What is the level of emotional intelligence among full-time educational staff in secondary schools in the Southern Region of Albania?
- Research Question 2:** What are the characteristics of emotional intelligence among full-time educational staff in secondary schools in the Southern Region of Albania?
- Research Question 3:** What is the relationship between emotional intelligence and demographic variables (age, gender, marital status, educational level, work seniority, and years of service in an educational institution)?

The Emotional Intelligence Questionnaire (EI) is the instrument used to measure the emotional intelligence of secondary school teachers, developed by Daniel Goleman. EI is a self-report inventory of socially and emotionally intelligent behavior that provides an assessment of emotional-social intelligence.

This inventory consists of 50 statements and employs a 5-point response scale ranging from “very rarely or not true for me” (1) to “very often or true for me” (5). The instrument comprises five components of emotional intelligence, which include:

- **Self-awareness** (items 1, 6, 11, 16, 21, 26, 31, 36, 41, 46)
- **Emotion management** (items 2, 7, 12, 17, 22, 27, 32, 37, 42, 47)
- **Self-motivation** (items 3, 8, 13, 18, 23, 33, 38, 43, 48)
- **Empathy** (items 4, 9, 14, 19, 24, 29, 34, 39, 44, 49)
- **Social skills** (items 5, 10, 15, 20, 25, 30, 35, 40, 45, 50)

Based on the total scores from these five components of emotional intelligence, the interpretation is as follows:

- A score of 35–**50 indicates** a high level of emotional intelligence
- A score of 18–**34 suggests** the need to pay attention to which of the five components one feels weaker in
- A score of 10–**17 indicates** a low level of emotional intelligence

Results

Instrument Reliability – Emotional Intelligence

Table 1. This table presents the **internal reliability** of a psychological measurement instrument consisting of 50 items, using the **Cronbach’s Alpha** coefficient.

Reliability Statistics

Cronbach's Alpha	N of Items
.896	50

The value of **.896** indicates a **high level of internal consistency**, meaning that the items are well-aligned with one another and consistently measure the same construct. This makes the instrument reliable for research purposes

Table 2. Shows the **descriptive statistics** for the five components of emotional intelligence among 259 participants. It includes the minimum and maximum scores, the mean, and the standard deviation for each component.

	N	Minimum	Maximum	Mean	Std. Deviation
Self-Awareness	259	16.00	50.00	39.4402	5.38078
Emotional Management	259	20.00	47.00	36.4517	4.75612
Self-Motivation	259	13.00	49.00	38.6988	5.27702
Emathy	259	13.00	49.00	37.8031	5.08111
Social Skills	259	17.00	100.00	39.2664	6.45215
Valid N (listwise)	259				

To assess the emotional profile of the teachers in this study, five components of emotional intelligence were analyzed: emotional self-awareness, emotion management, self-motivation, empathy, and social skills. Data from 259 participants indicate that, overall, teachers demonstrate a good level of emotional competencies, with moderate variation across the different dimensions. The results showed that emotional self-awareness had the highest mean ($M = 39.44$, $SD = 5.38$), suggesting that participants are capable of clearly identifying and understanding their own emotions. This component is particularly important in educational settings, where teachers face emotionally charged situations. Similar findings were reported by Brackett, Palomera, Mojsa-Kaja, Reyes, and Salovey (2010), who emphasized that emotional self-awareness directly impacts classroom management and teacher well-being. Self-motivation ($M = 38.69$, $SD = 5.27$) also emerged as a strong component, reflecting participants' ability to maintain persistence and goal orientation. This finding is consistent with Goleman's (1998) model, which considers self-motivation essential for personal performance and resilience in the workplace. Moreover, studies by Ciarrochi, Deane, and Anderson (2002) suggest that self-motivation is associated with positive coping strategies and engagement in professional development. Empathy, with a mean score of 37.80 ($SD = 5.08$), represented another strong component. The ability to understand the emotions of others is particularly important for positive interaction with students and colleagues. According to Jennings and Greenberg (2009), teachers who demonstrate high empathy create safe and supportive environments for students, positively influencing classroom climate and teaching effectiveness. Emotion management yielded a slightly lower mean score ($M = 36.45$, $SD = 4.75$), suggesting that participants may require more support in regulating difficult emotions in stressful contexts. This is supported by the findings of Montgomery and Rupp (2005), who indicated that poor emotional regulation can lead to high levels of stress and teacher burnout. This highlights the importance of targeted training for the development of this aspect of emotional intelligence. The component with the highest variance was found in social skills ($M = 39.26$, $SD = 6.45$),

with a wide score distribution (min = 17, max = 100), indicating considerable heterogeneity in this dimension. This result reflects the influence of experience, personality, and work environment on how teachers build and maintain healthy professional relationships. Goleman (2006) and Mayer et al. (2008) point out that social skills are essential for effective leadership and positive interaction in organizations. Overall, the data suggest that teachers possess a stable foundation of emotional intelligence, but a particular focus on emotion management and further development of social skills may serve as important areas for targeted developmental interventions.

Table 3. This table presents descriptive statistics by gender for the five components of emotional.

Gender		N	Minimum	Maximum	Mean	Std. Deviation
Male	Self-Awareness	74	16.00	50.00	38.8108	6.51589
	Emotional Management	74	20.00	46.00	36.0676	5.27940
	Self-Motivation	74	13.00	47.00	38.1216	6.12641
	Empathy	74	13.00	45.00	36.5270	6.02102
	Social Skills	74	17.00	49.00	38.7568	6.17510
	Valid N (listwise)	74				
Female	Self-Awareness	185	25.00	50.00	39.6919	4.85073
	Emotional Management	185	24.00	47.00	36.6054	4.53620
	Self-Motivation	185	21.00	49.00	38.9297	4.89570
	Empathy	185	27.00	49.00	38.3135	4.57178
	Social Skills	185	25.00	100.00	39.4703	6.56493
	Valid N (listwise)	185				

To examine the impact of gender on the components of emotional intelligence, a comparative descriptive analysis was conducted between male teachers (n = 74) and female teachers (n = 185). The data reveal moderate differences across all components, suggesting distinct emotional tendencies between genders, which are also supported by previous psychological literature. In the component of emotional self-awareness, women reported a higher mean (M = 39.69, SD = 4.85) compared to men (M = 38.81, SD = 6.51). This aligns with the findings of Mayer, Caruso, and Salovey (1999), who suggest that women tend to have more developed self-awareness of personal emotions and are more sensitive to emotional cues. Regarding emotion management,

women ($M = 36.60$, $SD = 4.53$) also scored higher than men ($M = 36.06$, $SD = 5.28$). This result is consistent with literature emphasizing that women generally demonstrate more effective emotional coping strategies (Gross & John, 2003). In the component of self-motivation, women ($M = 38.93$, $SD = 4.89$) showed slightly more consistency than men ($M = 38.12$, $SD = 6.12$). Although the difference is small, it suggests a greater tendency among women to engage in long-term goals, possibly due to factors such as professional responsibility and task organization (Petrides & Furnham, 2000). The most noticeable difference was observed in the empathy component, where women reported significantly higher empathy ($M = 38.31$, $SD = 4.57$) compared to men ($M = 36.52$, $SD = 6.02$). This finding is reinforced by numerous studies indicating that women have more developed abilities to understand others' emotions and respond supportively (Bar-On, 2006; Davis, 1994). In terms of social skills, women ($M = 39.47$, $SD = 6.56$) also showed a slightly higher mean compared to men ($M = 38.75$, $SD = 6.17$), although the difference was smaller. This suggests that both genders possess strong interpersonal competencies, but women may demonstrate greater social sensitivity and communication flexibility. Overall, the data reinforce the idea that women tend to exhibit higher levels of emotional intelligence in several key components, particularly in empathy and emotional self-awareness. These findings are consistent with the existing literature, which highlights that social roles, education, and cultural factors may influence how emotions are expressed and processed among men and women.

Variability of Results According to Age

The data indicate that emotional intelligence appears at high levels across all age groups, but with some meaningful differences. Participants over the age of 50 (51–60 and 61+) show higher percentages of strong emotional intelligence, reaching over 80% in each component. The 41–50 age group also reports similarly high values. Meanwhile, the 22–30 age group shows high levels in self-awareness (92.9%), but slightly lower scores in emotion management (64.3%) and empathy (71.4%). A cross-sectional study by Cabello et al. (2016) showed that emotional intelligence increases with age, particularly in the components of emotional regulation and empathy. Individuals over the age of 45 demonstrated higher levels of emotional regulation, which is associated with life experience and the development of interpersonal skills. These findings support the results of the present study, in which participants over 50 years old recorded higher scores across all components of emotional intelligence.

Table 4. This table presents the percentage distribution of high scores across the five components of emotional intelligence by age group.

Age Group	Self-Awareness (%)	Emotional Management (%)	Self-Motivation (%)	Empathy (%)	Social Skills(%)
22–30	92.9	64.3	78.6	71.4	71.4
31–40	84.5	73.6	80.0	76.4	80.0
41–50	85.5	79.7	85.5	79.7	84.1
51–60	85.3	83.8	85.3	83.8	85.3
61+	100.0	100.0	85.7	100.0	85.7

The Impact of Marital Status

Married teachers dominated the sample ($n = 209$) and showed high percentages of strong emotional intelligence, particularly in self-awareness (85.2%) and social skills (83.3%). The results indicate that married teachers exhibit high levels of emotional intelligence, especially in self-awareness (85.2%) and social skills (83.3%), while separated groups, such as widowed, divorced, and cohabiting individuals, demonstrated maximum values (100%) across all components. These findings are consistent with the studies of Schutte et al. (2001) and Zeidner et al. (2004), who argue that stable relationships support the development of emotional abilities through affective interactions and mutual support.

Table 5. This table displays the percentage of high scores across the five components of emotional intelligence, categorized by marital status.

Marital Status	Self-Awareness (%)	Emotional Management (%)	Self-Motivation (%)	Empathy (%)	Social Skills (%)
Single	83.3	75.0	83.3	75.0	75.0
Married	85.2	79.4	82.3	78.0	83.3
The Widow	100.0	100.0	100.0	100.0	100.0
Divorced	100.0	100.0	100.0	100.0	100.0
Cohabitation	100.0	100.0	100.0	100.0	100.0

Differences According to Educational

The results show that emotional intelligence is more pronounced among participants with a professional master's degree, who display higher percentages in self-motivation (94.1%) and social skills (94.1%). The academic master's degree level also shows high values, while participants with a doctoral degree presented the lowest percentages across all components

(50%). These findings are consistent with the studies of Extremera & Fernández-Berrocal (2006) and Sanchez-Ruiz et al. (2010), who identified a positive relationship between the level of education and the development of emotional skills, emphasizing that higher education contributes to emotional awareness and regulation in addition to academic training.

Table 6. This table illustrates the percentage of high scores across the five emotional intelligence components based on participants' educational attainment.

Education Level	Self-Awareness (%)	Emotional Management (%)	Self-Motivation (%)	Empathy (%)	Social Skills (%)
Bachelor Degree	83.8	78.4	81.1	78.4	81.1
Professional Master's	88.2	88.2	94.1	88.2	94.1
Scientific Master's	85.4	80.5	84.1	81.7	84.1

Conclusion Based on Research Questions

The results of this study provide a comprehensive overview of the emotional intelligence profile among full-time secondary school teachers in the Southern Region of Albania. Overall, the findings demonstrate that teachers possess a stable and well-developed emotional intelligence, particularly in the domains of emotional self-awareness, self-motivation, and empathy. These emotional capacities are essential for coping with the psychological demands of teaching and fostering positive relationships within the school environment. The profile of emotional intelligence is characterized by notable strengths in the recognition and understanding of emotions, as well as the ability to motivate oneself and relate empathetically to others. Social skills, while generally well-developed, revealed the greatest individual variability, indicating room for further growth in interpersonal effectiveness and communication. Furthermore, the study identified clear relationships between emotional intelligence and demographic variables. Women, older teachers (particularly those over 50), and individuals with a professional master's degree consistently scored higher across most emotional intelligence components. Participants in stable marital relationships also demonstrated elevated emotional competencies, while unexpectedly, teachers with doctoral degrees recorded lower scores across all components. These findings are consistent with the broader scientific literature, which highlights the influence of age, life experience, gender, and educational attainment on the development of emotional intelligence. In summary, the study supports the view that emotional intelligence is not only present at high levels among the teaching population but also shaped by a range of demographic and contextual factors. These insights underline the importance of integrating

emotional intelligence training and support into both initial teacher education and ongoing professional development initiatives.

Recommendations

1. **Professional development in emotional intelligence.** Training programs should be offered that focus on enhancing skills related to emotion management and the building of effective interpersonal relationships, especially for groups that demonstrate lower levels in these components.
2. **Support for early-career teachers and those under emotional strain.** Institutional mechanisms should be designed to provide psycho-emotional support for newly appointed teachers or those experiencing chronic stress or burnout.
3. **Integration of emotional intelligence into teacher education.** Initial teacher education and ongoing professional qualification programs should structurally incorporate content related to the development of emotional competencies.
4. **Periodic assessments and personalized interventions.** Regular evaluations of teachers' emotional profiles should be conducted to identify individual needs and to develop personalized development plans.
5. **In-depth research and long-term monitoring.** Further studies should be carried out using longitudinal approaches to assess the impact of emotional intelligence on professional performance, psychological well-being, and classroom climate over extended periods.

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The Role of Didactic Materials and the Physical Environment in the Inclusion of Students with Special Needs in Primary Education

A.Sotiri

"Eqrem Çabej" University – Faculty of Educational Sciences, Basic Unit of Teaching
Methodology and Didactics, AL
email: aida_sotiri@yahoo.com

V.Caushi

University of Tirana, Faculty of Social Science, AL.
email: valbona.caushi@gmail.com

L.MAMANI

"Eqrem Çabej" University – Faculty of Educational Sciences, Basic Unit of Teaching
Methodology and Didactics, AL
email: loretamamani@hotmail.com

Abstract

States have an obligation to ensure an inclusive education system at all levels, which includes the provision of a supportive physical environment and appropriate didactic materials that allow all students to participate equally in the learning process. Inclusion, however, is not only a legal or political mandate it is fundamentally a pedagogical responsibility. Achieving inclusive education requires institutional commitment and the cultivation of a professional culture that values diversity, promotes equal opportunities, and adopts a rights-based approach to education. This approach must actively include children with disabilities and ensure their access to the same quality of education as their peers. In practice, one of the persisting challenges in our school systems is the inadequacy of learning environments and teaching materials in meeting the needs of students with disabilities. The exclusion of children with special needs is often not caused by their impairments, but rather by external barriers such as inaccessible infrastructure, rigid teaching methods, and the lack of adapted educational tools. This paper explores how didactic materials and the physical learning environment affect the inclusion of students with special needs in primary schools in the southern Albanian cities of Gjirokastrë and Përmet. The research is based on data collected through teacher interviews, student observations, and structured questionnaires. It focuses on specific indicators, including the content and adaptability of teaching materials, the flexibility in their application, the physical accessibility of classrooms and facilities, and the presence or absence of assistive technologies.

Findings indicate that most schools in these areas still lack inclusive design principles and that many teachers feel unprepared to create or adapt materials for students with different learning

abilities. The paper concludes with recommendations addressed to educational institutions, emphasizing the need for infrastructure improvements, provision of adapted materials, and targeted professional development for teachers.

Keywords: Inclusive education, special needs students, didactic materials, accessibility.

Introduction

The right to education is universally recognized as a fundamental human right, affirmed by major international instruments such as the Universal Declaration of Human Rights (1948), the Convention on the Rights of the Child (1989), and more specifically, the Convention on the Rights of Persons with Disabilities (CRPD, 2006). These frameworks emphasize the obligation of states to ensure inclusive, equitable, and quality education at all levels, without discrimination. Within this framework, inclusive education emerges not only as a legal commitment but also as a profound ethical, social, and pedagogical responsibility. It is rooted in the principle that all children, regardless of their abilities, should have equal opportunities to participate fully in educational life, develop their potential, and enjoy a sense of belonging in school communities that value diversity.

Inclusive education, as conceptualized by Ainscow, Booth, and Dyson (2006), does not simply refer to the physical placement of students with disabilities in general education classrooms. Rather, it entails the transformation of educational systems to respond to the diversity of learners. This transformation requires rethinking and restructuring policies, curricula, physical environments, and teaching practices to eliminate barriers to learning and participation. It also demands a shift in mindset from viewing disability as a limitation of the individual to recognizing exclusion as a failure of the system to accommodate diverse needs. From this perspective, inclusion is not an “add-on” or a specialized service, but a guiding principle for educational justice. Creating an inclusive school means building a climate of cooperation, empathy, and respect, where teachers are prepared to use differentiated instruction, flexible methodologies, and adapted materials to meet varied needs. It also means ensuring that the physical environment classrooms, corridors, restrooms, playgrounds is accessible, safe, and welcoming for all. These aspects become even more critical when considering children with disabilities, for whom both architectural and pedagogical barriers can significantly limit access, participation, and learning outcomes.

In practice, however, significant gaps persist between policy and implementation. Albania, like many countries in the Balkan region, has aligned its legal framework with international conventions on inclusive education. National education strategies emphasize equity, accessibility, and the integration of all learners. Nonetheless, empirical evidence suggests that many schools remain unprepared to implement these principles effectively. Infrastructural barriers, lack of adapted didactic materials, and limited teacher training continue to hinder the inclusion of students with special needs in everyday educational practices (UNICEF, 2014; Hayes & Bulat, 2017). These issues are particularly pronounced in smaller cities and rural areas, where schools often lack the resources, technical support, and professional development opportunities required to create inclusive environments. Teachers may hold positive attitudes toward inclusion but struggle with a lack of institutional support, over-sized classes, and absence of assistive technologies or teaching assistants. The result is a system in which inclusion exists more as an aspiration than as a lived reality, and where children with disabilities remain at high risk of marginalization and educational underachievement.

In such contexts, the role of the physical learning environment and didactic materials becomes especially crucial. As emphasized by the European Agency for Special Needs and Inclusive Education (2017), inclusive education must be supported by environments and tools that are not only accessible but also empowering. When schools are designed with universal access in mind featuring ramps, wide corridors, adapted restrooms, assistive technologies, and sensory-friendly spaces they send a clear message: all students are welcome, and all are expected to thrive. Likewise, when teaching materials are flexible in content, format, and delivery using visual, auditory, tactile, and digital modes they create a learning ecosystem that honors and responds to individual differences.

Therefore, inclusion cannot be achieved solely through political will or isolated interventions. It requires a comprehensive and systemic approach that integrates infrastructure, materials, teacher capacity, and institutional culture. It requires that educational actors teachers, administrators, policymakers, and communities work together to dismantle barriers and build pathways for all children to learn, participate, and succeed. This paper situates itself in this critical discourse by exploring how physical environments and didactic materials shape the inclusion of students with special needs in primary education in the Albanian cities of Gjirokastrë and Përmet. Through empirical data and analysis, it seeks to shed light on the real

conditions of inclusion in these schools and to contribute practical insights toward the realization of a truly inclusive education system.

Literature review

Inclusive education has become a central theme in international educational discourse, with growing recognition of the need to ensure that all students, including those with disabilities, have equitable access to quality education. A substantial body of literature supports the view that achieving real inclusion depends not only on the presence of students in general education settings but also on the structural, material, and cultural conditions within schools. Two critical dimensions often emphasized are the physical environment and the availability and adaptability of didactic materials, both of which play a foundational role in supporting or hindering inclusive practices. Ainscow, Booth, and Dyson (2006) argue that inclusion is most successful when addressed through a whole-school approach, where every structural and pedagogical aspect of the school is aligned with inclusive values. According to them, inclusion should not be viewed as the responsibility of individual teachers or special units, but rather as a collective institutional commitment. In such environments, the school culture must value diversity, challenge exclusionary practices, and prioritize the active participation of every student. This implies that leadership, policy, curricula, materials, and even physical layout must be reconsidered to accommodate a diverse student population. Research by UNICEF (2014) and the World Health Organization (WHO, 2011) highlights that physical accessibility is a foundational condition for inclusion. If students with disabilities cannot physically access the classroom, restrooms, playgrounds, or school entrances, then participation in educational life is already compromised. Infrastructure deficits such as the absence of ramps, narrow corridors, non-adapted toilets, and lack of signage for visually or hearing-impaired students are not merely technical oversights they constitute structural forms of exclusion. These physical barriers are linked directly to reduced attendance, poor self-esteem, and diminished educational outcomes for students with disabilities.

Further literature emphasizes that didactic materials are not neutral tools, but active components of the learning experience that can either enable or restrict access to knowledge. As noted by Hayes and Bulat (2017), teaching materials that are rigid, standardized, or text-heavy tend to disadvantage students with cognitive, visual, or motor impairments. In contrast, adapted instructional materials including large-print texts, tactile resources, audio content, visual aids, and interactive formats are essential in meeting the needs of learners who process

information differently. The European Agency for Special Needs and Inclusive Education (2017) reinforces this view, stressing that inclusive education is more likely to succeed when learning resources are flexible, multimodal, and customizable. Their framework advocates for educational environments that proactively accommodate diversity through Universal Design for Learning (UDL) principles, which encourage the integration of multiple forms of content presentation, student engagement, and expression of knowledge. When schools implement these principles, students with disabilities are more likely to feel empowered and able to demonstrate their learning in ways that reflect their strengths.

Studies and researchers

The inclusion of children with special educational needs in mainstream education has been the subject of discussion and research for several decades. Scholars have emphasized the importance of the learning environment and pedagogical resources as key factors in successful inclusion. In this context, studies focus on how environmental, infrastructural, and didactic barriers affect the educational experience of students with disabilities. Mel Ainscow, Tony Booth, and Alan Dyson (2006) are among the most influential researchers who have contributed to the theoretical framework of inclusive education. In their work *“Improving Schools, Developing Inclusion,”* they propose a whole-school model that involves cultures, structures, and practices aligned with inclusion. They argue that schools must be reimaged as inclusive environments at every level, not only through policy mandates but through professional and ethical commitment. Reports published by WHO (2011) and UNICEF (2014) highlight the importance of physical accessibility as a fundamental right for children with disabilities. These reports show that the absence of ramps, visual and auditory signage, and adapted restrooms creates an exclusive environment that hinders not only physical participation but also the social and emotional integration of these children.

Another key contribution comes from Hayes & Bulat (2017), who focus on the impact of adapted materials on learning. Their studies demonstrate that offering content in multiple formats (text, audio, video, visuals) allows students with diverse needs to access knowledge more easily and participate actively. According to them, materials should be flexible, customizable, and aligned with individual learning styles. David Rose and his colleagues at CAST (Center for Applied Special Technology) have developed the Universal Design for Learning (UDL) framework, which emphasizes three core principles: multiple means of representation, engagement, and expression. This model has been integrated into educational

policies in countries like the USA, Canada, and Finland and is supported by research showing significant improvements in participation and academic outcomes for students with learning difficulties.

In the field of assistive technology, studies by EdSurge (2020) and Alqurashi (2016) highlight the transformative power of digital tools (e.g., augmentative communication apps, screen readers, text-to-speech software) in promoting inclusion. These technologies are not just complementary supports but essential tools for fostering autonomy and confidence in students with disabilities. More recent studies, such as those from the European Agency for Special Needs and Inclusive Education (2017), stress the importance of combining environmental accessibility, adapted materials, and teacher preparation to build truly inclusive educational systems. They emphasize that inclusion results not from a single factor but from a systemic interaction between infrastructure, resources, supportive policies, and ongoing teacher training.

In the Albanian context, although there have been initiatives to adopt these approaches, a lack of empirical studies remains a major gap. Some isolated reports have been published by institutions such as the Institute for Educational Development and the University of Tirana, but there is no consistent, data-driven approach, especially for regions outside the capital. The current study contributes to filling this gap by aligning international literature with concrete experiences from schools in Gjirokastrë and Përmet. It draws on leading voices in the field of inclusive education and demonstrates that inclusion is not an abstract idea but a practical process requiring reforms at both micro and macro levels.

Assistive technology also features prominently in the literature. Studies by EdSurge (2020) and PubMed (2020) document how digital tools such as screen readers, speech-to-text software, symbol-based communication apps, and interactive learning platforms enhance learning opportunities for students with disabilities. These tools not only support access but often improve independence, self-expression, and academic engagement. For example, applications like Proloquo2Go allow non-verbal students to communicate effectively, while programs such as Ghotit and Read&Write help students with dyslexia overcome reading and writing challenges. Such technologies are increasingly seen as vital components of inclusive education.

Despite these advances in understanding and application, a significant research gap persists in the Albanian context. Although Albania has adopted key legal frameworks that

promote inclusion such as aligning national policies with the Convention on the Rights of Persons with Disabilities implementation in practice is inconsistent, particularly outside major urban centers. There is a paucity of empirical studies examining how Albanian schools are responding to the physical and pedagogical needs of students with special needs, especially in smaller municipalities like Gjirokastrë and Përmet. Moreover, field reports suggest that many schools continue to operate with outdated infrastructure, minimal training for teachers in inclusive methodologies, and a lack of assistive materials. Teachers may be committed to the principles of inclusion but often lack the institutional support, material resources, and professional development needed to turn theory into practice. In many cases, teaching assistants and resource units are absent, and the burden of adapting content falls entirely on classroom teachers who are already overwhelmed with other responsibilities.

The current study contributes to bridging this knowledge gap by offering empirical insights into the realities of inclusion in two Albanian cities. It examines how schools accommodate or fail to accommodate the physical and material needs of students with disabilities. Through teacher interviews, classroom observations, and structured questionnaires, the research explores how teachers perceive and respond to the challenges of inclusion, and whether the conditions in their schools align with international standards and recommendations. By placing these findings in dialogue with international literature, this study reinforces the conclusion that inclusive education cannot be achieved in isolation or through symbolic policies alone. Instead, it requires an integrated approach that combines inclusive infrastructure, adapted didactic resources, well-prepared educators, and strong institutional support. Only through such a comprehensive strategy can schools create environments that do not merely accommodate students with disabilities, but actively support their development, participation, and success.

Method

This research is based on a qualitative and descriptive research design, aiming to explore the relationship between the physical learning environment, the use of didactic materials, and the inclusion of students with special needs in primary education. Given the contextual and interpretive nature of the research questions, a qualitative approach was considered most appropriate to understand how these elements operate in practice and how they are experienced by key actors such as teachers.

Research Design

The study follows a case study design, focusing on two public schools in the cities of

Gjirokastër and Përmet. The case study method enables a detailed examination of inclusive practices and challenges in real school settings, allowing the researcher to explore the interaction between institutional conditions, teacher experiences, and the school environment. The purpose was not to generalize findings to all schools in Albania, but to provide in-depth insights into existing practices and barriers that affect inclusion on a local level.

Research Population

The research population for this study consisted of primary school teachers working in public educational institutions in the cities of Gjirokastër and Përmet, Albania. These two regions were selected due to their geographic and demographic characteristics, which include both urban and rural school settings, allowing for a more comprehensive understanding of inclusive education practices in varied environments.

A total of 156 teachers participated in the study. Of these, 141 were female and 15 were male, reflecting the general gender distribution observed in the teaching workforce in Albania. The participants came from a range of schools, including those with relatively better infrastructure and resources, as well as schools facing serious limitations in terms of accessibility and inclusion. Teachers in the study represented a broad spectrum of teaching experience, from less than 5 years to over 25 years. Their roles varied as well, including classroom teachers, subject teachers, and some special education support staff. This diversity within the population allowed the study to gather insights from professionals with different levels of exposure to inclusive practices and training.

In addition to teachers, school directors and pedagogical coordinators were consulted informally to gain contextual understanding of institutional efforts toward inclusion. However, the main data collection focused on teacher responses through structured questionnaires, semi-structured interviews, and in some cases, direct classroom observations. The choice of this population was informed by the fact that teachers are central actors in the implementation of inclusive education. Their perceptions, attitudes, and everyday practices shape the reality of inclusion for children with special needs. Therefore, understanding their experiences is key to identifying the strengths and challenges in current practices and to developing effective strategies for improvement.

Participants

Participants in the study were selected using purposive sampling, focusing on teachers working

in primary education (grades 1–5) in the selected schools. A total of 18 teachers participated in the study: 10 from Gjirokastër and 8 from Përmet. All participants had at least 5 years of teaching experience, and most had direct experience working with students with special educational needs (SEN). Additionally, two school directors and one special education coordinator were interviewed to gain administrative perspectives on infrastructure and teaching resources. The sample was chosen to ensure diversity in teaching experience, subject matter, and training background.

Data Collection Tools

The data were collected using a combination of semi structured interviews, questionnaires, and direct observations. These tools were designed to provide a comprehensive understanding of both subjective perceptions and observable conditions.

- Semi-structured interviews were conducted with 12 teachers and the 3 school administrators. The interviews focused on their experiences with inclusive education, challenges in adapting teaching materials, and accessibility issues in the school environment. Each interview lasted 30–45 minutes and was audio-recorded with permission.
- A questionnaire was distributed to all 18 teachers. It included both closed and open-ended questions aimed at assessing the availability and use of adapted materials, assistive technologies, and the degree of accessibility in physical spaces (classrooms, corridors, toilets, etc.).
- Observation checklists were used during school visits to systematically assess classroom layout, visual aids, adapted seating, signage, restrooms, and accessibility routes. These observations were conducted during school hours, without disrupting the teaching process.

Data Analysis

The collected data were analyzed using thematic content analysis. Interview transcripts were first transcribed verbatim and then coded manually to identify emerging themes. Codes were grouped into categories such as: “infrastructure barriers,” “flexibility of materials,” “teacher preparedness,” and “institutional support.” Questionnaire data were summarized descriptively using frequency counts and percentages, especially for items related to material usage and classroom accessibility. Observation data were used to triangulate the findings from

interviews and questionnaires, allowing for cross-validation of the reported challenges and strengths. Photographic evidence was also collected (with consent) to document physical barriers and examples of inclusive practices. By combining multiple data sources and analytical techniques, the study aimed to provide a nuanced understanding of the complex interplay between environment, resources, and inclusive teaching in the Albanian context.

Results

The findings of this study provide insights into the relationship between the learning environment, the use of didactic materials, and the inclusion of students with special needs in primary education in the cities of Gjirokastrë and Përmet. Data collected through interviews, questionnaires, and observations were analyzed thematically and are presented below in categories that reflect the core elements investigated.

1. Physical accessibility and infrastructure barriers

One of the most significant findings is that the physical environment of many public schools does not meet the basic accessibility standards for students with disabilities. Observational data revealed the following:

- Only 2 out of 6 schools had ramps at the entrance, and none of the schools visited had elevators or tactile floor guidance for visually impaired students.
- Restrooms were not adapted for children with physical disabilities in any of the observed cases.
- Corridors and classroom spaces were often narrow and cluttered, limiting the free movement of children using wheelchairs or mobility aids.

Teachers confirmed these observations, with 83% of questionnaire respondents stating that their schools are not equipped to accommodate students with physical disabilities. One teacher from Përmet stated: *“We try to adapt the space with what we have, but the school was never built with inclusion in mind.”*

2. Availability and use of didactic materials

The study found a lack of adapted didactic materials and limited use of assistive technologies:

- Only 3 out of 18 teachers reported having access to adapted learning materials (e.g.,

large-print books, visual supports, or simplified texts).

- Digital tools and assistive technologies, such as screen readers or communication boards, were rarely used, primarily due to lack of training and resources.
- 61% of teachers expressed a need for ongoing professional development on how to select or create inclusive materials.

An interview with a school director revealed that most materials are standard and not differentiated by student needs, leading to reliance on verbal instruction or teacher improvisation.

3. Teacher Readiness and Pedagogical Strategies

Although many teachers showed goodwill toward inclusive practices, they also expressed feelings of unpreparedness:

- 72% of teachers stated that they had never received formal training on inclusive education or Universal Design for Learning (UDL).
- Teachers reported difficulty adapting their lessons for students with learning disabilities, especially in language and mathematics.
- Some successful practices were observed, such as group activities using visual cues, peer support strategies, and simplified worksheets, but these were isolated and depended heavily on individual teacher initiative.

4. Institutional Support and Perception

The data suggest that institutional support for inclusive education is minimal:

- Teachers often felt unsupported by the school leadership when it came to inclusive initiatives.
- There was a lack of collaboration between teachers and special education coordinators, who in most cases did not exist as official roles in the schools surveyed.
- While awareness of inclusion has grown, the perception remains that inclusion is primarily a teacher's responsibility, rather than a systemic commitment.

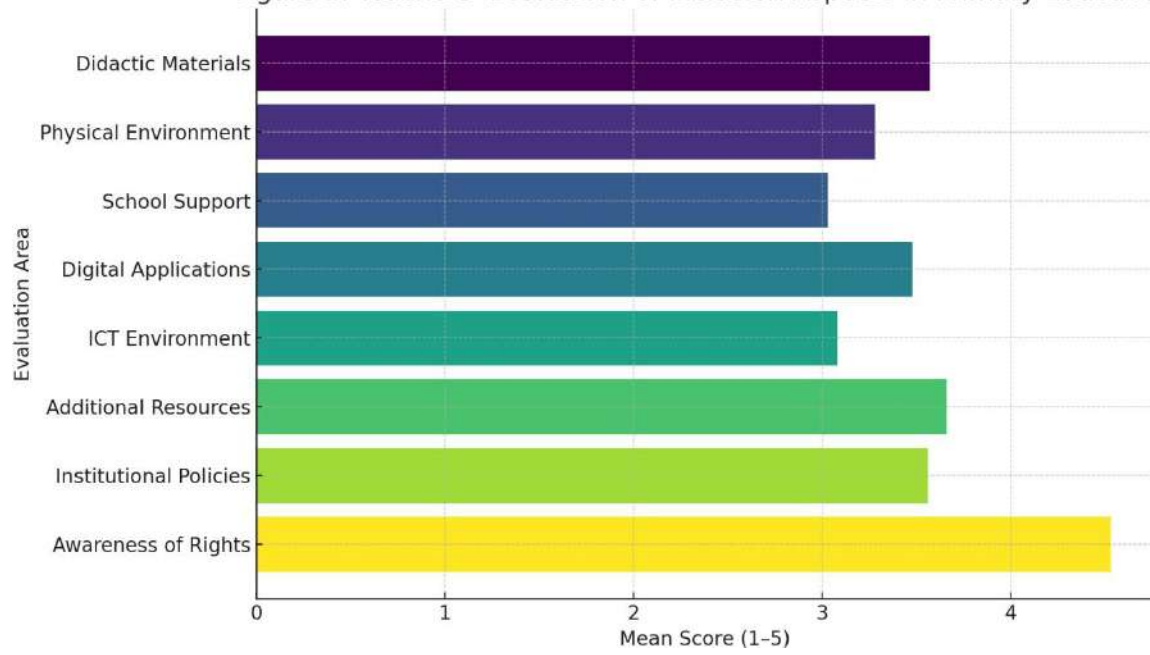
Summary of key findings:

Dimension	Main issues identified
Physical environment	Lack of ramps, adapted restrooms, space constraints

Dimension	Main issues identified
Didactic materials	Scarcity of adapted resources, limited use of assistive technology
Teacher preparation	Limited training, inconsistent implementation of inclusive methods
Institutional support	Low administrative engagement, absence of multidisciplinary teams

No.	Evaluation Area	Arithmetic Mean
1	Didactic Materials	3.57
2	Physical Environment	3.28
3	School Support	3.03
4	Digital Applications	3.48
5	ICT Environment	3.08
6	Additional Resources for Inclusion	3.66
7	Institutional Policies	3.56
8	Awareness of Rights	4.53

Figure 1: Teachers' Evaluation of Inclusion Aspects in Primary Education



Discussion and Conclusion

The findings of this study highlight the multifaceted nature of inclusion in primary education and reinforce the view that real inclusion cannot be achieved through isolated efforts. Instead, it requires a systemic approach that addresses both structural and pedagogical barriers. The data collected from public schools in Gjirokastër and Përmet show that while the concept of inclusion is increasingly recognized among educators, the necessary conditions for its full implementation are still lacking in several key areas.

Discussion

One of the central findings concerns the physical environment of schools, which continues to present serious obstacles to inclusion. Despite the presence of legislation supporting inclusive education, most schools lack basic accessibility features such as ramps, adapted restrooms, or open classroom spaces. This confirms earlier findings by UNICEF (2014) and WHO (2011), which emphasize the importance of the physical learning environment in promoting or hindering educational access for students with disabilities. The lack of adapted didactic materials is another significant challenge. Teachers in this study reported minimal access to differentiated teaching resources and little to no use of assistive technologies. These findings are in line with the work of Hayes & Bulat (2017), who argue that the absence of flexible instructional materials limits student engagement and widens achievement gaps. In the absence of supportive tools, teachers are often left to improvise, which places additional burden on them and results in inconsistent inclusive practices. Teacher preparedness also emerged as a critical factor. While there is a general willingness among educators to support inclusion, most reported receiving no formal training in inclusive education or Universal Design for Learning. As the literature suggests (Ainscow, Booth & Dyson, 2006), inclusion cannot rely solely on teacher goodwill; it must be supported through targeted training, peer collaboration, and institutional backing. The lack of multidisciplinary teams and specialized support roles (e.g., special education coordinators) further hinders the ability of schools to meet diverse learner needs. Finally, institutional support was found to be insufficient. School leadership often does not actively promote inclusive initiatives, and collaboration between teachers and external support staff is rare or non-existent. This reinforces the need for inclusion to be seen not as an individual task, but as a collective institutional responsibility.

Conclusion

This study concludes that although progress has been made in raising awareness about inclusive

education in Albania, its practical implementation remains uneven. Physical barriers, lack of adapted materials, and insufficient teacher training continue to limit the educational experience of students with special needs. Inclusion, as shown through the data, requires more than presence it requires preparation, support, and systemic change. The schools examined reflect a broader trend in the Albanian education system where inclusion is often viewed as an ideal rather than a practice. To move from intention to action, a deeper institutional commitment is needed one that invests in infrastructure, training, and the development of inclusive teaching and learning resources.

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The Use of Artificial Intelligence in Nursing Education

Burcin BEKTAS PARDES

University of Health Sciences Gulhane Faculty of Nursing, TURKIYE,
e-mail: burcinbektaspardes@gmail.com, Orcid No: 0000-0003-0333-7461

Gulden GUVENC

University of Health Sciences Gulhane Faculty of Nursing, TURKIYE,
e-mail: guvenc.gulden@yahoo.com, Orcid No: 0000-0002-8330-9497

Abstract

The increasing use of artificial intelligence (AI) technologies across healthcare systems has begun to bring about significant changes in nursing education. Recognizing the need to adapt educational practices to these technological advancements, this review aims to comprehensively explore the application areas of AI in nursing education, along with its advantages, challenges, and associated ethical-pedagogical considerations. A structured literature search was conducted using international databases (e.g., PubMed, Cochrane, Scopus, Web of Science) as well as Google Scholar and a local database (DergiPark), focusing on studies published after 2020. From this search, a total of 30 relevant publications were identified and reviewed to determine current trends and future directions of AI integration into nursing education. AI technologies are being utilized in various forms in nursing education, including high-fidelity simulations, virtual patient applications, clinical decision support systems, personalized learning platforms, and automated assessment tools. AI-enhanced simulations have been shown to improve students' clinical decision-making abilities, technical competencies, and self-confidence by allowing them to safely practice complex clinical scenarios. Virtual patient technologies facilitate the development of communication skills and clinical reasoning in a risk-free environment. Personalized learning systems adapt instructional content to individual student needs, thus promoting more effective, student-centered learning experiences. Nevertheless, several ethical and pedagogical risks have been identified, including concerns about data privacy, algorithmic biases, overreliance on automated feedback, reduced human interaction, and potential declines in students' critical thinking skills. Overall, while AI offers considerable opportunities to enrich nursing education and foster greater learning equity, its integration must be approached thoughtfully. Ethical, human-centered, and pedagogically grounded frameworks are essential to guide AI implementation. With continuous evaluation and responsible design, nursing education can leverage AI to cultivate healthcare professionals who are not only technologically proficient but also ethically responsible and humanistically engaged.

Keywords: Nursing, Education, Artificial Intelligence, Health

Introduction

The widespread use of artificial intelligence (AI) technologies in the 21st century has begun to significantly influence the discipline of nursing. AI applications in nursing are becoming increasingly prominent not only in care, diagnosis, and treatment but also in research, education, and administration (Gökçen Gökulp & Üzer, 2024). In light of these developments, the need to prepare nursing students for technology-supported healthcare services and to update educational curricula is emphasized (El Arab et al., 2025). Despite the increasing use of AI in healthcare and nursing over the past decade, information regarding its impact on educational processes and how these impacts should be managed remains limited (Lifshits & Rosenberg, 2024). This review aims to examine the use of AI in nursing education through current literature, exploring its application areas, the contributions it offers, and the challenges it brings.

Method

This review was conducted to examine the use of AI in nursing education by analyzing recent national and international literature published between 2020 and 2025. A comprehensive literature search was carried out across multiple databases, including PubMed, Cochrane, Scopus, Web of Science, Google Scholar, and DergiPark. Keywords such as “nursing” “education” “artificial intelligence” and “health” were used in various combinations to maximize the search results. Peer-reviewed articles in English or Turkish that addressed the application, benefits, or ethical considerations of AI in nursing education were included, while studies not directly related to nursing education or lacking academic rigor were excluded. After screening and applying the inclusion criteria, a total of 30 articles were identified for inclusion in this review. The findings from these selected studies were then synthesized using a thematic analysis approach. Key insights from each article were coded and categorized, which led to the identification of major themes. Specifically, the analysis revealed three primary thematic areas: (1) application areas of AI in nursing education (such as simulation-based learning, AI-enhanced instruction/personalized learning, and AI-generated content/tools), (2) the contributions (benefits) of AI to nursing education, and (3) the challenges and ethical considerations associated with AI integration. These themes provided a structured framework for presenting the results of the review.

Results

Artificial intelligence is a broad domain encompassing technologies such as machine learning, natural language processing, robotics, and computer vision that allow machines to mimic human intelligence (El Arab et al., 2025). In the context of education, AI integration occurs in various forms, particularly in nursing education. Recent literature classifies AI-based nursing education practices into three broad categories: AI-supported simulation-based learning, AI-enhanced instruction, and AI-generated content and tools (Labrague et al., 2025).

Simulation-Based Learning

AI-supported virtual patient simulations and similar applications provide students with realistic clinical scenarios for hands-on training. Such AI-enhanced simulations have been shown to increase students' engagement with clinical situations and improve their clinical understanding. For instance, virtual reality–based simulations and intelligent patient simulators allow students to develop decision-making skills in a safe environment (Elcokany et al., 2021).

AI-Supported Instruction and Personalized Learning

Intelligent tutoring systems, adaptive learning platforms, and decision-support tools enable personalized learning paths tailored to individual students. AI-enhanced instruction has been reported to contribute to the development of students' critical thinking and problem-solving skills. For example, one study found that AI-based guidance provided during clinical case training improved nursing students' problem-solving abilities. Similarly, machine learning algorithms can identify students' weak areas and offer additional instructional materials to address learning gaps (Gligorea et al., 2023).

AI-Generated Content and Chatbots

Recently, chatbots and generative AI tools have also been utilized in nursing education. Advanced AI-driven language models serve as digital assistants capable of answering students' questions, generating case studies, and providing feedback (Gunawan, 2023; Srinivasan et al., 2024). Such AI-generated content and tools have been found to enhance student engagement and better prepare them for clinical simulations (Dimitriadou & Lanitis, 2023). For instance, an AI-powered chatbot can guide students in medication dosage calculations by instantly correcting their errors, or present a virtual patient case in text form to prompt interactive decision-making. In addition, some institutions employ predictive analytics models that analyze

student data to predict academic success and identify students at risk of failure or dropout. For example, O'Connor (2022) reported the use of machine learning techniques in nursing programs to predict student absenteeism and academic failure, enabling timely interventions for at-risk students.

Contributions of AI to Nursing Education

When integrated thoughtfully and appropriately, AI technologies offer significant benefits to nursing education. International literature frequently emphasizes that the use of AI can enrich nursing students' learning experiences and enhance their motivation and participation. For instance, personalized learning opportunities allow students to progress at their own pace and focus on topics they find challenging, and AI's real-time feedback enables them to learn from their mistakes more quickly, thereby accelerating the learning process (Srinivasan et al., 2024).

AI-supported simulations also help better prepare students for clinical practice. Learners can repeatedly engage with complex scenarios without the risk of harming actual patients, allowing them to learn from mistakes in a psychologically safe environment and boosting their confidence (Lifshits & Rosenberg, 2024). For example, if a student makes an error in a virtual intensive care unit simulation, they can reassess the situation and practice the correct approach without real-world consequences. This opportunity for repeated practice enhances knowledge acquisition and improves decision-making under pressure.

The positive impact of AI on critical thinking and clinical decision-making has also been documented. One review found that AI-assisted education can foster students' critical thinking and problem-solving skills while promoting active learning (Dicheva et al., 2023). Additionally, the diverse content and scenarios provided by AI tools may help students gain multiple perspectives. For example, interacting with virtual patients from different cultural backgrounds via a chatbot can improve students' communication skills and cultural sensitivity. Some studies also report that AI applications have a positive influence on students' learning attitudes and can stimulate curiosity (Ma et al., 2025).

Furthermore, AI can improve the efficiency of educational processes. Automated exam grading systems, for instance, reduce educators' workload and provide faster, more objective feedback in assessments ranging from multiple-choice quizzes to clinical performance evaluations (Srinivasan et al., 2024). Similarly, AI software with natural language processing capabilities can assess written nursing care plans and provide detailed feedback based on

specific criteria. By offloading routine evaluation tasks to AI, instructors can devote more time to mentorship and personalized teaching. Indeed, international reports highlight that when properly implemented, AI can complement educator efforts and enhance the overall quality of nursing education (Buchanan et al., 2021).

Challenges and Ethical Considerations

Although AI offers significant opportunities, its integration into nursing education brings several challenges and ethical issues that must be addressed. The foremost concern is data privacy and security (Berendt et al., 2020). When real patient data are used in student learning or virtual simulations, it is crucial to ensure that this information is not misused and that patient privacy is protected (Jiang & Jiang, 2024). The transparency of AI systems is another important concern; if students and educators cannot understand how an AI tool makes decisions or reaches conclusions, trust in the technology may be eroded (Alowais et al., 2023). Algorithmic biases represent an additional ethical risk. If AI systems are trained on biased or limited datasets, they may systematically overlook certain patient groups in simulations, leading to incomplete or skewed learning experiences. Therefore, developers of educational AI tools must adhere to principles of fairness and inclusivity (Ayed et al., 2023).

Pedagogical risks may also arise from the excessive or careless use of AI. One risk is that students might become overly reliant on technology, potentially weakening their independent critical thinking skills. If learners come to believe that they can obtain every answer from an AI tool, their ability to conduct independent research and solve problems may deteriorate (Buchanan et al., 2021). Buchanan et al. (2021) further warn that overreliance on AI in education could negatively impact students' analytical thinking habits and hinder their independent decision-making. To mitigate these issues, AI tools should be used as supportive aids, while students remain central to the active learning process (Wang et al., 2021).

Another challenge relates to academic integrity in assessment. Unauthorized use of AI tools in assignments or exams may compromise the fairness of evaluations (Jiang & Kong, 2024). To address this, nursing schools should establish clear policies on the acceptable use of AI and educate students about the ethical implications of these tools. International guidelines recommend that educators explain both the strengths and limitations of AI to students and emphasize that AI-generated solutions (such as clinical case recommendations) must be verified by human experts before being accepted (Shin et al., 2024).

Technical infrastructure and disparities in access are additional factors that may limit the use of AI in nursing education. Advanced AI simulations and virtual reality applications often require high-performance hardware and software, which may not be available in all educational institutions (Hwang et al., 2024). In particular, nursing programs in under-resourced areas may struggle to implement these technologies, leading to inequities among students (Kiegaldie & Shaw, 2023). For example, a study in China noted that digital resource disparities between urban and rural nursing schools can directly affect the effectiveness of AI-based educational applications (Jiang & Kong, 2024).

Lastly, the issue of AI literacy among educators and students needs to be addressed (Demir-Kaymak et al., 2024). Current nursing curricula may be insufficient for preparing students to work with AI-integrated healthcare tools. It is important that both students and faculty receive education on AI principles, applications, and limitations (Almohammadi et al., 2017). A recent SWOT analysis highlighted that, beyond language and technical barriers, a lack of realistic clinical experience with AI is a challenge in integrating AI into nursing education (Lifshits & Rosenberg, 2024). This suggests that current AI-based educational materials may not fully reflect the diversity of real clinical situations, and that students might struggle to transfer what they learn in virtual settings to actual practice. All of these challenges underscore the importance of proactive planning, continuous evaluation, and corrective measures to ensure the successful and equitable integration of AI in nursing education (Coyne et al., 2021; Davies et al., 2021).

Discussion

AI offers revolutionary opportunities for nursing education, but its implementation must be managed with caution. International literature – including studies in broader educational contexts – suggests that AI can enrich nursing students' learning experiences and create more interactive, personalized learning environments (Bahroun et al., 2023; De Gagne, 2023). However, AI should not be viewed as a replacement for the human element in education. Core nursing values such as empathy, ethical decision-making, and hands-on clinical experience still require human judgment and interaction, even if they can be supported by technological tools. Thus, a balanced approach to AI integration is essential to maintain these values (Cheung et al., 2021). Indeed, Gökçen Gökalp and Üzer (2024) similarly emphasize the importance of preserving humanistic values in nursing care amid the rise of AI, reinforcing that technology should complement rather than replace the core tenets of nursing education.

Educational institutions and faculty should strategically incorporate AI's strengths—such as data analysis, simulation, and personalization—into their teaching strategies, while also using methods that keep students' critical thinking and inquiry skills actively engaged (Chen et al., 2020). Blending AI-assisted learning with traditional instructional approaches appears to be an effective way to foster decision-making and clinical reasoning skills. Hybrid education models that mix AI-driven tools with conventional teaching can help achieve this balance. Research indicates that AI yields the best educational outcomes when guided and supervised by human educators (Shin et al., 2024). Similarly, Aslan and Subaşı (2022) observed in a Turkish nursing education context that successful AI integration requires careful planning and strong support from educators, underscoring the need for a well-structured implementation process.

Finally, continuous research and evaluation are needed to measure the effectiveness of AI applications in nursing education and to address new challenges as they emerge (Ma et al., 2025). By sharing best practices and assessing outcomes on an ongoing basis, educators and institutions can refine their approaches and ensure that AI tools are truly enhancing learning in an ethical and equitable manner.

Conclusion

This literature review shows that AI is being applied in nursing education across a range of areas, including simulation-based learning, personalized tutoring systems, and generative AI tools. The evidence suggests that these technologies can enhance student engagement, improve clinical decision-making skills, and increase the efficiency of educational processes. At the same time, the integration of AI brings important challenges related to ethics, data privacy, academic integrity, resource disparities, and the need to maintain critical thinking and humanistic aspects of nursing education. Therefore, AI should be viewed as a supportive tool that augments (but does not replace) the role of educators and the human elements of learning. By approaching AI integration thoughtfully—ensuring ethical safeguards, adequate infrastructure, faculty training, and ongoing evaluation—nursing education programs can harness the benefits of AI while upholding the core values of the nursing profession. With this balanced approach, AI has the potential to significantly enrich nursing education and better prepare students for the future of healthcare.

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The Place of Technology in Nursing Education: From Past to Present

Esra Nur ERDOĞAN

¹Health Sciences University, Gulhane Faculty of Nursing, Department of Obstetrics and Gynecology, Ankara, TURKEY,

e-mail: esranur.erdogan@sbu.edu.tr, Orcid No: 0000-0001-6300-8702

Gülten GÜVENÇ

²Health Sciences University, Gulhane Faculty of Nursing, Department of Obstetrics and Gynecology, Ankara, TURKEY,

e-mail: gulten.guvenc@sbu.edu.tr , Orcid No: 0000-0002-8330-9497

Abstract

Digital technologies create opportunities to meet a multitude of needs. Both national and international strategies recommend the use of digital technology as a core competence for lifelong learning. It is important for nursing students to integrate information technology into nursing curricula to provide evidence-based patient care. The International Council of Nurses (ICN), Sigma Theta Tau International Honor Society of Nursing and the National Nurses Association advocate the need to include information technology in nursing curricula.

The integration of portable devices and computers into the process is necessary to ensure access to information in the education process of the nursing profession, which has an ever-expanding information pool. Especially in the early 2000s, the expansion of software applications initiated for health professionals continues rapidly and has started to be used frequently by nurses. The use of technology plays an important role in facilitating learning in higher education institutions. Many technology-based teaching methods such as wearable technologies, Microsoft HoloLens systems with high-definition holographic visuals, mobile technologies, augmented reality applications, virtual environments created with Digital Clinical Experience technology, hands-on training on 3D virtual patients, simulation-based training, and the use of virtual reality glasses in practice courses are integrated into nursing education.

Integration of technology into educational processes is important and necessary for the professional development of nursing students, improvement of knowledge and skill level, increase in problem solving and communication skills and clinical competence level, and development of critical thinking skills.

Keywords: Nursing education, technology, computer, simulation

Introduction

Today, digital technologies are leading significant transformations in nursing education by supporting student-centered active learning processes. The effective adoption of evidence-

based practices requires nursing students not only to possess theoretical knowledge but also to have the competence to apply this knowledge in clinical settings. In this context, the integration of digital technologies into educational programs plays a critical role (Mills, Birks & Francis, 2020). Mixed reality technologies, such as Microsoft HoloLens, enable students to explore human anatomy in three dimensions and interactively engage with clinical scenarios (Cook et al., 2019). Virtual reality (VR) headsets and augmented reality (AR) applications provide opportunities to safely develop skills such as emergency management, patient care techniques, and clinical decision-making in simulation environments (Foronda et al., 2020). Mobile technologies and nursing-focused mobile applications support students' instant access to patient information, clinical guidelines, and allow learning processes to continue independently of time and place (Alnaami et al., 2022). Simulation-based training models allow students to experience clinical decision-making processes such as communication, teamwork, and problem-solving, thereby enhancing their clinical competence and contributing to the establishment of a patient safety-oriented approach (Cant & Cooper, 2017). The integration of all these technological advances into nursing education encourages active student participation and transforms learning into a multidimensional, experiential process. Accordingly, this review study aims to comprehensively evaluate the contributions of digital technologies to nursing education and analyze the existing literature from a holistic perspective.

Method

This review study was designed to comprehensively evaluate the contributions of digital technologies to nursing education and to analyze the existing literature from a holistic perspective. Both national and international databases were used in the study. The functionality of digital technologies in education, their effects on student success and their application areas were addressed in a holistic manner in the selected studies.

Discussion and Conclusion

Nursing education requires the effective teaching of both theoretical knowledge and clinical practices. At this point, the opportunities provided by digital technologies improve the quality and accessibility of education and facilitate the adoption of learner-centered approaches. For example, augmented and mixed reality tools such as Microsoft HoloLens allow the concretization of abstract concepts like anatomy and physiology. One study showed that nursing students using mixed reality technologies learned information more permanently and

performed better in practical skills compared to those trained by traditional methods (Bogossian et al., 2021).

Training using virtual reality (VR) headsets particularly improves students' rapid and accurate decision-making skills in emergency scenarios. In VR-based simulations, students have the chance to practice error-free before encountering real patients, which increases their confidence (Padilha et al., 2019). Similarly, augmented reality (AR) applications are frequently used in nursing skills development. For example, studies on medication administration training using iPad and AR-supported applications showed a reduction in students' error rates (Yen et al., 2018).

Recently, mobile applications increasingly used in education function both as learning and clinical support tools. Applications like "Nurse's Pocket Guide" and "PEPID Nursing Suite" assist students in accessing nursing diagnoses and intervention planning. Additionally, by offering offline use, they play an effective role in education processes in rural areas (Alnaami et al., 2022).

Simulation-based trainings are perhaps the most effective use of digital technologies. High-fidelity mannequins can mimic real-life scenarios and test students' decision-making abilities under stress. Particularly, interactive simulations raise students' awareness in areas such as patient safety, communication, and crisis management, while enhancing multidisciplinary teamwork skills (Cant & Cooper, 2017).

In recent years, the use of virtual reality (VR) technology in nursing education has emerged as an innovative approach enriching learning processes. VR offers students the opportunity to practice clinical skills in a realistic and safe environment, thereby reinforcing theoretical knowledge and increasing hands-on experience (Smith & Johnson, 2021). During the pandemic, when face-to-face education was limited, the importance of VR-based educational tools increased significantly; these technologies ensured continuity in education while providing an interactive and motivating learning environment (Lee, Kim, & Park, 2020). However, various studies have highlighted that while VR significantly enhances student success and confidence, limiting factors such as cost, hardware requirements, and user adaptation should also be considered (Garcia & Thompson, 2019). Furthermore, literature still lacks extensive studies on the long-term effects and retention of learning outcomes from virtual reality simulations, indicating a need for more comprehensive and longitudinal research in this field (Martinez et al., 2022). These findings suggest that VR applications in nursing education

can complement and support traditional methods, but effective integration requires investment in infrastructure and adequate training for instructors.

However, challenges such as technological infrastructure deficiencies, lack of sufficient training among faculty members, costs, and digital literacy disparities remain barriers to overcome (Mills et al., 2020; Genç, 2024). Therefore, sustainable strategies need to be developed for the comprehensive integration of digitalization into education systems (Higher Education Council – YÖK, 2025).

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Contemporary Approaches in Music Teaching: the Use of Information and Communication Technology and Social Media

Ivana Pušić

Teaching assistant, Josip Juraj Strossmayer University of Osijek, Academy of Arts and Culture in Osijek, ivana.pusic@hotmail.com, Orcid No: 000-0002-8386-2137, CROATIA

Marija Sablić

PhD, Full professor, Josip Juraj Strossmayer University of Osijek, Faculty of Humanities and Social Sciences, marija.sablic10@gmail.com, Orcid No: 0000-0002-6750-4364, CROATIA

Jasna Šulentić Begić

PhD, Full professor, Josip Juraj Strossmayer University of Osijek, Academy of Arts and Culture in Osijek, jsulentibegic@gmail.com, Orcid No: 0000-0003-4838-0324, CROATIA

Abstract

Information and communication technology is the foundation of 21st-century society and the driver of change within it. As an integral part of information and communication technology, social media removes distance as an obstacle to communication and learning, while creating new opportunities for finding information and knowledge. To keep up with the needs of society, modern teaching involves the use of information and communication technology that improves the learning and teaching process. The education system of the Republic of Croatia recognizes the benefits of information and communication technology, and its use has been implemented in subject curricula, including the music curriculum in general education schools. The integration of the aforementioned technologies in music teaching not only facilitates access to diverse learning resources but also fosters creativity, collaboration, and critical thinking among teachers, pupils, and students. Considering their expanding role in educational settings, the aim of the paper was to investigate and discuss the opportunities offered by information and communication technology and social media to the educational system, alongside exploring the opinions of students and teachers. Additionally, the second aim was to raise awareness and interest in their implementation for the purpose of improving the quality of the learning and teaching process in music teaching. By reviewing previous research, the authors concluded that information and communication technology and social media in music teaching can be a powerful tool. Its use opens up numerous opportunities, such as increasing student engagement and making teaching more interactive and efficient, which ultimately leads to improved learning outcomes. However, these tools should be regarded as a means to support and enhance, not replace, traditional teaching methods, with the focus remaining on developing musical rather than information technology skills. The effective integration of digital tools in music teaching requires careful methodological planning and continuous professional development to meet the evolving needs of modern students.

Keywords: information and communication technology, social media, contemporary approaches in teaching, music teaching

Introduction

Information and communication technology – ICT, is the foundation of 21st-century society and the driver of change within it (Serrat, 2022). The term ICT can also “be defined as the use of digital technologies to generate, distribute, collect and administer information and communicate in real-time” (techterms, 2018; Sarkar, 2012, as cited in Reddy and Sharma, 2020, 65). As an integral part of ICT, social media removes distance as an obstacle to communication and learning, while creating new opportunities for finding information and knowledge (Hampton, 2016).

It can be freely stated that many human activities today are almost unimaginable without ICT and social media, and the same is reflected in educational practice (Vidulin-Orbanić and Duraković, 2012). Therefore, to keep up with the needs of society, modern teaching involves the use of the aforementioned technologies, as education professionals have long recognized and described positive practices in using media as a tool to improve the teaching and learning process (Malek, 2019). For example, Giebelhausen (2015) suggests using social media to increase student engagement, as social media is an integral part of their lives. By incorporating them into educational purposes, students create a connection between their everyday lives and music classes, thus establishing an educational presence in spaces where students already exist. Social media provide users – in this case, teachers and students – with the opportunity to become not only what they already are, recipients of knowledge, but also its constructors (Salavuo, 2008).

Furthermore, “for teachers, the use of ICT improves the efficiency of teaching preparation, and the use of ICT tools allows them to find relevant materials, videos, and the latest music information in the classroom more quickly” (Sun and Abramauskienė, 2025, 161). The quality teaching methods and examples of good practice they discover can then be applied in their own teaching. Namely, if the same teaching method is used continuously, students will anticipate the next step, which can lead to boredom. Therefore, ICT is an excellent tool for constantly offering different ways to refresh our teaching, which will lead to greater student interest in the lessons themselves (Sun and Abramauskienė, 2025). For this change to occur, certain prerequisites need to be met, such as didactic, economic, organizational, pedagogical-psychological, sociological, and technical conditions (Gerlič, 2003).

The education system of the Republic of Croatia recognizes the benefits of ICT, and its use has been implemented in subject curricula, including the music curriculum in general education schools. As an integrative element, it can be applied across all domains of the subjects Music Culture and Music Art, which are: *listening to and getting to know music* (domain A), *expression with and by music* (domain B), and *music in context* (domain C). The application of ICT involves activities such as familiarizing students with music composition software, acquiring skills in digital music notation, audio editing, and sound experimentation (Ministry of Science and Education; MZO, 2019b). When it comes to the curricula of music schools, ICT is not mentioned (Ministry of Science, Education and Sports; MZOŠ, 2006; MZOŠ, 2008), but since the 2019/2020 school year, all schools have been required to implement cross-curricular topics, one of which is the *Use of Information and Communication Technology* (MZO, 2019a; *Međupredmetne teme [Cross-Curricular Topics]*, n.d.).

The aim of the paper is to investigate and discuss the opportunities offered by information and communication technology and social media to the educational system, alongside exploring the opinions of students and teachers. Additionally, the second aim is to raise awareness and interest in their implementation for the purpose of improving the quality of the learning and teaching process in music teaching.

Considering that ICT, digital technologies, and social media in education are closely intertwined, this paper will focus on their application across different educational levels rather than treating them as distinct categories. Regarding that, the following section will describe existing research related to ICT and social media in music teaching across the following levels of education: elementary school – general and music, high school– gymnasium and music school, and higher education institutions where future music teachers are trained. After presenting examples from Croatia for each educational level, some international examples will also be mentioned, followed by a critical reflection at the very end of the paper.

Overview of previous research

In their university textbook, Vidulin-Orbanić and Duraković (2012) provided a comprehensive overview of how modern media can be integrated into music teaching. As an example, they chose a teaching unit related to the music-stylistic period of the baroque. They then listed the media and detailed examples. As a visual medium, they mentioned mental maps, which can be created manually or digitally. The authors directed readers, specifically students, to free software for creating mind maps, such as *Mind24.com*. Next, they described auditory media, giving as examples the radio programs *Barok [Baroque]* from the *Glazbena kutijica*

[*Music Box*] series and *Ah, taj Bach* [*Ah, that Bach*] from the *Putnici kroz vrijeme* [*Travelers Through Time*] series. By using audiovisual media, students can see what is described to them in words (Vidulin-Orbanić and Duraković, 2012), and this is an excellent tool because it attracts learners' attention, motivates them, and increases their participation during classes (Sablić, Mirosavljević, and Škugor, 2021). Examples of audiovisual media include the feature film – biopic *Farinelli – Il Castrato*, the television show *Iz povijesti glazbe, Barok* [*From the History of Music, Baroque*], and the documentary film *Glazba u vremenu* [*Music in Time*]. The authors note that auditory and audiovisual examples do not need to be listened to or watched in full, and teachers can use them as an introduction to the teaching unit, during the lesson, or for review. Since younger generations are very familiar with its use, the authors also mention YouTube and the animated film *Priča o baroknom orkestru* [*The Story of the Baroque Orchestra*]. At the end of the music-stylistic period unit, they suggest listening to crossover performances, with examples including pop and rock interpretations of Johann Sebastian Bach's compositions. Towards the end of the extensive description of examples, they also mention multimedia, specifically presentations, the computer game *Četiri godišnja doba* [*Four Seasons*], and quiz creation programs for learning and knowledge assessment, such as *Hot Potatoes*.

Škoro and Kir (2021) concluded through their research that Music Culture teachers use digital tools such as *Wizer*, *Wordwall*, *Kahoot!*, *Edpuzzle*, *Mentimeter*, *Lino it*, and *Canva* either in every lesson or every other lesson. Furthermore, the teachers who participated in the study noticed advantages in using digital tools, specifically *Kahoot!*: students are more active, lessons are easier and more engaging, and both students and teachers develop their digital competencies. On the other hand, they also recognized some drawbacks: instead of focusing their attention on the music during listening activities, students tend to focus on the speed of answering and the scoreboard at the end of the activity. This can be avoided with good preparation for the activity and clear instructions. The authors also mention another possible drawback, which is the fact that most of the digital tools used are in English rather than Croatian. As a solution, they suggest learning about digital tools during professional development workshops, although they believe this is still insufficiently covered. Regarding the use of *Kahoot!* for music listening purposes, both students and teachers think it could be used more often (Škoro and Kir, 2021).

Regarding the frequency of using digital content in Music Culture classes, Jukić (2022) reached similar conclusions: only 2.4% of teachers use digital content very rarely in their

teaching, while 12% of them never or almost never create their own digital materials. Teachers usually use them for teaching new content, mostly music-theater genres, working with musical instruments, often utilizing educational broadcasts, listening to musical examples, and creating quizzes in various programs for reviewing or assessing teaching content.

By surveying the opinions of students in the final grades of primary school (6th, 7th, and 8th grades) about digital technology and its use in Music Culture classes, Mucić, Šarlija, and Čurko (2022) reached similar results: digital technology is used often, but not throughout the entire lesson, and teachers frequently use their own digital content. However, students believe that technology cannot replace teachers, while a quarter of them are unsure about this. Furthermore, students regularly use digital technology in their free time; over 50% of the surveyed students use digital technology for one to three hours daily, and when it comes to using it for school-related tasks, most students use it often or very often.

As a further confirmation of the integration of ICT and social media in music teaching, one can point to the fact that within a Facebook group *GK i GU (Music culture and music art)*, which gathers over 1,000 members, teachers regularly post original videos presenting final student projects, such as songs, musicals, and similar performances. This demonstrates that ICT and social media are being utilized by teachers, at the very least, for the purposes of storing and disseminating student work (Pušić, 2025).

In Slovenia, computers and ICT were used the least for music classes, physical education, and natural sciences in the 7th and 8th grades of elementary school during the 2002/2003 school year. Both teachers and students have a very positive attitude towards using computers in the classroom, which is also reflected in a consistent and marked positive trend. However, teachers and principals still lack sufficient specialized didactic knowledge regarding the use of computers in teaching and education in general (Gerlič, 2003).

Mitreviski, Stojadinović, and Novković Cvetković (2024) investigated the use of ICT in music teaching in the first four grades of elementary schools in Republic of Serbia. Regarding equipment, almost all teachers have an uninterrupted internet connection, a laptop or computer, and a projector in the classroom, while over 70% do not have an LCD TV, interactive whiteboard, or tablets. Teachers believe that ICT facilitates the teaching of new material and its revision, and more than 80% of teachers fully or partially agree with the statement that they use ICT every lesson. The authors then listed specific activities and software/digital tools that can be used for this purpose: for “composing, recording or editing sound/songs (e.g., *Musico*, *Sound Forge*, *Audacity*, *MidiPad 2*, *Cool Edit*, *Band in a Box*); ... for writing notes and easier learning

of music notation (e.g., *Solfeg.io*, *Noten lernen*, *Finale*, *Sibelius*, *MuseScore*, *Maestro*, *Auralia 5*); ... for creating melodies without previous theoretical knowledge, learning tempo, or dynamics (e.g., *Theory Lessons*, *Looper XPress*, *Super Dooper Music*, *Kid Pix*, *GarageBand*, *Perfect Pianist*, *SmartMusic*, *Auralia 5*, *EarMaster 6*, *Malleus*); ... for practicing hearing and rhythm (e.g., *Good Ear*, *Rhythm Trainer*, *Metronome online*, *Rhythm Teacher*, *Music Beats*, *Master Ear Training*, *Learn to Sing*, *SmartMusic*); ... for knowledge testing (quizzes) (e.g., *Quizizz.com*, *Wordwall*, *KDE Minuet*, *New York Philharmonic Kidzone*); ... and for introducing pupils to music and the work of famous composers (e.g., *Upoznajmuziku*, *Muzika nas vaslova*, *Music Theory - with audio*)” (Mitrevski, Stojadinović, and Novković Cvetković, 2024, 88). The majority of teachers, almost two-thirds, mostly use ICT for knowledge testing and introducing pupils to music and the work of famous composers, while less than one-third use ICT for all other purposes.

Regarding equipment, the results of the previously mentioned study are partially similar to the research that examined Australian F-10 teachers’ perspectives about implementing ICT in music education (Eyles, 2018), where only two-thirds of teachers have internet access. Teachers mostly use “laptops, projectors, whiteboards, and cassette players” (Eyles, 2018, 123), and least frequently “digital cameras, iPads, CD players, and smartphones” (Eyles, 2018, 123), with the frequency of use corresponding to the (lack of) school equipment. In most lessons, teachers use educational websites, then YouTube, and specific websites related to the particular content. Most teachers feel there is no ICT support, and additionally, the author noticed that teachers do not fully understand the definition of ICT and therefore suggests clearly defining it within the F-10 curriculum.

Only 16% of Spanish music teachers in high schools use ICT intensively, while over 50% use it to a lesser extent. A correlation was observed between the frequency of ICT use and teachers’ beliefs about its benefits; specifically, teachers who use ICT intensively in teaching, rate highly the belief that ICT improves teaching practice, learning, contributes to the development of didactic-methodological approaches, and increases students’ motivation and interest. Conversely, teachers who rarely use ICT are less convinced of these positive aspects and more often express negative beliefs, such as that ICT distracts attention, complicates methodological work, and takes up a lot of time. As a suggestion for future research, the authors propose validating these responses by observing lessons (Colás-Bravo and Hernández-Portero, 2023).

Regarding teaching in music schools, Šulentić Begić, Sakač-Botički, and Begić (2024) described the possibilities of using an interactive whiteboard in Solfeggio lessons for activities and content such as intonation, dictations, and music theory. The interactive whiteboard can primarily be used without its multimedia features, just like a regular board. One advantage of using it over a traditional board is the ability to preserve the content on the board's foreground "and the convenience of adding new content with a single click" (Šulentić Begić, Sakač-Botički, and Begić, 2024, 4). Since the board is connected to a computer and the internet, it is possible to add digital content. However, incorporating digital content into every Solfeggio activity requires extensive teacher preparation. Furthermore, when using smart board for intonation, the teacher can highlight and mark specific parts of an example. It has been observed that this way of working increases students' focus on the example itself. The interactive whiteboard also expands possibilities during dictation writing. For example, "if the teacher has digital recordings, they can be played on the computer instead of being dictated. In such cases, the smart board acts as a transmitter of sound and image" (Šulentić Begić, Sakač-Botički, and Begić, 2024, 4). Additionally, there are numerous websites available where students "can practice recognizing intervals and chords, as well as smaller melodic-rhythmic phrases and shorter rhythmic patterns" (Šulentić Begić, Sakač-Botički, and Begić, 2024, 4). Regarding music theory content, the interactive whiteboard is primarily used like a regular board, but using digital materials shortens writing time, thus freeing up time in the lesson that can be used for other activities, such as reviewing with *Kahoot!* or *WordWall* (Šulentić Begić, Sakač-Botički, and Begić, 2024).

Starting from the idea that the use of ICT and the presence of Croatian music schools on social networks are imperative for the realization of basic music educational activities, Mičija Palić (2022) investigated the presence of Croatian music schools in the virtual space of their own websites as well as on social networks such as Facebook, Instagram, YouTube, and others. She found that all main music schools have their own website. Furthermore, the majority of schools have a YouTube channel, as many as 84%. Slightly fewer schools, 80%, have a Facebook page, 24% have an Instagram profile, while only 6% have Twitter (now X), and 4% have a Flickr account. The total number of posts on schools' Facebook pages during the considered nine-month period of 2020 was 3,051. Most of the content posted on Facebook was educational, with administrative and promotional posts comprising a much smaller proportion. The school with the highest number of Facebook posts was Glazbena škola Ivana Matetića Ronjgova (Ivan Matetić Ronjgov Music School) from Rijeka, which posted 420 posts during

the specified period, highlighting the importance of the Facebook page for nearly daily presentation of students' and teachers' work. For comparison, the school ranked second in number of posts was Glazbena škola Franje Kuhača Osijek (Franjo Kuhač Music School Osijek) with 323 posts. Regarding YouTube, music schools posted 2,139 videos which were viewed a total of 1,367,666 times. Of all the videos posted, the Glazbeno učilište Elly Bašić (Elly Bašić Music Institute) from Zagreb posted 787 videos, while the Glazbena škola Požega (Požega Music School) ranked second with 137 videos posted. The author assumes that the presence of music schools in the virtual space will become increasingly significant in the coming period, emphasizing the need for school social media managers to control the quality of posted content and evaluate such work (Mičija Palić, 2022, 217), as well as the need to develop teachers' digital competencies. It would be interesting to determine whether the schools that are most active on social media are also the ones that make the greatest use of social media and ICT in their teaching practices.

The following study does not specify the country in which the research was conducted; however, the author, Della Ventura (2021), is based in Italy, therefore, it is assumed that the study refers to an Italian music school. According to the study, students of the music high school report that using ICT helps them gather feedback related to practice, improves collaboration and communication with other students, and facilitates a quicker understanding of complex or abstract rhythmic structures.

Music pedagogy students most frequently use smartphones and laptops, and least often use tablets (Begić and Šulentić Begić, 2023). They feel competent in accessing information, communicating, creating content, solving problems encountered while using digital technologies, and using such technologies safely. These self-assessments can be considered satisfactory prerequisites for using digital technologies in their future work, as students express an intention to use ICT in their teaching and even consider it essential. Opinions are divided on whether they developed their digital competence during their studies, and almost all, except for one student, believe they developed it through independent work and effort. Therefore, the authors propose the development of digital competences during university studies (Begić and Šulentić Begić, 2023), a recommendation also emphasized by Vidulin-Orbanić and Duraković (2012), as well as Puček and Duraković (2015).

Li (2024) offers three concrete solutions to the above. The first is the direct use of ICT in teaching professional subjects for future music teachers at higher education institutions. The second solution is the development of additional modules for some professional subjects for

students, which would introduce future music teachers to the possibilities of using ICT in their future professional and pedagogical activities. As an example, the author describes the introduction of the module *Use of Digital Audio Resources in Music Education* into the existing course *Methodology of Teaching Music Art*, in the form of two additional lessons, one of which is theoretical and the other practical. The third solution is the introduction of a special course ICT in the *Professional and Pedagogical Activities of Music Teachers*. The course would consist of two parts – a theoretical one, which would be dedicated to familiarizing students with the theoretical aspects of ICT in education, especially in music art, and the second part would be practical. The topics of the theoretical part would be: *Fundamentals of ICT in Education*; *Digital Audio and Video Resources in Music Teaching* – in which tools such as Spotify, YouTube and IMSLP would be studied; *Software for Creating and Editing Music* – in which software for editing audio and video such as *Audacity*, *GarageBand*, and software for creating digital sheet music such as *MuseScore* would be studied; *Platforms for Music Education* – a section dedicated to online platforms such as *SmartMusic*, *Flat.io* and *Soundtrap*; and finally, *Safety and Ethics in the Use of ICT*.

Furthermore, music departments students perceive the use of multimedia during the teaching process as very useful because it enables better acquaintance with and understanding of the material (Vidulin-Orbanić and Duraković, 2012). It is also inevitable to mention that they noticed that professors manage better in traditional classroom teaching.

Puček and Duraković (2015) noticed that students of music pedagogy often face the problem of analyzing compositions and systematizing material for music lessons, and moreover, practical work shows many of them that students learn best when information is easily and quickly accessible, which is why the *AmusEd* application was developed as part of the course *Music Literature 3*. Considering its purpose – easier and faster acquisition of musical works and their components, as well as the popularization of classical music – it can be used from elementary school through university. The application consists of three parts: periods, composers, compositions.

Music professors teaching future teachers at Spanish universities cite access to information and the ability to create content as the greatest benefits of ICT, while technical faults and classroom equipment are mentioned as the main drawbacks (Calderón, Carrera, and Gustems Carnicer, 2021).

In a study that encompassed all the educational levels previously mentioned – 86% of students reported using some form of social media with their teacher or professor for music

lessons. Among the 12 activities offered, the most common were listening to music, searching for information about music, and keeping informed about musical events, while the least common were commenting, downloading music, and exchanging music files. Of the seven social media platforms listed in the questionnaire, Facebook and YouTube were the most frequently used in class (Đorđević, 2016).

Besides communication with students, media can also be used to share teaching content with parents. As an example of good practice, Giebelhausen (2015) highlights the Facebook page of the University of New Mexico NafME – the university where he works. He also mentions a group and describes the advantages of both the page and the group, such as (regarding the group) control over permissions for sharing posts and commenting on them. In addition, the author points out SoundCloud and YouTube as excellent platforms for connecting musical content with students and parents. On the other hand, teachers should be prepared for some parents not accepting the idea of their child using social media, so alternative options will need to be found for them (Albert, 2015).

Critical Reflection as Conclusion

“Technology in music teaching can be a powerful tool. Social media in the music classroom allows for many new possibilities for the classroom, including higher levels of engagement, increased relevancy, and improved differentiated instruction levels” (Giebelhausen, 2015, 46). With its implementation, teaching becomes interesting, dynamic, and effective, which leads to better final outcomes (Vidulin-Orbanić and Duraković, 2012). “In fact, the greatest potential of technology is versatility” (Della Ventura, 2021, 23), and it is up to the teacher’s creativity to make the most of it. Certainly, one must keep in mind that the purpose of digital technologies is to enable better and more successful delivery of teaching content (Jukić, 2022), and that they, along with social media, should be treated only as tools (Đorđević, 2016), that is, as support in the realization of the teaching process (Vidulin-Orbanić and Duraković, 2012), which will refresh the traditional and high-quality teaching methods, not replace them (Šulentić Begić, Sakač-Botički and Begić, 2024).

Namely, the artistic field – in this case music, is an area of education where the purposeful use of technology in teaching should be questioned. Music teaching should offer a break from technology, but if it is necessary, digital technology should primarily be present for the development of musical, not IT skills (Brđanović, 2022), that is, it should be used only to the extent necessary and relevant for conducting a successful and quality teaching process (Vidulin-Orbanić and Duraković, 2012). Additionally, teachers need to be aware of the

challenges they may face. Besides the lack of knowledge in using ICT, insufficient equipment, and lack of financial support, they may encounter students who are addicted to social media and online games, which leads to the completely opposite outcome than expected (Sun et al., 2024).

Ultimately, for music teaching using ICT and social media to be of high quality, certain prerequisites must be met. ICT in education is not the future, but the present, and it is developing faster than education itself; however, teachers are still not sufficiently trained to use it (Šulentić Begić, Sakač-Botički and Begić, 2024). Considering that students of the modern school require modern teachers (Mucić, Šarlija, Čurko, 2022), there is no shortage of room for progress and continuous professional development (Jukić, 2022). A teacher must first thoroughly understand the teaching tools they intend to use in class and also choose the appropriate stage of the lesson to incorporate such tools” (Dobrota, 2016). Quality education is achieved through long-term and professional development planning (Brđanović, 2022), as well as the application of technology, which must be a carefully planned methodological procedure (Dobrota, 2016). Finally, to provide students with conditions for development in the context of the digital age, further analysis of various pedagogical approaches that include digital interactive tools is recommended, as this is the path to developing guidelines for their effective integration into the educational process (Kraljević Bošnjak, 2025).

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Between Growth and Overload: Motives, Benefits and Risks of Competitive Esports Participation

Sebastijan Cerovec

scerovec@yahoo.com, Croatia

Irena Miljković Krečar

VERN' University, irena.miljkovic@vern.hr, 0000-0003-2167-4947, Croatia

Alen Šola

Prodigy Agency, alen.s@prodigy-agency.gg, Croatia

Abstract

This study examined the psychological aspects of competitive esports engagement among 80 active players, focusing on three key domains: (1) motivational factors for participation, including personal growth and achievement (e.g., competition, skill development), extrinsic incentives (e.g., status, financial rewards), and social motives (e.g., connection, teamwork, belonging); (2) perceived positive outcomes in personal development, cognitive, and social areas; and (3) self-reported negative consequences such as psychological strain, academic decline, and social withdrawal. The study also explored group differences based on tournament experience, daily play time, esports tenure, and club membership, as well as correlations between player characteristics and perceived outcomes.

Findings showed that players were primarily driven by achievement-related motives, while extrinsic incentives were less emphasized. Social motives were moderately represented. Among the positive outcomes, participants reported strong benefits related to strategic thinking, teamwork, confidence, and a sense of belonging. Greater tournament experience was associated with higher perceived cognitive benefits, while moderate daily play time (3.5–5.5 hours) was linked to stronger social benefits. Club membership also contributed to enhanced personal and social development.

Negative consequences were generally rated low. However, higher daily play time was significantly correlated with greater self-perceived gaming addiction and academic performance decline, particularly among younger participants. No significant group differences were found regarding negative outcomes. These findings suggest that esports may offer meaningful opportunities for personal and social growth, while also presenting potential risks related to excessive engagement. The results may support wellbeing-oriented practices in esports training, education, and community development.

Keywords: esports, motivation, wellbeing, personal development, social connection, gaming addiction

Introduction

Electronic sports or esports are “a form of sports where the primary aspects of the sport are facilitated by electronic systems; the input of players and teams as well as the output of the esports system are mediated by human-computer interfaces” (Hamari & Sjöblom, 2017, 212). It's essential to distinguish that not all instances of video game play qualify as esports, but all esports include playing video games (Marelić & Vukušić, 2019).

Today, esports are positioned as a global industry that typically involves both professional and amateur players competing in organized video game matches, often structured through leagues, tournaments, or ranking systems, with participants frequently representing teams or organizations financially supported by commercial sponsors.

In their 2020 literature review, Reitman et al. highlight how, since the early 2000s, esports have developed from a virtually non-existent field of academic inquiry into a topic of interest across at least seven distinct disciplines: business, sports science, cognitive science, informatics, law, media studies, and sociology. The authors emphasize that esports are a complex phenomenon requiring an interdisciplinary approach and call for further research to better understand the challenges and opportunities it presents for both players and society. The growth of esports has also been accompanied by increasing academic interest in its psychological dimensions, including player motivation, mental health, cognitive abilities, and the social dynamics within esports communities.

Psychology of Esport

Through a systematic review of the psychological literature on esports from the 2000s onward, Bányai et al. (2019) found that empirical studies in this area remain relatively scarce. Among the 30 studies identified, the authors grouped three main research themes: (i) the process of becoming a professional esports player, (ii) the characteristics of esports players and (iii) the motivational factors associated with watching esports. Within the first category, several studies examined the process by which video game players transition into professional esports athletes, exploring themes such as identity development, and the evolving nature of competitive gaming. For instance, Seo (2016, as cited in Bányai et al., 2019) investigated how esports players perceive their engagement—as play, work, or serious leisure—using ethnographic methods and interviews with ten professional players. The study aimed to determine which factors make esports attractive as a career, why players pursue it professionally, and how they undergo

identity transformation. Players were shown to progress through a three-stage identity transformation based on Campbell's monomyth. Similarly, Kim and Thomas (2015, as cited in Bányai et al., 2019) applied activity theory to model how players become professionals from a sociocultural perspective. Based on interviews with South Korean players, coaches, team directors, and a psychological counselor, they proposed a five-stage developmental model: enjoying, struggling, achieving, slumping, and recovering. Each stage was associated with changes in performance, motivation, and learning, reflecting a shift from intrinsic to extrinsic motivation as gameplay transitions into professional labor.

In the second category, the reviewed literature explores various aspects of esports players' characteristics and motivations. Given its relevance to our study, this category will be examined in greater detail in the following sections.

Esport Players' Motivation

Many studies focused on the motivations behind esports participation; however, they were not all conducted on professional, competitive esports players. Within studies of this kind, the Uses and Gratifications framework is commonly applied, as it conceptualizes individuals as active users of virtual environments. One of the most influential contributions in this area is the study by Yee (2006), who employed a factor-analytic approach to develop an empirical model of player motivations. The questionnaire was distributed via online portals dedicated to the MMORPG (Massively Multiplayer Online Role-Playing Games) community and gathered responses from 3,000 participants. It is important to note that these respondents were not professional esports athletes, but rather part of the broader gaming population. Nevertheless, the study is significant because it offers a foundational model of gaming motivation that has been widely used in subsequent research. Yee's analysis revealed 10 motivation subcomponents that grouped into three overarching components (achievement, social, and immersion). The Achievement component includes motivations such as advancing quickly and gaining power or status (Advancement), analyzing game systems to optimize performance (Mechanics), and the desire to compete with others (Competition). The Social component involves motivations related to interacting with others, including casual conversations and helping behavior (Socializing), building meaningful long-term relationships (Relationship), and enjoying collaborative group efforts (Teamwork). The Immersion component reflects the appeal of exploration and role-play, including discovering hidden aspects of the game world (Discovery), creating and acting out character stories (Role-Playing), customizing one's in-game avatar (Customization), and using the online environment to avoid thinking about real

life problems (Escapism). Yee also tested age and gender differences among players' motives. His findings reveal that male players scored significantly higher on all achievement-related components (e.g., competition, advancement), and female players scored higher on the relationship subcomponent. However, analysis showed that age was a stronger predictor of achievement motivation than gender. Specifically, younger players were more likely to be driven by achievement-related goals than older players.

In meta-analysis by Bäcklund et al. (2022) more existing instruments have been presented, developed to assess gaming motivations. They differ in the number of motivational dimensions, ranging from three in PENS (Autonomy, Competence, Relatedness) to a broader set in the MOGQ (Social, Escape, Competition, Coping, Skill development, Fantasy, Recreation) or GAMES (Story, Violent Catharsis, Volent Reward, Social interaction, Escapism, Loss Sensitivity, Customization, Grinding, Autonomy). The GAMS presents motivational types along a continuum, including Intrinsic motivation, Integrated regulation, Identified regulation, Introjected regulation, External regulation, and Amotivation. While some scales organize motives hierarchically or along theoretical dimensions, others use a flat structure. Despite these differences, recurring motivational categories related to Achievement, Social relations, Competition and Escapism appear across several instruments, indicating conceptual overlaps.

In the context of professional esports, various forms of extrinsic motivations such as the desire to attain external reward represent a significant driving force. According to Horoszkiewicz et al. (2023), extrinsic motivation plays a key role when a player's behavior serves to achieve a specific outcome. Financial rewards, sponsorships, and professional opportunities are often central motivational factors that encourage players to commit to esports at a high level. However, relying solely on extrinsic motivation may lead to psychological burnout or a lack of fulfillment, as players might begin to perceive gaming merely as a tool to reach a goal, rather than as an enjoyable activity. In contrast, intrinsic motivation, the internal drive to play out of love for the game itself, may serve as a more sustainable source of motivation in esports. This form of motivation is grounded in the enjoyment of gameplay and the satisfaction derived from skill mastery and goal achievement. Many players begin their careers driven by intrinsic motivation, but as they advance and enter the professional sphere, extrinsic factors often grow more prominent and appealing.

Kiralj Lacković (2024) examined the relationship between gaming motivation and life satisfaction in a sample of 411 video game players. Using Yee's (2006) ten-factor model of player motivations as a theoretical foundation, the author found that the model effectively

captures the motivational structure of players beyond the MMORPG genre. However, only a subset of these motives significantly contributed to explaining players' subjective well-being. Specifically, Advancement and Escapism emerged as significant negative predictors of life satisfaction. In other words, players who were more strongly driven by in-game progression or by the desire to escape real life reported lower levels of life satisfaction.

Esports-related Benefits

Although risks associated with prolonged video game play are often emphasized in both academic literature and media, esports also offer numerous opportunities for skill development that can be transferred beyond the gaming context, significantly contributing to players' positive personal growth.

In a qualitative study by Carbonie, Guo, and Cahalane (2018), the authors identified eight key personal benefits associated with participation in esports, based on interviews with 19 competitive players. The most frequently cited benefits included commitment to personal standards, collaboration in team environments, initiative in goal-setting and self-management, and the attainment of tangible rewards. Participants also reported enhanced emotional self-regulation, personal growth, increased self-esteem, and improved communication skills. These findings highlight the potential of esports not only as a competitive activity but also as a space for meaningful personal development.

Himmelstein et al. (2017) conducted interviews with five League of Legends (LoL) players (with a minimum of two tournaments within the past 12 months and at least Platinum 5 rank (top 24,5% best performing players)). The goal of this research was to identify mental skills and performance barriers in competitive environments. Results show that competitive gamers rely on mental skills such as focus, adaptability, and motivation to perform under pressure. Key strategies include separating personal life from gameplay, managing emotional reactions like tilt, handling harassment, and engaging in self-improvement through practice, goal setting, and teamwork. However, players also face significant barriers, including lapses in focus, emotional instability after mistakes, performance anxiety on big stages, and difficulty balancing gaming with real-life demands. Additional obstacles involve inconsistent team communication, lack of trust, and limited game knowledge or preparation.

So, esports participation can contribute to the development of mental resilience. Players frequently learn to cope with failure, manage stress, and adapt to rapidly changing situations. Another aspect of positive personal development in esports is the cultivation of work ethics and

discipline. Professional players often train for several hours a day to remain competitive, which teaches commitment, time management, and long-term goal setting. These habits can be transferred to other areas of life, including education, career, or other hobbies. Also, esports can enhance self-esteem and self-confidence, as players demonstrate and refine their skills on public platforms. Achieving success and receiving recognition within the esports community can foster a sense of accomplishment and pride that extends beyond gaming. Esports also foster social development through cooperation with others, particularly in team-based games where coordination and communication are essential to success. Players learn to communicate effectively under pressure, which can be valuable not only in professional settings but also in personal life. As Tang (2018) notes, although esports differ from traditional team sports that take place in physical spaces, it also relies heavily on teamwork, involving coordination, communication, and cohesion. Furthermore, esports can promote a sense of community and belonging, which is especially important for individuals who may feel socially isolated. Through online communities and gaming groups, players often connect with others who share their interests and passions, forming meaningful relationships that offer psychological benefits such as emotional support and encouragement.

According to Dekker and Slotboom (2023), video games produce several positive effects on individuals' behavior, skills, and abilities. One of the most notable benefits of esports is the enhancement of cognitive abilities. Esports players often develop advanced strategic thinking, rapid decision-making, and task precision. Glass et al. (2013), report that novice action video game players assigned to action game training experienced a range of benefits, including improved contrast sensitivity, faster visual information processing, expanded useful field of view, and enhanced logical reasoning. Similarly, Imanian et al. (2024) found that attention and working memory improved equally among solo and team-based players.

Seffah et al. (2023), in their systematic review of six studies identified several health-related benefits associated with esports participation. Playing video games has stress-reducing potential, which is the key in preventing adverse cardiovascular outcomes. Cardiovascular health appears to benefit from esports, but not at the level of replacing traditional sports.

Esports-related Risks

Alongside the many benefits esports may offer, growing concerns have emerged regarding the potential negative effects of intensive gaming. Prolonged screen time and sedentary behavior can lead to various physical health issues, including visual strain, musculoskeletal problems, and obesity. Additionally, excessive gaming has been associated

with sleep disturbances, reduced real-world social interaction, and increased levels of stress and anxiety. These risks are particularly concerning given that many esports' players are adolescents and young adults who are still in critical stages of psychological and physical development. Perhaps most notably, a rising concern is the phenomenon of video game addiction, formally referred to as Internet Gaming Disorder (IGD). This raises important questions about where to draw the line between a healthy passion for gaming and problematic use. According to Luo et al. (2022), video game addiction—an increasingly recognized public health concern—can have serious long-term consequences, including low self-esteem, emotional distress, impaired executive control and cognitive functioning, and disruptions in brain structural connectivity, particularly among adolescents and young adults.

Yee (2016) tested predictors of problematic videogames usage. The escapism component emerged as the best predictor, followed by hours played per week, and the advancement component. Also, in the meta-analysis of 46 studies, escapism was found to be significantly associated with symptoms of gaming disorder (Bäcklund et al., 2022). That is, motivations to play video games to avoid feeling bad or to improve one's emotional state—such as the desire to escape from reality, reduce negative emotions, or manage stress, tension, or anger—were found to be significantly associated with gaming disorder symptoms. In the same meta-analysis, the authors noted that most gaming motivations showed a statistically significant association with gaming disorder symptoms to some extent, indicating that the strength of these associations varies considerably across populations and contexts. For example, the desire to compete against other players was significantly linked to gaming disorder symptoms. This may be explained by the fact that players who are highly motivated by competition may be less willing to accept defeat and may continue playing excessively to secure a win. Similarly, social motivation such as interacting with other players—can also contribute to extended gaming sessions, particularly when players find a sense of social acceptance within online gaming communities that may be lacking in their offline lives.

It is evident that the relationship between video game playing, and mental health and well-being is complex. This only further underscores the importance of continued research in this area.

Goal

The aim of this study was to examine the psychological aspects of competitive esports participation among 80 active, tournament-level esports players. Specifically, the research focused on identifying key motivational factors for engagement, evaluating perceived positive

effects in personal, cognitive, and social development, and assessing self-reported negative outcomes such as psychological strain and academic decline. The study also investigated how player characteristics—such as daily play time, tournament experience, esports tenure, and club membership—relate to these outcomes. By focusing on experienced competitive players, this research provides insight into the real-world impact of esports participation at a structured and intensive level.

Method

Procedure

The survey questionnaire was first distributed to Croatian esports players through the authors' personal network (one co-author is an esports manager, and the other has a brother who was a professional esports player). Participants were also encouraged to share the questionnaire with their teammates and other contacts within the esports industry. After these channels had been exhausted, the questionnaire was distributed on Discord in English, which not only increased the sample size but also broadened the participant pool beyond Croatian players.

Instrument

The questionnaire items were developed based on prior research and instruments discussed in the theoretical framework, as well as on the assumed specificities of professional esports, informed by the authors' indirect experience with players. The questionnaire began with demographic questions and items related to the form, intensity, and duration of esports involvement. The core section consisted of 19 listed motivations for pursuing a professional esports career, rated on a five-point Likert-type scale. This was followed by a section featuring 20 perceived benefits of esports participation, also rated using a Likert-type scale. The final section included four Likert-scale items addressing potential negative consequences of esports involvement.

Participants

A total of 80 esports players participated in the study, of whom 76 were male (95%) and 4 were female¹⁸. Most respondents (68.8%) were between 18 and 24 years old, followed by those aged 25 to 30 (21.3%), under 18 (7.5%), and 31 to 40 (2.5%). Most participants were

¹⁸ Women remain significantly underrepresented in professional esports, and although we distributed the survey via the Women in Games Ambassadors Network and female competitive teams, yet received very few female respondents.

students (37.5%), followed by employed individuals (27.5%), working students (20.0%), high school students (5.1%), and unemployed individuals (10%).

Participants most frequently reported playing the following games: League of Legends (24 mentions), Valorant (11), Counter-Strike 2 (9), Rocket League (9), Counter-Strike: Global Offensive (7), Overwatch (3), and Overwatch 2 (3). Other games were mentioned only once or twice. A total of 57 respondents (71.3%) played either professionally or for an amateur esports club; 48 participants (60%) had competed for their university team; and 31 players (39%) had played for both a university and a club. Seven respondents (8.7%) had not played for a team or university but regularly competed in tournaments and were therefore retained in the sample.

Participants reported a wide range of esports experience, from 2 to 240 months (20 years), with large variation in central tendency measures ($M = 63.09$; $Mdn = 49$; $SD = 57.7$). Daily gaming time ranged from 1 to 10 hours ($M = 4.5$; $Mdn = 4$; $SD = 2.43$). Tournament participation also varied considerably, ranging from 1 to 200 competitions ($M = 18.46$; $Mdn = 7$; $SD = 31.1$).

Results

Motives for Playing

Table 1 presents the reported motivations of participants. Due to violations of normality, descriptive statistics include the mean and standard deviation, as well as the median and range. Motivation items are thematically grouped. The first ten items represent personal growth and goal achievement motives. This scale demonstrated high internal consistency, with a Cronbach's alpha of 0.80, indicating very good reliability. As shown in Table 1, these motives received high average ratings, suggesting they are strongly endorsed by players. The next four items reflect extrinsic motivation—focused on status and tangible rewards. The reliability of this four-item scale was acceptable ($\alpha = 0.70$). The following three items represent social motives, but the internal consistency was lower ($\alpha = 0.68$), so these items were not treated as a unified scale. The final two items represent miscellaneous motives, which were moderately represented in the sample and not grouped onto a scale due to low internal consistency.

Among all individual items, competitiveness emerged as the strongest single motivator. Other highly endorsed motives included the desire to test one's performance, skill development, and the pursuit of achievement. In contrast, motives related to gaining social power, fame, and financial benefit were rated lower.

Table 1: Descriptives for Motivation for participation in Esports (N=80)

PERSONAL GROWTH AND ACHIEVEMENT items (Chronbach $\alpha = 0,8$)				
<i>I was motivated by...</i>	M	Mdn	SD	Range
..the desire to compete	4,48	5,00	,75	4
..the possibility of developing my own skills	4,20	4,00	,88	3
..my own pursuit of high personal standards	3,70	4,00	1,22	4
..the possibility of testing my own performance	4,23	4,00	,9	3
..by the desire to achieve	4,28	4,00	,73	3
..the possibility of finding a purpose in life	2,95	3,00	1,34	4
..the possibility of developing my own self-confidence	3,13	3,00	1,12	4
..the possibility of developing strategic ingenuity	3,73	4,00	1,13	4
..the possibility of improving my own cognitive abilities	3,39	4,00	1,25	4
..the possibility of personal growth and development	3,93	4,00	1,08	4
TOTAL - personal growth and achievement motives	3,8	3,9	0,64	3,4
EXTRINSIC MOTIVES items (Chronbach $\alpha = 0,7$)				
<i>I was motivated by...</i>	M	Mdn	SD	Range
..the possibility of financial earnings	2,74	2,00	1,43	4
..the possibility of fame	2,65	2,00	1,26	4
..the possibility of receiving recognition for the effort put in	3,54	4,00	1,21	4
..the possibility of achieving a position of power within society	2,19	2,00	1,22	4
TOTAL – extrinsic motives	2,78	2,75	0,93	4
SOCIAL motives items (Chronbach $\alpha = 0,68$)				
<i>I was motivated by...</i>	M	Mdn	SD	Range
..the possibility of building social relationships	3,20	3,00	1,25	4
..the fact that I can be part of the esports community	3,70	4,00	1,08	4
..the possibility of teamwork	3,68	4,00	,97	4
OTHER motives				
<i>I was motivated by...</i>	M	Mdn	SD	Range
..the fact that the game is visually attractive	3,01	3,00	1,36	4
..by escape from boredom	3,19	3,50	1,26	4

Comparison of Playing Motivations Across Different Participant Groups

A correlational analysis (Spearman's rho) was conducted between individual motivation items and variables such as esports tenure, daily play time, and number of tournaments played. Several significant associations were identified, with the most noteworthy reported here. Players who reported higher daily play time also rated the motivation to find purpose in life as more important ($r = 0.26$, $p < .01$). Interestingly, this motive was otherwise among the least endorsed items in the personal development category. As expected, a significant correlation was also found between the number of tournaments played and the motivation to compete ($r = 0.32$, $p < .01$).

Also, players who competed for clubs ($N = 57$) were compared with those who did not ($N = 23$) in terms of their reported motivations. No significant differences were found for any individual motivation.

Further group comparisons were then conducted based on other player characteristics, including the number of tournaments played, average daily play time, and total esports experience (in months). The findings are presented in the following section.

By number of tournaments played - the distribution of tournaments played among participants was highly variable, ranging from 1 to 200. Respondents were categorized into three groups:

1. Low experience: 1–5 tournaments (beginners / less experienced, N = 36; 46.2%)
2. Moderate experience: 6–20 tournaments (moderately experienced, N = 14; 17.9%)
3. High experience: 25–200 tournaments (highly active competitors, N = 28; 35.9%)

After dividing participants into groups, one-way ANOVAs were conducted to examine differences in two motivation scales and in responses to the question of whether gaming could be compared to addiction. No statistically significant differences were found ($p > .05$). However, certain trends emerged, suggesting that more experienced esports players report higher levels of achievement motivation and lower tendencies to identify gaming as addictive.

Per day play (in hours), respondents were categorized into three groups:

1. Low play time: 1–3 hours per day (N = 31; 38.8%)
2. Moderate play time: 3.5–5.5 hours per day (N = 25; 31.2%)
3. Intensive play time: 6–10 hours per day (N = 24; 30%)

Group differences were tested using ANOVA on two motivation scales. The analyses yielded no significant F-ratios ($p > .05$), suggesting that participants entered esports with similar motivational profiles, regardless of how much time they currently dedicate to it daily.

By seniority in esports (months of playing), respondents were categorized into three groups:

1. Low experience: 0–35 months (beginners and relatively new players; N= 27; 33,8%)
2. Moderate experience: 36–83 months (fairly involved, N= 29; 36,3%)
3. High experience: 84+ months (long-term players; N= 24; 30%)

No significant differences in motivation were found across these groups. ANOVA yielded non-significant F-ratios ($p > .05$), indicating that motivation did not vary based on the duration of esports involvement.

Consequences of Esports

Table 2 presents descriptive statistics for items assessing the perceived positive and negative outcomes of esports participation. As shown, most items received relatively high

ratings (between 3.5 and 4.2), with negatively skewed distributions, suggesting that participants generally perceived the effects of esports to be positive. The highest-rated items included team communication ($M = 4.24$), hand-eye coordination ($M = 4.23$), strategic thinking ($M = 4.19$), as well as continuous growth, cooperation, and cognitive gains (all $M \approx 3.9$ – 4.0). In contrast, items reflecting negative consequences—such as academic performance and addiction—were rated notably lower. Furthermore, the low to moderate standard deviations across items suggest a relatively consistent pattern of responses among participants.

Table 2: Descriptives for Consequences of Esports

PERSONAL DEVELOPMENT SCALE (Chronbach $\alpha = 0,86$)				
<i>As a result of my involvement in esports, I..</i>	M	Mdn	SD	Range
..have greater emotional self-control	3,44	4,00	1,26	4
..strive more for my own continuous growth and improvement	3,95	4,00	,97	4
..have more confidence	3,65	4,00	1,07	4
..find it easier to set and achieve goals	3,54	4,00	1,08	4
..find myself striving for higher personal standards	3,71	4,00	1,09	4
..find it easier to maintain a positive attitude	3,51	4,00	1,13	4
..enjoy life more	3,68	4,00	1,08	4
..accept new challenges more easily	3,81	4,00	,92	4
..can better deal with psychological pressures such as stress	3,89	4,00	1,13	4
..achieved significant positive personal development	3,89	4,00	,86	4
.. find it easier to establish consistent habits and routines	3,00	3,00	1,22	4
TOTAL - personal development scale	3,64	3,73	0,69	3,55
COGNITIVE BENEFITS SCALE (Chronbach $\alpha = 0,83$)				
<i>As a result of my involvement in esports, I..</i>	M	Mdn	SD	Range
...have better hand-eye coordination	4,23	4,00	,91	4
..have better cognitive abilities	3,94	4,00	1,01	4
..find it easier to adapt to new situations	3,98	4,00	,87	4
..believe that I am better at strategic thinking	4,19	4,00	,87	4
..have greater concentration	3,51	4,00	1,18	4
TOTAL – cognitive benefits scale	3,97	4,00	,76	3,6
SOCIAL BENEFITS SCALE (Chronbach $\alpha = 0,83$)				
<i>As a result of my involvement in esports, I..</i>	M	Mdn	SD	Range
..communicate better in a team environment	4,24	4,00	,85	3
..have built important social relationships for me	3,83	4,00	1,04	4
..feel that I belong to a community that is important to me	3,84	4,00	,92	4
..find it easier to better cooperate with others	3,94	4,00	,89	4
TOTAL - social benefits scale	3,96	4,00	,68	3
NEGATIVE CONSEQUENCES ITEMS				
<i>As a consequence of my involvement in esports I..</i>	M	Mdn	SD	Range
..had certain psychological problems (e.g. increased anxiety)	2,63	2,00	1,31	4
..noticed a deterioration in my social relationships outside of esports (e.g. less time for socializing, loss of some relationships...)	2,84	2,00	1,39	4
..noticed a deterioration in my own academic performance	2,50	2,00	1,54	5
My gaming can be compared to addiction	2,63	2,00	1,32	4

The table also shows that the items were grouped into 3 scales with high internal consistency (Cronbach's $\alpha \geq 0.83$), representing: personal development (11 items), cognitive benefits (5 items), social benefits (4 items), and four remaining items describing negative consequences.

Comparison of the Positive Consequences of Gaming in Different Groups of Subjects

To examine perceived Personal Development Benefits from esports, three one-way ANOVAs were conducted to assess potential differences based on the number of tournaments played, average daily play time, and total months of esports experience. In all three cases, no statistically significant group differences were found ($p > .05$), suggesting that participants perceived personal development is not determined by their competitive experience, time invested in gameplay, or length of involvement in esports. In other words, players seem to perceive personal development benefits early on in their competitive engagement.

The same grouping variables were used to compare participants on the Cognitive Benefits scale. A one-way ANOVA examining differences by tournament experience showed a statistically significant effect, $F(2, 75) = 3.626$, $p = .031$. A post hoc Tukey HSD test revealed that participants who had competed in 25–200 tournaments reported significantly greater cognitive benefits ($M = 4.36$) than those with only 1–5 tournaments ($M = 3.77$; $p = .025$). No significant differences were observed between the other group pairs ($p > .05$). These findings suggest that greater tournament experience is associated with enhanced perceived cognitive benefits—such as improved strategic thinking, concentration, and coordination—whereas such differences are less evident among those with lower or moderate levels of competition. No significant differences were found based on months of experience or daily play time, indicating that only competitive tournament exposure is linked to higher cognitive gains.

Group comparisons were also made for the Social Benefits scale. ANOVA based on months of esports experience showed no statistically significant differences ($F(2, 77) = 2.329$, $p = .104$). However, daily play time yielded a significant group effect ($F(2, 77) = 3.827$, $p = .026$). A post hoc Tukey HSD test showed that participants who played a moderate amount (3.5 to 5.5 hours per day) reported significantly greater social benefits ($M = 4.24$) compared to those with low daily play time (1 to 3 hours; $M = 3.75$, $p = .020$). No significant differences were found between the remaining group pairs. Tournament frequency was again found associated with significant group differences on the Social Benefits scale ($F(2, 75) = 4.128$, $p = .020$). Post hoc analysis using the Tukey HSD test revealed that participants with the highest number of tournaments (25–200) reported significantly higher social benefits ($M = 4.36$) compared to those with the lowest number of tournaments (1–5; $M = 3.78$, $p = .014$). Differences between other groups were not statistically significant. Although participants with the most tournament experience (25–200 tournaments) and those with moderate daily play time (3.5 to 5.5 hours) showed the highest scores on the Social Benefits scale, a cross-tabulation analysis indicated

that these two groups only partially overlapped. Specifically, only 31.3% of the most experienced competitors (by number of tournaments) belonged to the moderate daily play group, while the majority (50%) were part of the high daily play group. Conversely, participants in the moderate daily play group were distributed across all three tournament experience groups. These results suggest that tournament experience and daily play time represent distinct dimensions of esports involvement and contribute independently to the perception of social benefits derived from esports participation.

Finally, participants were also compared based on whether they were members of a professional or amateur esports club ($N = 57$) or not ($N = 23$). The rationale for this comparison lies in the assumption that these two groups differ in the conditions under which they play—club-affiliated players typically operate in more structured or professional environments, often involving team coordination, coaching, and in some cases, financial compensation. A significant difference was found only for the Social Benefits scale, with club-affiliated players reporting higher social benefits ($M_{\text{club}} = 4,06$, $M_{\text{non-club}} = 3,71$, $t=2,05$; $p<0,05$). Additional comparisons between the two groups were made across all other individual perceived outcome items. Several statistically significant differences emerged, all favoring the club members. For example, club-affiliated players were more likely to report improved emotional self-regulation as a result of esports participation ($M_{\text{club}} = 3,63$, $M_{\text{non-club}} = 2,96$, $t=2,22$; $p<0,05$), better team communication ($M_{\text{club}} = 4,42$, $M_{\text{non-club}} = 3,78$, $t=3,23$; $p<0,01$), and a stronger drive for continuous growth and improvement ($M_{\text{club}} = 4,11$, $M_{\text{non-club}} = 3,57$, $t=2,34$; $p<0,05$). These findings suggest that while esports participation in general can be associated with various positive outcomes, such effects may be especially pronounced among those who play as part of an organized club structure.

Comparison of the Negative Consequences of Gaming in Different Groups of Subjects

To assess the perceived negative consequences of esports participation, four items were analyzed, addressing issues such as addiction, psychological difficulties, impaired social relationships, and academic decline. For each item, one-way ANOVAs were conducted based on three participant characteristics: number of tournaments played, average daily play time, and total months of esports involvement. In all cases, the analyses revealed no statistically significant differences between groups. In other words, participants with varying levels of competitive experience, gaming intensity, or esports tenure did not differ significantly in their self-reported experience of negative consequences related to esports participation.

To further examine the relationships between participant characteristics (daily play time, number of tournaments played, esports tenure, and age) and the negative consequences of esports participation, Spearman's rank-order correlations were conducted between these variables and the four relevant items (Table 3). Significant associations ($p < .05$) were found for daily play time, which positively correlated with both perceived addiction ($r = .244$, $p = .032$) and decline in academic performance ($r = .244$, $p = .032$). These positive correlations suggest that the more time participants spend playing esports daily, the more likely they are to report academic difficulties and perceive their behavior as addictive. Additionally, younger participants were more likely to report academic decline ($r = -.248$, $p = .029$).

Several significant intercorrelations among the negative outcome variables were also observed. Psychological difficulties were strongly correlated with deterioration of social relationships ($r = .395$, $p < .001$), while academic decline was positively associated with both perceived addiction ($r = .244$, $p = .032$) and worsening social relationships ($r = .334$, $p = .003$). Interestingly, no significant correlations were found between the number of tournaments played or months of esports experience and any of the negative consequences. In other words, addiction was not significantly associated with either tournament frequency or esports tenure. These findings suggest that daily gaming intensity (hours played) and age are more predictive of perceived negative outcomes than the duration or depth of competitive involvement. The strongest correlations were observed among the negative outcomes themselves, indicating potential mutual reinforcement effects—for example, those experiencing psychological distress were also more likely to report academic difficulties and social withdrawal.

Table 3: Spearman Correlations Between Esports Player Characteristics and Negative Consequences

Negative Consequence	Daily Play Time	Tournaments number	Esports Tenure (Months)	Age
Gaming comparable to addiction	0.24 (.032)*	-0.22 (.051)	0.11 (.338)	0.13 (.239)
Deterioration in social relationships	0.19 (.091)	0.05 (.651)	0.00 (1.000)	-0.05 (.631)
Psychological problems	0.22 (.055)	-0.07 (.544)	0.02 (.860)	0.02 (.886)
Academic performance decline	0.24 (.032)*	-0.18 (.120)	0.06 (.635)	-0.25 (.029)*

Note. Values represent Spearman's rho coefficients with corresponding p-values in parentheses. * $p < .05$. ** $p < .01$.

Discussion and Conclusion

Discussion

The aim of this study was to examine the psychological dimensions of competitive esports involvement among active players, with a focus on motivation, perceived positive and

negative outcomes, and group differences. The findings are presented and discussed in the same order as analyzed.

Players most strongly endorsed personal growth and achievement motives, particularly the desire for competition (as the strongest one), performance testing, skill development, and striving for achievement. All these motives were rated with an average score above 4.00, suggesting that they are highly salient motives for competitive participation in esports. These items also demonstrated low to moderate standard deviations, the lowest among all motives, indicating a robust pattern likely generalizable to other professional esports contexts. This finding is consistent with previous studies, as competition lies at the core of sports participation. For example, Weiss and Schiele (2013) surveyed 360 competitive esports players and found competition to be the most salient predictor of daily gaming time, followed by challenge and escapism.

Social motives were the second most prominent group, with average ratings between "good" and "very good", suggesting that the opportunity to build relationships and be part of a team or gaming community plays a meaningful role in esports engagement. This is supported by Martončík (2015), who found that affiliation and social interaction were among the key motives differentiating esports players from casual gamers, emphasizing the value of being part of a team or competitive community.

In this research, extrinsic motives (such as fame, social power, and financial gain) were also assessed, given the reality that tournaments often offer tangible rewards. However, they were rated the lowest in our sample, suggesting that intrinsic motives are more central in driving esports participation. This aligns with the findings of Horoszkiewicz et al. (2023), who noted that while extrinsic rewards can attract players to esports, overreliance on them may lead to burnout, whereas intrinsic motivation (enjoyment, self-improvement) supports sustained engagement.

Our findings also indicate that higher daily play time is associated with a stronger motivation to find life purpose, suggesting a more introspective or existential dimension among more engaged players. In contrast, the number of tournaments played correlated positively with competitiveness, reflecting a performance-oriented motivation among players with greater competitive experience. These results align with the observation by Kim and Thomas (2015, as

cited in Bányai et al., 2019) that greater involvement in structured competition promotes shifts in identity and goal orientation.

However, no significant differences in motivation were found based on club membership, number of tournaments played, daily hours of play, or length of esports engagement. This suggests a relatively stable motivational profile among players, regardless of experience level or intensity of participation. Nevertheless, some patterns emerged regarding tournament experience—namely, players with high tournament involvement (25–200 tournaments) tended to report stronger achievement motivation. This result (although not significant) may indicate increased self-regulation and goal orientation developed through exposure to competitive play.

Overall, participants reported high levels of perceived benefits across all three domains: personal development, cognitive gains, and social benefits. The highest average score ($M = 3.97$) was observed on the cognitive benefits scale, especially for items like hand-eye coordination and strategic thinking. The most highly rated individual item was improved team communication ($M = 4.24$) from social benefits scale, which itself was rated very highly ($M=3.96$). The personal development scale also showed strong endorsement ($M=3.64$), suggesting that players recognize diverse and meaningful benefits from their esports involvement. Negative outcomes, such as academic decline and perceived addiction, were rated considerably lower.

Further analysis revealed no significant group differences for personal development outcomes, suggesting that players begin to experience these benefits early in their competitive journey—regardless of tournament frequency, play time, or esports tenure. In contrast, cognitive benefits were significantly higher among participants with high tournament experience (25–200 tournaments) compared to those with low experience (1–5 tournaments), while no significant differences were found for play time or tenure. This finding echoes previous research (e.g., Glass et al., 2013; Imanian et al., 2024), which showed that structured engagement in cognitively demanding games can lead to improvements in visual processing, concentration, and logical reasoning.

Social benefits were significantly higher among participants who reported moderate daily play time (3.5–5.5 hours) compared to those with low play time (1–3 hours), and among those with high tournament experience compared to low. These findings highlight the unique contribution of both variables—tournament experience and daily play time—as distinct but independently important dimensions of esports engagement. Notably, cross-tabulation showed

only partial overlap between these two groups, suggesting they reflect separate aspects of player involvement. This reinforces the importance of evaluating multiple dimensions of gaming behavior when assessing psychosocial outcomes. Moreover, findings suggest a nonlinear relationship between tournament frequency and daily play time, as no significant correlation was found between these two variables. This indicates that these dimensions of involvement capture different aspects of esports engagement. It may be hypothesized that the dynamics of gameplay vary depending on the player's stage in their esports career, with certain periods characterized by intense participation in tournaments, while others involve more casual or skill-building daily play.

Furthermore, club-affiliated players also reported significantly greater social benefits, as well as higher scores on specific items such as emotional regulation, team communication, and continuous personal improvement. This aligns with other research (Carbonie et al., 2018; Tang, 2018) showing that structured, team-based gaming environments foster emotional control, collaboration, and social cohesion.

As for perceived negative outcomes, they were generally rated low. No significant group differences were found based on tournament experience, daily play time, or esports tenure. However, correlational analysis showed that higher daily play time was positively associated with both perceived addiction and academic decline. Additionally, younger participants reported greater academic difficulties. These findings support those of Andreassen et al. (2016), who found that problematic gaming behavior is more prevalent among young, male, single players, especially those with symptoms of ADHD, OCD, and depression.

Finally, intercorrelations among the negative outcomes revealed strong associations between psychological problems and social deterioration, and between academic decline and both perceived addiction and social strain. This suggests that negative outcomes may co-occur and potentially exacerbate one another—a finding echoed in Bäcklund et al.'s (2022) meta-analysis, where escapism, competition, and social motives were all found to be associated with gaming disorder symptoms.

Conclusion

Esports is a dynamic and rapidly evolving field, attracting a growing number of players, teams, sponsors, and global audiences. Yet, academic understanding of the psychological implications of esports participation lags behind this development. The current study contributes to narrowing that gap by providing empirically grounded data on player motivations

and perceived outcomes, specifically among players who are actively engaged in the structured competitive scene.

The study offers insights into several psychological dimensions of competitive esports participation, highlighting the predominance of intrinsic motivations—particularly achievement, competition, and personal development—among active players. The findings also indicate that players perceive substantial personal, cognitive, and social benefits from their engagement in esports, while reporting relatively low levels of negative consequences such as addiction or academic decline. Notably, tournament experience emerged as a significant factor associated with enhanced cognitive and social benefits, suggesting the importance of structured competitive exposure in shaping positive outcomes.

However, recruiting professional or semi-professional esports players as study participants is inherently challenging, given the niche nature of this population. Therefore, study limitations must be acknowledged, starting from a relatively small ($N = 80$) sample size, which limits statistical power and generalizability. Another potential limitation lies in the reliance on self-reported data. It is plausible that participants underreported negative experiences such as stress, burnout, or problematic gaming behaviors, either due to social desirability bias or because such consequences may not yet have fully emerged in their careers. Also, most participants were still early in their competitive journey and primarily based in a regional (rather than international elite) context, so it is possible that the psychological demands faced by global-level professionals—who often train under greater pressure and visibility— would yield different patterns of strain.

Future research should strive for larger and more diverse samples, including international comparisons and longitudinal designs to track changes in player experience over time. It is also recommended to complement self-report measures with objective performance data, behavioral tracking, or clinical assessments where possible. Particular attention should be paid to the mental health trajectories of elite players, who may be more exposed to performance-related pressures.

In conclusion, while esports present clear opportunities for personal and social development, it also raises important questions about long-term well-being and balance. As the industry continues to grow, it is vital that researchers, educators, and stakeholders develop evidence-based frameworks that can support healthy engagement, especially among young and emerging players.

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The Importance of Breastfeeding Counseling in Maternal and Infant Health and a New Generation Educational Approach: Lactaverse

Sinem Ceylan

Ankara Medipol University, Faculty of Health Sciences, Department of Midwifery, TURKEY
E-mail: ceylansinem1@gmail.com | ORCID No: 0000-0002-8934-0356

Glten Gven

University of Health Sciences, Glhane Faculty of Nursing, TURKEY
E-mail: guvencgulden@yahoo.com | ORCID No: 0000-0002-8330-9497

Abstract

This review study examines breastfeeding counseling, which is critically important for maternal and infant health, and the Lactaverse model developed as an innovative approach in nursing education based on metaverse technology. Despite the World Health Organization and UNICEF's recommendation of exclusive breastfeeding for the first six months, breastfeeding rates worldwide have not reached desired levels. The lack of standardization in breastfeeding counseling education and limited practical opportunities necessitate the development of new educational methodologies. Within the scope of using current technological developments in health education, metaverse technology offers significant opportunities in nursing education. The Lactaverse model aims to provide nursing students with breastfeeding counseling skills in a three-dimensional interactive learning environment using virtual anatomical models and mother-baby avatars. The literature reports that virtual reality technologies strengthen knowledge acquisition, skill development, and empathy-building abilities in nursing education. Metaverse technology is considered an innovative approach in breastfeeding counseling education with advantages such as offering the opportunity to practice repeatedly without time and space limitations, providing learning opportunities without risk, and cost-effectiveness. The widespread adoption of digital educational platforms like Lactaverse in nursing education has the potential to contribute to improving the quality of breastfeeding counseling services and consequently maternal and infant health.

Keywords: Breastfeeding consultancy, breast milk, Lactaverse ,metaverse, nursing education, virtual reality

Introduction

Despite the World Health Organization (WHO) and UNICEF's recommendations that infants be exclusively breastfed for the first six months of life, global breastfeeding rates have yet to reach the desired levels(Rollins et al., 2016). In response to this shortfall, numerous

countries have implemented strategic plans since the late 1980s, introducing breastfeeding policies, launching the Baby-Friendly Hospital Initiative, and promoting breastfeeding through the active involvement of healthcare professionals (Rollins et al., 2016; World Health Organization (WHO) & United Nations International Children's Emergency Fund (UNICEF), 2021). Breastfeeding counselling services play a pivotal role in enhancing breastfeeding rates. Empirical evidence indicates that education and support provided by lactation consultants during the antenatal and postnatal periods exert a positive influence on the duration of breastfeeding (Jonsdottir et al., 2014). This review examines the significance of breastfeeding counselling, the role of nurses in providing such counselling, and the LactaVerse model—a new-generation educational approach developed in this context.

Method

This review was conducted using an integrative literature review approach in order to explore the significance of breastfeeding counselling, the role of nurses in this context, and the potential of Metaverse-based educational models such as LactaVerse. A comprehensive search was carried out in internationally recognised databases including PubMed, Scopus, Web of Science, and Google Scholar.

Studies published between 2000 and 2024 in English and Turkish were included to ensure both global and local relevance. The following keywords were used in various combinations: *“breastfeeding counselling”*, *“nursing education”*, *“lactation consultants”*, *“empathy in nursing”*, *“virtual reality in healthcare”*, *“Metaverse in nursing”*, and *“LactaVerse”*. Additional filters included peer-reviewed articles, meta-analyses, systematic reviews, and original research articles relevant to the fields of nursing, midwifery, public health, and medical education.

The selection process involved three main stages: (1) initial screening of titles and abstracts, (2) full-text review based on relevance to the research objectives, and (3) critical appraisal of methodological quality. Studies that addressed the effectiveness of breastfeeding counselling, the educational preparation of nurses, and the use of virtual technologies in healthcare training were prioritised.

This method enabled the synthesis of diverse findings to provide a multidimensional understanding of current practices, educational gaps, and future opportunities in breastfeeding counselling, with particular emphasis on the integration of advanced digital technologies in nursing education.

Results

The Importance of Breastfeeding Counselling

A breastfeeding counsellor is defined as a healthcare professional who has received specialised training to address the needs and concerns of mothers and infants regarding breastfeeding, to identify, prevent, and resolve breastfeeding-related issues (Brooks et al., 2016; Chetwynd et al., 2013). Common reasons why mothers seek support from breastfeeding counsellors include breast milk jaundice, perceived insufficient milk supply, concerns that the infant is not satiated, difficulties with latching or sucking, breast refusal, and a lack of knowledge about correct breastfeeding techniques (Bazzano et al., 2016).

Employing the correct breastfeeding technique not only ensures effective milk transfer to the infant but also helps prevent breast-related complications. Effective latching allows for complete drainage of the breast, thereby stimulating further milk production. Although the act of sucking is instinctive, breastfeeding itself is a learned skill. Counselling that provides mothers with proper guidance on breastfeeding techniques plays a crucial role in preventing a wide range of breastfeeding challenges (Tiruye et al., 2018).

Research indicates that mothers who receive breastfeeding education are more likely to exclusively breastfeed during the first six months of their infant's life (ÇALIK et al., 2017). A study conducted in Türkiye demonstrated that breastfeeding counselling provided during the postpartum hospital stay positively influenced mothers' breastfeeding self-efficacy and their likelihood of exclusive breastfeeding (GÖLBAŞI et al., 2019). Furthermore, a meta-analysis conducted in 2018 found a significant correlation between higher levels of breastfeeding education and increased breastfeeding intention and continuation rates (Hojat et al., 2015).

The Role of Nurses in Breastfeeding Counselling

The World Health Organization (WHO) and UNICEF have outlined the critical role of nurses in breastfeeding counselling under seven key points (Arifoğlu & Razi, 2011):

1. Nurses are primary healthcare providers for women and children during the antenatal, perinatal, and early childhood periods, delivering services across a variety of settings.
2. All nurses are capable of emphasising the importance of breastfeeding, offering support, and safeguarding mothers from barriers that may hinder successful breastfeeding.
3. Supporting breastfeeding is not an additional task for nurses but a core professional competency.

4. When complex challenges arise, nurses with advanced training and expertise collaborate with other healthcare providers to deliver specialised lactation support.
5. Nurses provide individualised information and care, fostering trust-based relationships that empower mothers to feed their infants confidently.
6. Beyond clinical care, nurses also serve as educators, managers, leaders, and policy-makers.
7. Nurses practise across a broad range of specialisations, including neonatology, community health, and mental health.

The role of nurses in breastfeeding counselling is of paramount importance. Studies consistently demonstrate that nurse-led breastfeeding counselling has a significant positive impact on both breastfeeding success and duration (Fahim et al., 2023; Şimşek Çetinkaya et al., 2022). A study conducted in Türkiye found that breastfeeding counselling provided by nurses during the postpartum period enhanced maternal breastfeeding success (Fata & Atan, 2018).

The Importance of Empathy Skills in Breastfeeding Counselling

The significance of empathy in breastfeeding counselling is undeniable. One of the fundamental aims of nursing education is to cultivate students' empathetic tendencies and enhance their communication skills through empathy (Arifoğlu & Razi, 2011). Nurses, with their care-oriented and holistic approach, consider individuals as integrated beings, and in breastfeeding counselling, they are expected to demonstrate psychosocial competencies that address women's psychological, social, and emotional dimensions (Hojat et al., 2015).

During the breastfeeding period, mothers require not only physical support but also substantial emotional support (Durmazoğlu et al., 2020; Maleki Saghooni et al., 2021). Nurses' possession of strong empathy skills is considered a key component of care quality, particularly in enhancing maternal adaptation to the postpartum period and boosting self-efficacy in breastfeeding (IM, 2015). A study conducted in Türkiye revealed that during the breastfeeding period, mothers expect nurses to demonstrate respect, empathy, sincerity, understanding, trust, and helpfulness (Durmazoğlu et al., 2020).

Methods of Breastfeeding Counselling Education

In Türkiye, breastfeeding counselling education has been conducted in cooperation with UNICEF since the launch of the "Promotion of Breastfeeding and Baby-Friendly Health Facilities Programme" in 1991. The training comprises 17 hours of theoretical instruction and

3 hours of practical application (T.C. SAĞLIK BAKANLIĞI et al., n.d.). Within undergraduate curricula, disciplines such as midwifery, nursing, nutrition and dietetics, and medicine also include breastfeeding education (Gülten et al., 2018).

Internationally, the International Board of Lactation Consultant Examiners (IBLCE) offers certification for breastfeeding counsellors. Candidates must complete between 300 and 1000 hours of clinical practice and pass a qualifying examination to receive certification (Clinical Competencies for the Practice of International Board Certified Lactation Consultants® (IBCLCs®), 2018; Schanler et al., 2013).

When examining breastfeeding training for healthcare professionals, various teaching techniques are observed. Most hands-on training uses real patients and employs demonstration-based practice. However, the literature highlights a lack of high-quality studies evaluating such education and a notable absence of standardisation across institutions (Chuisano & Anderson, 2020).

The Use of Metaverse as a Learning Environment in Health Education

The Metaverse is a network of virtual environments where users interact with each other or with digital objects. In this space, users operate through three-dimensional digital avatars that represent them (Kye et al., 2021; Lee et al., 2018). In recent years, many countries have started integrating virtual simulations into nursing programmes, including foundational skills, internal medicine, surgical nursing, maternity, and paediatric care (Shorey & Ng, 2021).

Metaverse technology enables health sciences students to acquire comprehensive and immersive anatomical insights. In nursing education, the use of the Metaverse presents key advantages such as safety without posing risks to patients, time and cost efficiency, global accessibility, and repeatability (Choi et al., 2022; Coyne et al., 2021; Fealy et al., 2019).

Studies in the literature have confirmed that virtual reality technologies in nursing education positively influence knowledge acquisition and professional competencies when compared to traditional methods (Shorey & Ng, 2021). Furthermore, virtual reality is increasingly used to teach soft skills such as empathy and communication (Bracq et al., 2019; Dyer et al., 2018).

LactaVerse: A Metaverse-Based Breastfeeding Counselling Education Model

Considering the World Health Organization's global target of achieving at least a 50% exclusive breastfeeding rate during the first six months by 2025, Türkiye's 30% rate reported

in the 2018 Demographic and Health Survey (TNSA) indicates a significant shortfall (Çavlin & Seçkiner, 2018). In this context, it is crucial for undergraduate nursing students to acquire breastfeeding counselling skills as part of their formal education.

Within the scope of this study, a Metaverse-based educational model named "LactaVerse" has been developed. The prefix "Lacta" refers to the process of lactation, while the suffix "Verse" symbolises the broader universe, encompassing both physical and virtual domains. In the LactaVerse environment, both students and instructors coexist in the same virtual space, enabling an interactive educational experience. This learning environment, accessible by up to 75 students through virtual headsets, offers synergistic opportunities for both nursing students and academic staff. The aim of LactaVerse is to enhance students' practical exposure to breastfeeding scenarios and to build their confidence in delivering breastfeeding counselling through immersive simulation(Ceylan,2024).

Compared to real-patient training, Metaverse-based education involves less risk to patients and allows students to practise repeatedly until they master the necessary skills. The educational method developed through this study has the potential to be applied beyond breastfeeding, serving as a foundational step towards establishing virtual laboratories in undergraduate nursing education (Damar & Turhan Damar, 2021).

Conclusion

Breastfeeding counselling plays a vital role in protecting and promoting the health of both mothers and infants. Nurses occupy a central position in the provision of such counselling and must be well-trained in this field. The Metaverse-based LactaVerse educational model represents an innovative approach to equipping nursing students with breastfeeding counselling skills. By offering repeated, interactive practice opportunities in a virtual reality environment, the model prepares students to support mothers more effectively upon entering the profession. The development and implementation of innovative educational models like LactaVerse will enhance the quality of breastfeeding counselling and contribute significantly to improving public health outcomes.

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Erasmus Students' Challenges and Opportunities in English-Medium Instruction (EMI) Classrooms

Mehmet Birgün

Researcher/Lecturer Dr., Groningen University, m.birgun@rug.nl , 0000-0001-6487-3554,
The Netherlands

Abstract

English-Medium Instruction (EMI) classrooms offer Erasmus students unique opportunities for academic growth and intercultural learning. However, navigating EMI environments is often a complex experience for these highly mobile students, who bring diverse linguistic and educational backgrounds to the classroom. This study explores Erasmus students' perceptions of both the challenges and opportunities they encounter in EMI courses. Using a qualitative research design, data were collected through an open-ended online questionnaire completed by 18 Erasmus students with varying levels of EMI exposure. Most students shared the difficulties they face in understanding lectures due to issues such as pronunciation clarity, speech speed, and technical vocabulary. Participation anxiety and inconsistent EMI practices where teaching language and assessment language do not always align further contribute to their challenges. Yet, among these obstacles, students also described valuable learning gains and personal growth. Many reported improvements in their English language proficiency, greater confidence in using English in academic settings, and an enhanced ability to access and engage with international academic materials. They also valued the intercultural perspectives gained through the EMI experience. By bringing the voices of Erasmus students fore, underscores the importance of fostering inclusive teaching practices and institutional consistency to ensure that EMI classrooms truly support the diverse students they aim to serve.

Keywords: Erasmus Students, English Medium Instruction (EMI), Challenges, Institutional Support

Introduction

In the past two decades, English-Medium Instruction (EMI) has gained significant momentum in higher education institutions worldwide. Driven by the forces of internationalization and the global dominance of English as an academic lingua franca, universities across Europe and beyond increasingly adopt EMI as a means to attract

international students and enhance the employability of their graduates (Dearden, 2014; Macaro et al., 2018). Among these international student populations, Erasmus students represent a unique and highly mobile group, whose experiences within EMI classrooms are shaped by both linguistic and intercultural dynamics. While EMI is often promoted as a vehicle for academic excellence and international engagement, the realities faced by Erasmus students in EMI classrooms are far from clarity. These students often encounter linguistic, cultural, and pedagogical challenges that may hinder their learning and integration. At the same time, EMI settings also offer valuable opportunities for personal growth, intercultural exchange, and the development of advanced academic literacies (Smit & Dafouz, 2012). Understanding how Erasmus students navigate the complex terrain of EMI classrooms is therefore crucial for improving the quality and inclusivity of EMI.

This study is informed by a sociocultural perspective on language and learning (Lantolf & Thorne, 2006), which views language not merely as a vehicle for conveying information but as a key mediator of cognitive and social development. In EMI classrooms, this perspective highlights the importance of interaction, scaffolding, and contextualized language use in facilitating student learning. Furthermore, the study draws on the concept of academic literacies (Lea & Street, 1998), which emphasizes the situated and socially constructed nature of academic language practices. For Erasmus students, mastering the linguistic and discourse conventions of EMI classrooms requires more than language proficiency; it involves acculturation into new academic norms and expectations. Research on EMI has expanded considerably in recent years, addressing issues such as language policies, lecturer and student experiences, and pedagogical practices (Macaro, 2018; Wächter & Maiworm, 2014). However, studies focusing specifically on Erasmus students in EMI contexts remain relatively scarce. Existing research indicates that international students, including Erasmus participants, often face significant linguistic challenges in EMI classrooms (Doiz et al., 2013). These include difficulties in understanding lectures, participating in discussions, and producing academic texts in English (Kuteeva, 2014). Cultural differences in classroom interaction styles and expectations further complicate the learning experience (Smit & Dafouz, 2012).

At the same time, EMI classrooms provide ground for intercultural learning and the development of global competencies (Macaro et al., 2018). Studies have shown that, despite initial challenges, many Erasmus students report enhanced intercultural awareness and improved academic English skills through their EMI experiences. Yet, gaps remain in our understanding of how Erasmus students experience and negotiate these challenges and

opportunities. The purpose of this study is to explore the challenges and opportunities experienced by Erasmus students in EMI classrooms. The research seeks to illuminate how these students navigate linguistic, academic, and intercultural demands, and how they perceive the support provided by lecturers and institutions.

Method

This study adopts a qualitative research design to gain in-depth insights into Erasmus students' experiences with EMI classrooms. Given the exploratory nature of the research questions, a qualitative approach was appropriate to capture the richness and complexity of students' perspectives (Creswell & Poth, 2018). The study employed semi-structured written responses collected via an online form to enable participants to freely reflect on both the challenges and opportunities they encounter in EMI settings.

Participants

The demographic distribution of the participants is presented in Table 1.

Table 1: Distribution of Participants by EMI Experience Level

EMI Experience Level	Number of Participants	Percentage (%)
Participated in 30% EMI	6	33.3
Participated in 70% EMI	7	38.9
Participated in 100% EMI	5	27.8
Total	18	100

Table 1 presents the distribution of participants according to their level of experience with EMI. The participants of the study consisted of 18 Erasmus students enrolled at a state university in eastern European the 2024-2025 academic year. Participants were selected using purposive sampling, focusing on those who had taken EMI courses in varying proportions (30%, 70%, or 100% of their coursework). This diversity of EMI exposure provided a rich basis for exploring different dimensions of the EMI experience. A total of 33.3% of participants were grouped under the "Participated in 30% EMI" category. The largest group (38.9%) consisted of participants who had taken approximately 70% of their courses in EMI, while 27.8% of participants reported full participation in EMI (100%).

Data Collection Tools

Data were collected through an online open-ended questionnaire designed to explore the four core research questions of the study. The form included demographic questions (e.g., level of EMI participation) and four open-ended items aligned with the following research questions:

What challenges do Erasmus students encounter in EMI classrooms?

What opportunities for learning and personal development do they perceive in EMI settings?

How do Erasmus students cope with linguistic and academic demands in EMI courses?

What pedagogical and institutional supports do Erasmus students consider helpful or lacking in their EMI experiences?

Participants provided written responses to each question in their own words, allowing for detailed and authentic reflections. The form was shared online with the target group, and participation was voluntary and anonymous. Prior to data collection, ethical rules were followed, and informed consent was secured from all participants.

Data Analysis

The data were analyzed using qualitative content analysis (Mayring, 2014). An inductive coding approach was employed, allowing themes to emerge naturally from the data. To enhance reliability, the coding process was conducted systematically and iteratively. Initial codes were generated and then grouped into broader themes. The analysis prioritized preserving the authenticity of students' experiences while organizing the findings into coherent categories. Throughout the analysis, ethical considerations were strictly observed. Pseudonyms (P1–P18) were used to anonymize participants, and all data were handled in accordance with established guidelines for qualitative research ethics.

Results

1. What challenges do Erasmus students encounter in EMI classrooms?

Table 2: *The challenges Erasmus students encounter*

Theme	Code	Quotation (Participant)
Linguistic challenges	Accent and pronunciation issues	"Bazı aksanı kötü hocaları anlayamamak." (P12) "Not being able to understand some lecturers with poor accents."
	Speed of speech	"Hocaların hızlı konuşmaları ve aksanları." (P4) "The lecturers' fast speech and accents."
	Technical terms	"Terimsel kelimeler." (P11) "Technical terms."
Limited English proficiency	Fear of making mistakes	"Ne kadar İngilizceye güvensen de hata yapmaktan korktuğum için çekiniyorum." (P15) "Even though I trust my English, I hesitate because I fear making mistakes."
	Difficulty understanding content	"İngilizce seviyemden dolayı anlamakta bazen problem yaşadım." (P7)

Theme	Code	Quotation (Participant)
Inconsistent EMI implementation	Mixed language use by lecturers	"Sometimes I had problems understanding due to my level of English."
		"Dersin anlatımının Türkçe olup sınavda İngilizce sorması." (P2) "The lecture is delivered in Turkish, but the exam is in English."
Participation anxiety	Fear of judgment	"İngilizce seviyemin yargılanacağını düşünüyordum." (P3) "I thought my English proficiency would be judged."
	Reluctance to ask questions	"Anlamadığım kısımları sorup teyit edememek." (P18) "Being unable to ask and clarify parts I didn't understand."

As shown in Table 2, Erasmus students reported a range of challenges in EMI classrooms. The most prominent linguistic difficulties included problems with lecturers' pronunciation, fast speech, and the use of technical terms. These findings reflect the literature that identifies lecturer language proficiency as a key factor influencing comprehension in EMI settings. Additionally, students expressed anxiety about participating in class due to fear of making mistakes and being judged.

2. What opportunities for learning and personal development do they perceive in EMI settings?

Table 3: *The perceived learning and personal development opportunities*

Theme	Code	Quotation (Participant)
Language development	Improved listening and speaking	"İngilizce dinlemeye ve konuşmaya alıştırıyordu." (P14) "It trained us in listening and speaking in English."
	Increased exposure to academic English	"İngilizceye maruz kalındığı için daha iyi öğrenmek." (P18) "Being exposed to English helps to learn it better."
Academic skill improvement	Easier access to international materials	"Dünya çapında alanımla ilgili olan makaleleri daha kolaylıkla okuyabiliyorum." (P9) "I can read articles related to my field from around the world more easily."
Personal growth	Increased confidence	"Erasmus serüvenim bunu aşmamı sağladı." (P3) "My Erasmus experience helped me overcome this."
	Overcoming speaking anxiety	"Rahat hissediyorum ve konuşmaya çalışıyorum." (P8) "I feel more comfortable and try to speak."
Intercultural competence	Exposure to diverse perspectives	"Samimi, yardımsever, farklı kültürleri görmüş olan." (P16) "Friendly, helpful, and exposed to different cultures."

Table 3 highlights the opportunities perceived by Erasmus students in EMI classrooms. Many participants reported improvements in their English language skills, particularly listening

and speaking abilities. Exposure to academic English and international materials was also viewed as a significant benefit, aligning with the global learning outcomes associated with EMI.

3. How do Erasmus students cope with linguistic and academic demands in EMI courses?

Table 4: *The way Erasmus students cope with linguistic and academic demands*

Theme	Code	Quotation (Participant)
Individual strategies	Taking notes and reviewing	"Duyduklarımı not almak ve sonrasında tekrar etmek." (P7) <i>"Taking notes of what I hear and reviewing them afterwards."</i>
	Reading lecture notes	"Ders notlarını okumak." (P11) <i>"Reading lecture notes."</i>
	Practicing English outside class	"Kendin her gün dersten sonra çabalamak." (P17) <i>"Working on it every day after class on your own."</i>
Utilizing support materials	Use of written presentations	"Yazılı sunumlar." (P4) <i>"Written presentations."</i>
	Use of English subtitles	"İngilizce altyazı koyabilir." (P16) <i>"They could add English subtitles."</i>
Social strategies	Asking peers for clarification	"Dersten önce arkadaşlarla pratik yapmak." (implied) <i>"Practicing with friends before class."</i>
Positive classroom interaction	Feeling safe to ask questions	"Her zaman soru sorabilirsin, çok yardımcı oluyorlar." (P17) <i>"You can always ask questions; they are very helpful."</i>

As detailed in Table 4, students employed a variety of coping strategies to manage the demands of EMI. The use of multimodal materials, such as written presentations and English subtitles, supported comprehension, consistent with recommendations in EMI pedagogy. Social strategies also played a key role, with students seeking clarification from peers and engaging in collaborative preparation. These findings highlight the importance of fostering supportive peer networks and encouraging active learning practices in EMI classrooms.

4. What pedagogical and institutional supports do Erasmus students consider helpful or lacking in their EMI experiences?

Table 5: *The perceived pedagogical and institutional supports Erasmus students regard helpful*

Theme	Code	Quotation (Participant)
Desired teaching strategies	More interactive teaching	"Derslerde tek düzelikten çıkılıp farklı etkinlikler yapılabilir." (P15) <i>"Classes can be made less monotonous with different activities."</i>
	Use of simple language	"Daha açıklayıcı ve kolay bir dille ifade edebilirler." (P8)

Theme	Code	Quotation (Participant)
Language competence of lecturers		<i>"They could explain in a more clear and simple language."</i>
	Use of videos, games	<i>"Videolar, oyunlar vs." (P9)</i> <i>"Videos, games, etc."</i>
	Improved pronunciation	<i>"Telaffuzlarını geliştirmeleri gerek." (P12)</i> <i>"They need to improve their pronunciation."</i>
	Fluent English	<i>"Akıcı İngilizce konuşması gerekmekte." (P6)</i> <i>"They need to speak fluent English."</i>
Institutional level recommendations	Hiring native/foreign lecturers	<i>"Yabancı öğretim görevlileri ile anlaşılabilir." (P5)</i> <i>"It would be more understandable with foreign instructors."</i>
	Pre-class preparatory materials	<i>"Derse gelmeden önce İngilizce makaleler üstünden konuya hazırlık yapılabilir." (P14)</i> <i>"Preparing for the topic beforehand through English articles."</i>
Supportive learning environment	Encouraging atmosphere	<i>"Teşvik edici, anlayışlı ve sabırlı olması." (P15)</i> <i>"Being encouraging, understanding, and patient."</i>

Table 5 summarizes students' perceptions of pedagogical and institutional supports. Students highlighted the critical role of lecturers' English language proficiency and teaching style in shaping their learning experiences. These findings reinforce calls for targeted professional development for EMI lecturers. At the institutional level, students advocated for more coherent EMI policies, alignment of teaching and assessment language, and the provision of preparatory materials and targeted support for Erasmus students. Such measures are essential for creating supportive EMI environments.

Discussion and Conclusion

The findings contribute to a growing body of EMI literature by bringing student voices forward which is an aspect that has often been underrepresented in EMI research (Dafouz & Smit, 2020; Macaro, 2018). Consistent with previous studies (Kuteeva, 2014), linguistic challenges emerged as a prominent theme. Participants reported difficulties understanding lecturers due to unclear pronunciation, fast speech, and the use of technical terminology. Such challenges align with Macaro et al.'s (2018) findings that lecturer language proficiency and clarity are critical factors in students' comprehension. Moreover, the fear of making mistakes and participating in class discussions reflects anxiety among EMI students. The inconsistent implementation of EMI where instruction is partially conducted in the local language but assessments are in English was perceived as particularly problematic. This finding reflects concerns raised by Wächter and Maiworm (2014), who emphasize the need for coherent EMI policies to avoid disadvantaging students. Despite the challenges, students also identified significant opportunities within EMI contexts. Improved listening and speaking skills, greater

exposure to academic English, and enhanced access to international materials were frequently cited benefits. These findings are consistent with Smit and Dafouz's (2012) argument that EMI can foster both linguistic and academic literacies.

Furthermore, participants highlighted the role of EMI in building personal confidence and intercultural competence which are outcomes that associate with the goals of Erasmus programs. This supports the view that EMI classrooms can serve as important sites for developing global competencies. Students reported a range of individual and social strategies to cope with EMI demands, including taking notes, reviewing materials, practicing English outside class, and seeking clarification from peers. Importantly, the use of supplementary materials (e.g., written presentations, English subtitles) was valued, indicating the need for support in EMI classrooms (Macaro, 2018). The willingness to engage in such strategies also reflects a high degree of learner agency which is an encouraging finding for institutions aiming to foster independent learning. Students expressed a clear preference for interactive, supportive, and linguistically accessible teaching practices. The desire for more engaging activities, clear and simple language, and an encouraging classroom atmosphere aligns with the principles of effective EMI pedagogy articulated by Macaro (2018). Concerns about lecturers' English proficiency and inconsistent language use further highlight the need for targeted professional development (Kuteeva, 2014). Participants also called for greater institutional support, including preparatory materials and more consistent EMI implementation, in other words recommendations that reflect recent calls in the literature for more structured EMI policies and teacher training (Dafouz & Smit, 2020; Birgün, 2022).

By centering Erasmus students' voices, this study provides insights into the lived realities of EMI classrooms. It reinforces the importance of aligning EMI practice with student needs and expectations, thereby contributing to more inclusive and effective EMI provision. This study has shown that while EMI classrooms present notable linguistic and pedagogical challenges for Erasmus students, they also offer valuable opportunities for academic and personal growth. Students employ a variety of coping strategies, yet their experiences are shaped significantly by the teaching practices and institutional supports they encounter. Lecturers' language proficiency, teaching style, and the coherence of EMI implementation emerge as key factors influencing student outcomes. Addressing these dimensions through targeted professional development and institutional policy reform is essential for maximizing the benefits of EMI for diverse student populations.

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Edutainment: Peril or Promise

Constance Chifamba

Solusi University, Zimbabwe.

E-mail: chifambac@solusi.ac.zw

Abstract

Contemporary Learners are bombarded by the entertainment world in which they grow up immersed. While the world offers entertainment, educators seek to go beyond mere entertainment by integrating education into entertainment to optimise learning for early childhood learners. This study aims to investigate the experiences of early childhood education teachers using edutainment in Early Childhood Education (ECE) classrooms. The guiding questions are: What are the merits and demerits of using edutainment in early childhood education? What are benefits of using edutainment strategies for ECD learners? What challenges did u face in implementing other edutainment strategies? What improvements can be made for effective use of edutainment for ECE?^[1]_[SEP] The researcher carried out a mixed research method study on 35 purposely sampled teachers. Seven of these responded to in-depth interview questions, while 28 of them responded to a survey questionnaire. Findings indicated that edutainment motivates learners, links learning with practical life experiences, helps learners develop problem solving skills and social skills. By integrating edutainment strategies such as role play, drama, games improved students participation and engagement in learning. However, Edutainment was reported to be associated with challenges such as financially expensive and time-consuming. In addition, edutainment requires adequate planning in terms of preparation of appropriate props and resources. So, is Edutainment a peril or a promise? It all depends on how it is implemented. With careful planning, edutainment can be a tool to transform the pedagogical practices, especially for the ECD learners. The study recommends that teachers should be proactive and adopt 21st century strategies to such as simulations, drama, role play, acted music and storytelling to optimize learning. In addition, teachers need to be innovative and use locally available resources to reduce the high costs associated with edutainment. The early childhood development (ECD) period is the formative period. This is the time for character development, as they learn new skills such as teamwork and problem solving.

Keywords: Edutainment, merit, demerit, early childhood education

Introduction

Contemporary Learners are bombarded by the entertainment world in which they grow up immersed. We live in a busy world where almost everyone has to multitask in order to cope with the increasing demands. From babyhood through infancy, parents and caregivers rely heavily on the entertainment world to soothe or entertain the babies and preschool toddlers. While the world offers entertainment the education sector seeks to marry education to entertainment. Being cognizant that early childhood education has now become a global imperative (Dakar Declaration, 2000; NAEYC, 2009; UNESCO, 2009; UNICEF, 2014; Nyarambi & Ntuli, 2020;) The idea of emphasizing Early childhood education is rooted in the Head Start programming, a American philosophy of providing early exposure to foundational knowledge and skills for children from low-socio-economic backgrounds (Gargiulo & Kilgo, 2020). Studies indicate that this approach is vital for all children, not just for those from low socioeconomic backgrounds as this paves their way to a successful academic journey. Considering that the ECD child has very short attention span and a limited ability to grasp complex or abstract concepts makes the idea of edutainment ideally appropriate for such young learners to enjoy learning without tears, for edutainment grabs their attention and motivates them to actively participate in the learning process. Some educators feel that as these young Generation Y learners get to school age, it becomes difficult to wean them off entertainment and box them onto plain educational room with only dry traditional pedagogical practices. Hence the need to blend entertainment and education helps children to grasp complex concepts through edutainment. Edutainment is a compound word derived from two words, education and entertainment. Edutainment (short for “entertainment-education”) is the use of entertainment media with educational and development objectives. Edutainment can take the form of movies, television shows, documentaries, social media campaigns, music, and games (Banerjee, et al 2019).

The Concept of Edutainment is derived from the amalgamation of education and entertainment. According to Addis (2005), edutainment is a compound word derived from combining education and entertainment. This comes as an application of Neologism in both the classroom and the entertainment world. it is a process of helping the contemporary entertainment-savvy learners acquire education as they are being entertained. As some scholars put it; it is having fun while learning (ELM Learning). Edutainment may also be described as the integration of entertainment into pedagogical practices. While traditional approaches to education tried as much as possible to keep education and entertained in separate compartments, modern approaches seem to put these two in the same compartment. It is trendy these days to

have education and entertainment in the same room and served to the same group of learners concurrently (Rheingold, 1992; Mencarelli, Pulh and Marteaux, 2007). Most of the learners seem to find it more palatable than transitioning from entertainment-filled preschool life to dry education. According to Sibilio, (2013), edutainment is a continuous and innovative brain stimulating experience that results from the interaction between education and entertainment. He goes on to express that there is a tight connection, which occurs between entertainment and education as learners interact in exciting ways they are motivated to explore more about important education concepts. Edutainment grabs the learners attention that they are motivated to engage in the learning process using interactive and fun packed ways strategies. Early childhood development (ECD) period is the formative period. This is period when educators lay the foundation for approximate moral development, character development, social skills as well as develop decision making skills. These skills formed in ECD prepare them for solving real life problems later in life.

Edutainment may also be described as the integration of entertainment into pedagogical practices. While traditional approaches to education tried as much as possible to keep education and entertained in separate compartments, modern approaches seem to put these two in the same compartment. It is trendy these days to have education and entertainment in the same room and served to the same group of learners concurrently (Rheingold, 1992; Mencarelli, Pulh and Marteaux, 2007). Most of the learners seem to find it more palatable than transitioning from entertainment filled preschool life to dry education filled school life. However, Edutainment has its merits and demerits, strengths and weaknesses, this study sought to analyze the merits and demerits of Edutainment in ECD classroom as perceived by teachers. Edutainment such as role play, games, drama may positively contribute either positively or negatively to teaching and learning practices depending on how each is used (JISC, 2009). Edutainment is associated with development of critical thinking, problem solving skills, and social skills.

Since the 1990s there has been great interest in developing edutainment software and strategies to motivate learners. These include applications that possess the allure of electronic games while achieving educational goals (Okan, 2020). This surge for integrating electronic technologies into education has been incrementally surging. However, in the mad rush to adopt this new seemingly harmless technological fad, could it be that well-meaning educators and parents may overlook its long-term harmful effects of edutainment on pure (unadulterated) pedagogical practices. While most educators believe that learning without tears or fears is the

way to go it is also important to avoid the risks associated with the edutainment. Some scholars feel that edutainment may be a Trojan horse which may outwardly seem innocent while it harbors hidden dangers inside. Buckingham and Scanlon (2000) perceive “Edutainment”, is a hybrid genre that relies heavily on colorful and interactive material. Okan (2020) contends that while the process of learning should always be exciting, fun and colourful so that learners may acquire information without stressful work and serious study the entertainment should not steal the show, and be an end in itself, Instead, entertainment should be used as a means to an end.

Realizing that education’s paramount goals of the development of cognitive structures and character development lead some educators to try to achieve these goals using educational technology as a medium, not an end in itself. It is the vehicle, not the content of Education. There are heated debates on the extent to which educators may fruitfully with minimal risk. While some scholars maintain that learning must be a pleasant experience with fun-filled activities, others believe edutainment is learning at a risk (Okan, 2020). On the other hand, King (1993) contends that edutainment may be described as not just the blending of the words but as a “curious amalgam.” Why curious? Probably people want to know the reasons behind this amalgamation. There are usually benefits associated with the outcome of the amalgamation. The purpose of edutainment is to attract and hold the attention of the learners by engaging their senses and emotions through informal gamified technological formats, that are less didactic yet involving interactive pedagogic practices. Definition “Edutainment” is a hybrid genre combining learning and fun. It relies heavily on visual material, on narrative or game-like formats, and on more informal, less didactic styles of address (Buckingham and Scanlon 2000). The purpose of edutainment is to attract and hold the attention of the learners by engaging their emotions through a computer monitor full of vividly colored animations. Similarly, “edutainment” suggests overtly entertaining learning materials, which contain messages addressed to both parents and children. Through explicit educational claims, edutainment software encourages parents to believe that this software is beneficial in developing children’s skills in a variety of subjects. They also raise learners’ expectations that learning can be enjoyable.

The use of Edutainment in th classroom is in line with earlier educational initiative such as the NO Child Left Behind of USA, 2002 and the Head Start Act of 2007, a federal program focusing on the provision of comprehensive services to low-income children and families, as it encourages states to develop high-quality preschool programs to prepare

children for meeting the standards set by NCLB. This approach concurs with the "Leave No Child Behind" initiative of Zimbabwe, which focuses on ensuring all children have access to quality early childhood education (ECE). This includes promoting inclusive ECE, particularly for vulnerable children, and advocating for universal access to early childhood, primary, and secondary education. The government is committed to providing a strong foundation for improved learning outcomes

This approach that emphasizes that learning should be exciting and fun concurs with McKenzie (2000) who coined a related term "technotainment," which he defines as technology heavily laced with entertainment. It is quite apparent that as educators shift their focus from education and rivet it on entertainment then education is at greater risk of tilting the balance towards more entertainment than learning. This is in contrary to the ultimate goals of edutainment, optimizing learning by leveraging entertainment. The titles of the edutainment software frequently flighted indicate the nature of the intended outcomes. Such titles and slogans as Fun for Brains is fun for all, Play and Learn Tired of Learning, We got something to keep you edutained (Okan, 2020) may have negative or positive implications for the ultimate desired outcome of education (Buckingham & Scanlon , 2000).

The most important development in modern Pedagogy over the past ten years is the transition from knowledge acquisition view of learning to a knowledge construction view of learning. According to the knowledge construction theories, learning involves synthesizing mental representations that make sense to the learner. From this perspective, teaching should no longer be limited to information gathering (Okon, 2020), from lectures and textbooks but should engage the whole community of all learners participating in knowledge construction. In this case, educators facilitate the provision of guides on authentic cognitive and socio-emotional academic tasks through discussion and guided discovery (Suomala and Shaughnessy, 2000; Salomon and Almog , 1998).

Embracing technology and integrating it into educational programs has been an uphill task. Besides the fact that people generally resist change, there is the notion that technology is too expensive and too hard for the old time teachers. "It is not easy to teach old dogs new tricks"; some scholars argue. Hence getting the buy from educational institutions to embrace technology has taken long time. This study is undergirded by the Technology Acceptance and Adoption Model developed by Davis, 1989. The technology acceptance and adoption Model posits that there are two key factors that determine whether a computer system or new technology will be accepted by its consumers or potential users (Urhiewhu & Daniel,

2015): These key factors are; (a) perceived usefulness, and (b) perceived ease of use.

Research Questions:

What are the experiences of Early childhood education Teachers in implementing edutainment strategies in the classroom ?

1. What are benefits of using edutainment strategies for ECD learners?
2. What strategies boosted the learners performance more?
3. What challenges did u face in implementing other edutainment strategies?
4. What improvements can be made for effective use of edutainment for ECE?

Method

The study followed a descriptive mixed method study carried out from 35 purposively sampled Early childhood education teachers. This entailed looking at the teachers experiences and interpretations of the merits and demerits of using Edutainment in the classroom as an educational tool. Finally, a critical discussion of the analysis and interpretation of the data collected was carried out in order to evaluate the significance of the findings.

Results

The findings of the data collected from the 2 groups of participants, 7 interviewees and 28 Survey participants, were coded, cleaned, and analysed for recurring themes.

Table 1. Summary of interview findings

PARTICIPANT	CODE	Verbatim statements
1	T1	I used gaming, storytelling and field trips as part of edutainment to enrich my teaching practice in the class that I was attached to. 2. Storytelling and Field trips appealed more to the learner's. 3. The challenges that I faced in integrating education and edutainment were-maintaining education values ,learners were loosing focus on the education side and concentrating more on the fun part -Fundings for the field trips some of the.p field trips were cancelled because of the funds for example we were supposed to go on a field trip to visit the New Government parliament but it was cancelled .
2	T2	During my teaching edutainment was most effective. I usually use storytelling, songs using my phone and bluetooth speaker. Before starting the lesson my introduction was either a song, story or game. This would help learners to enjoy and be interactive during

		the lesson. It would be learner-centered and help to crème and remember what they have learnt. I would use storytelling to buy their attention and participation. Games would help me to identify where their strengths and weaknesses are. In some lessons I would use role play that also help them to always retain what they have learnt. Sometimes I would play some music or we sing as song for them to pay attention and be fully engaged into the lesson. Challenge- Learners become overexcited and difficult to manage
3	T3	I incorporated various edutainment strategies into my teaching practice, such as games, storytelling, and hands-on activities. For instance, I created a math game where children had to solve problems to progress through a virtual maze. This approach made learning fun and engaging, and I saw a significant improvement in their math skills.
4	T4	I used games and story telling Challenge- Resources and internet connectivity I suggest schools should provide enough resource for the ECD learners. These learners learn through observing and modelling. They should be provided Screens for videos, Bluetooth speaker, WIFI for downloading videos and music Play areas should be also be available with proper resources.
5	T5	I used edutainment strategies like storytelling, role-playing, and educational games to make learning fun and engaging for my students. - These strategies helped to increase student participation, motivation, and retention of information. One of the challenges I faced was ensuring that the edutainment activities aligned with the learning objectives. I had to carefully plan and design the activities to ensure that they were both fun and educational. Another challenge was managing the classroom environment, as some children would get overexcited during the edutainment activities.
6	T6	Children loved games, simulations and story telling, One of the challenges I faced was ensuring that the edutainment activities aligned with the learning objectives. I had to carefully plan and design the activities to ensure that they were both fun and educational. Another challenge was managing the classroom environment, as some children would get overexcited during the edutainment activities.
7	T7	Children loved to participate- but time was a major constraint -Be organized, plan so as to align edutainment activities with learning objectives: Ensure that the activities are designed to achieve specific learning outcomes. Keep it simple and interactive: Be creative and use readily available resources, simple language and interactive elements to engage young children.

Research Question One: What are the strengths of edutainment? Edutainment is associated with several strengths. Some of these are discussed here. Besides engagement and focus, edutainment inspires learners, it is highly effective and resource- efficient, it improves school attendance and academic performance. Most of the ECD teachers used edutainment strategies such as storytelling, simulations, role-playing, and educational games. These strategies were reported to engage to make learning fun-packed and engaging for my students (T1, T3, T2, T4, T5, T6)- These strategies helped to increase student participation, motivation, and retention of information (T5). In addition, one participant reported that edutainment boosted the ECD learners performance in Maths (T3).

1. Edutainment can be used as a tool for solving real-life day-to-day problems.
2. Edutainment is generally cost-effective,
2. Edutainment makes learning interesting to such an extent that even the so-called dull student enjoys learning, through gamified apps that can complement learning. This help in learner engagement through participation in diverse ways
3. Edutainment boosts retention through entertaining learners using multimedia increases the amount of information they retain.
4. Edutainment acknowledges that learners often have short attention spans. So, by adding entertaining elements to the learning experience, your employees will focus more.
5. Edutainment is an effective mechanism that may be used as an educational tool for triggering attitudinal and behavioral change and change their perceptions about what is “normal” and socially acceptable behavior
6. Celebrities and social role models may inspire young learners to pursue their dreams, attempt the seemingly impossible daunting tasks so that ultimately they become high achieving
7. Edutainment may be a social influencers effectively promote new ideas.
8. Edutainment approach appeals to both young learners and adults, since it appears less formal. Edutainment may thus be used for awareness programs in communities whereby ECD, learners perform drama with moral lessons to promote awareness and advocacy influencing global audiences.
9. Edutainment may be used in diverse pedagogical ways such as games, story telling, projects, problem solving etc which easily grab the attention of young ECD learners with short attention span.
10. Entertainment enhances holistic development, as it also offers opportunities for growth and development in other domains such as developing socio skills and improving emotional

intelligence. Edutainment thus helps young learners to develop and demonstrate problem-solving skills that prepare them for real life situations.

Table 2: Responses to the Survey

	EDUTAINMENT.....	Strongly agree	Agree	N/S	Disagree	Strongly Disagree
1	Enhances learner engagement	66.7	32.1			7.1
2	Is fun and interactive	53.6	42.9			3.
3	Reduces stress associated with learning	53.6	32	10.3		
4	Ensures self-paced learning	32.1	46.9			
5	Improves retention	53.6	42.9			
6	Develops critical thinking &problem solving	67.9	21		7.1	
7	Creates a positive learning environment	50	39.3		7.1	
8	Encourages teamwork and teamwork	64.3	32.1		1	
9	Boosts confidence	60.7	28.6	1	1	1
10	Arouses curiosity & motivates learners	60.7	32.1		1	1
11	promotes holistic development	53.6	42.9		1	1
12	Time consuming	39.3	35.7	10.3	10.3	
13	Learner centred	37.7	57.1	7.1		
14	Teacher centred	42.9	17.9	17.9	10.7	10.7
15	Teacher centred	42,9	17.9	17.9	10.7	10.7

In anutshell, the most repeated merits of edutainment are;

Develops critical thinking &problem solving - 67.9%

Enhances learner engagement 66.7%

Encourages teamwork and teamwork 64.3%

Arouses curiosity & motivates learners 60.7%

Boosts ECD learners' confidence 60.7%

The responses were overwhelmingly positive. Most participants agreed that

edutainment motivates learners, even the shy and reserved learners feel their confidence boosted. By encouraging learner engagement, edutainment is also associated with higher retention of information. In addition, most participants also indicated that edutainment promotes holistic learning in a stress-free environment, leading to the development of other domains such as social skills and problem-solving skills.

Research Question Two: What are the Demerits of Edutainment?

Although edutainment has several merits, it also has some demerits. Edutainment is like fire, in the hands of a wise man. If properly used, it edutainment can be very beneficial. On the other hand, it can be abused because of its weaknesses. Some of these demerits or weaknesses are presented as pointed out by participants.

1. One major demerit is that it is time-consuming. It requires that the teacher plans and goes through the entire program and filters any bad moral concepts that may be embedded or integrated with the good lessons in an education video sold or presented in the name of edutainment. This is important as young learners may not be able to distinguish right from wrong concepts.

2. Sometimes commercialized edutainment has an intense focus on fun at the expense of education. There is danger when painting every aspect of learning with a Disney brush. This has led some to convert a museum into an amusement park

3. At the end of the lesson students may have enjoyed fun and yet fail to achieve the intended educational objectives.

4. The social movements in some cases use edutainment as a platform for advocacy, which may compromise good moral values associated with character development. There might be a need to sift and clip out undesirable components before edutainment is presented to you d learners.

5. In addition, edutainment is also condemned as time-wasting by other educators who wish to present the lesson concepts in brief. Yet with edutainment, the teacher may need to be strictly in charge of time since young learners may be carried with the Edutainment that they may not want to stop and start on another subject.

6. Another demerit pointed out is that some forms edutainment, such as videos or simulation props are financially costly (T4).

Research Question Three: How best can the use of edutainment be implemented to optimize the benefits while minimizing the demerits.

1. The effective use of edutainment such as games, videos, and role plays creates many opportunities for learners and the community at large to improve on awareness and advocacy of global issues.
2. Edutainment offers an opportunity for learners to develop and demonstrate problem solving skills that prepare them for real life situations.
3. Today we are faced with global issues such as security, health, environmental crises etc that are affecting different population groups.
4. Edutainment may be used as an eye opener to enhance awareness of global issues. As learners network with others on simulations of global issues from the classroom, this helps the learners to embrace a sense of community and the desire to contribute to the needs & the welfare of their people

Discussion & Conclusion

Although the application of Edutainment is not new, it has been evolving with time. It is used in a variety of ways to give young children a head start in education. This head start allows the ECD learners to grasp complex concepts at an early age. Edutainment strategies have a way of engaging as many learners as possible through the use of multimedia. Hence, edutainment can be a tool to achieve some of the SDGs, and educational policies, such as SDG number 4 and “ No Child left behind (NCLB) Act of 20002 and the Leave No Child Behind (NCB) of Zimbabwe. According to studies by WORLD BANK, 2015 Edutainment is among the most cost-effective ways to change people’s attitudes and behaviours-“*Best Bet Innovation*”. This is associated with boosting children’s school attendance and improving learning outcomes among rural households

Although edutainment has several strengths, it also has its weaknesses. Edutainment is like fire, in the hands of a wise man, edutainment can be very beneficial. On the other hand it can be abused because of its weaknesses. Some of these weaknesses are discussed in the next section. There is also the weakness of having bad concepts being infiltrated into the good lesson through entertainment. Further, edutainment is criticized by some scholars for the "Disneyfication" of educational institutions so that there is more entertainment than learning

in the classroom (Ballofet, et al, 2014). Edutainment or educational entertainment refers to the combination of education and entertainment. It involves using entertainment methods to teach educational content in a fun and engaging way. The main aim of this mixture is to support education with entertainment. Edutainment is defined as an application compounded with educational aims and measurements and providing learners with regarding the value of life, using resource and methods and having a good time with the way of creating and having experience (Aksakal, 2015). The major goal of Edutainment is to create an environment where learning becomes an enjoyable experience rather than a chore. This entails incorporating strategies, such as simulations, games, role plays, etc. One of its distinctive features is that edutainment is not only focused on the content but also on the way in which the content is delivered. Edutainment transforms the teacher's role in the classroom from being a Sage on the stage to a guide by the learner's side (King, 1993). Hence, if properly implemented, edutainment may contribute to job creation or offer opportunities for jobs for the school leavers. A review of the literature is an instant photograph of the field investigated at a given time. Although the literature search was a rigorous process, many relevant articles may have been overlooked. Despite this, the research generated indicators that show the importance of Sustainable Development Goal 4 (SDG 4), focusing on quality education, strongly emphasizes inclusive education, aiming to ensure that all learners, including those with disabilities, have equal access to quality education at all levels. This goal recognizes that inclusive education is crucial for achieving the SDGs and promotes a learning environment. The study recommends that educators scale up their pedagogical skills, integrating edutainment strategies such as role plays, simulations, gamification and using digital tools in support of teaching and learning in early childhood.

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Roman İlkokul Öğrencilerin Eğitime Entegreleri ve Okula Uyum Süreçlerinde Sınıf Öğretmenlerinin Karşılaştığı Sorunlar

Ethem GÜRHAN
Millî Eğitim Bakanlığı

e-mail: ethemgurhan@gmail.com, Orcid No: 0000-0002-5870-3986, Türkiye

Özet

Roman öğrencilerin eğitim sistemine entegrasyonu hem Türkiye’de hem de uluslararası düzeyde sosyal adalet, eşitlik ve kapsayıcılık ilkeleri çerçevesinde önemli bir eğitim problemi olarak ele alınmaktadır. Bu araştırmanın amacı, Roman öğrencilerin okula entegrasyon sürecinde karşılaştıkları başlıca sorunları öğretmen görüşleri doğrultusunda incelemektir. Nitel araştırma desenlerinden durum çalışması yöntemiyle gerçekleştirilen çalışmada, 2024–2025 eğitim öğretim yılında Konya’da kentsel bir bölgede yer alan resmî bir devlet ilkokulunda görev yapan 10 öğretmen ile yarı yapılandırılmış görüşmeler gerçekleştirilmiştir. Toplanan veriler tematik analiz yöntemiyle değerlendirilmiştir. Araştırma sırasında elde edilen bulgular, Roman öğrencilerin okula entegrasyon sürecinde en çok karşılaşılan sorunun öğrenci devamsızlığı olduğunu ortaya koymuştur. Ayrıca, Roman ailelerin ilgisizliği, ekonomik yetersizlikler, toplumsal önyargılar ve okul içi destek sistemlerinin eksikliği gibi faktörler de öğrencilerin akademik ve sosyal uyumlarını olumsuz etkilemektedir. Öğretmenlerin bireysel çabalarla çeşitli stratejiler geliştirdikleri ancak bu çabaların kurumsal politikalarla yeterince desteklenmediği belirlenmiştir. Araştırma sonucunda, öğretmenlerin kapsayıcı eğitim konusunda yeterli donanımına sahip olmaması ve okullarda Roman öğrencilere yönelik sistematik bir destek mekanizmasının bulunmaması önemli bulgular arasında yer almıştır. Bu durum, çok boyutlu bir sosyal adalet meselesi olan Roman öğrencilerin eğitime entegrasyonunun, pedagojik, sosyo-kültürel ve yapısal düzeylerde eşgüdümlü bir şekilde ele alınması gerektiğini göstermiştir.

Anahtar Kelimeler: Roman öğrenciler, okul entegrasyonu, sosyal bilgiler, kapsayıcı eğitim, nitel araştırma

Challenges Faced by Primary School Teachers in the Educational Integration and School Adaptation Processes of Romani Students

Abstract

The integration of Romani students into the education system is considered a significant educational issue within the frameworks of social justice, equality, and inclusivity both in Türkiye and internationally. This study aims to examine the main challenges faced by Romani

students during their school integration process, based on teachers' perspectives. Conducted using a qualitative case study design, the research involved semi-structured interviews with 10 teachers working at a public primary school located in an urban area of Konya during the 2024–2025 academic year. The collected data were analyzed through thematic analysis. The findings revealed that student absenteeism is the most commonly encountered issue in the integration process of Romani students. In addition, factors such as lack of parental involvement, economic hardship, societal prejudice, and the absence of in-school support systems negatively affect the students' academic and social adaptation. It was also determined that although teachers developed various strategies through individual efforts, these efforts were not sufficiently supported by institutional policies. One of the significant findings of the research is that teachers lack adequate training in inclusive education, and schools lack systematic support mechanisms for Romani students. These results indicate that the integration of Romani students into education, as a multidimensional social justice issue, should be addressed in a coordinated manner at pedagogical, socio-cultural, and structural levels.

Keywords: Romani students, school integration, social studies, inclusive education, qualitative research.

Giriş

Eğitim, bireylerin topluma entegrasyonunun ve sosyo-ekonomik ilerlemesinin temel araçlarından biridir. Ancak tüm bireylerin bu sürece eşit koşullarda katılımı, ne yazık ki pratikte mümkün olamamaktadır. Eğitim sisteminin kapsayıcılık düzeyi, çoğu zaman belirli sosyal grupların—özellikle etnik, kültürel ve ekonomik açıdan dezavantajlı konumda bulunanların—maruz kaldığı eşitsizlikler üzerinden değerlendirilmekte ve bu bağlamda Roman topluluğu dikkat çeken bir örnek sunmaktadır. Hem Avrupa genelinde hem de Türkiye özelinde Roman çocukların eğitime erişim ve devam süreçlerinde karşılaştıkları sorunlar, uzun yıllardır akademik, politik ve sosyal alanlarda tartışma konusu olmuştur (UNICEF, 2007; Bhopal & Myers, 2016).

Roman öğrenciler, tarihsel dışlanma pratiklerinin ve kültürel önyargıların bugüne yansıyan sonuçlarıyla eğitim sisteminin çeşitli aşamalarında karşı karşıya gelmektedir. Bu çocuklar, çoğu zaman yüksek devamsızlık oranları, erken okul terki, akademik başarısızlık ve aidiyet hissinin eksikliği gibi çok katmanlı sorunlar yaşamaktadırlar (Uzun & Bütün, 2015). Bu bağlamda sınıf öğretmenleri, Roman öğrencilerin eğitim sürecindeki başarıları kadar sosyal uyumlarında da belirleyici bir role sahiptir. Ancak öğretmenlerin de eğitim sistemi içinde bu gruba yönelik yetersiz donanım, düşük beklenti ve kültürel farkındalık eksikliği gibi nedenlerle

çeşitli güçlükler yaşadıkları görülmektedir (Arslan & Şahin, 2024).

Roman öğrencilerin karşı karşıya kaldığı sorunların önemli bir kısmı yapısalıdır. Sosyo-ekonomik yoksunluk, Roman çocukların eğitime devamını doğrudan etkileyen başlıca faktörlerdendir. Akkan, Deniz ve Ertan (2011), Roman öğrencilerin büyük çoğunluğunun ailesel yoksulluk nedeniyle eğitim sürecinden erken kopmak zorunda kaldıklarını ve bu kopuşun, öğrencilerde okul kavramının değersizleşmesine neden olduğunu belirtmektedir. Okul kıyafetlerinin karşılanamaması, beslenme desteğinin yetersizliği, ulaşım zorlukları gibi görünüşte basit ancak etkisi büyük pratik engeller, eğitimde sürekliliği sekteye uğratmaktadır.

Türkiye’de yaşayan Roman toplulukları, sosyal dışlanma, yoksulluk, mekânsal ayrışma ve önyargı gibi yapısal dezavantajların kesişiminde yer almaktadır (Gürhan, 2023). Eğitimsel uyum sürecinin sadece maddi engellerle değil, aynı zamanda kültürel ve psikolojik etkenlerle de kuşatıldığı açıktır. Özellikle Roman öğrenciler, okullarda kültürel olarak temsil edilmeyen gruplardan biri olarak hem öğretmenler hem de akranları tarafından dışlayıcı tutumlarla karşılaşabilmektedir. Sınıf içi etkileşimlerde yaşanan sembolik dışlanma, öğrencilerin öz yeterlik algılarını ve motivasyonlarını olumsuz etkileyerek okul terkinin hızlandırmaktadır (Kyuchukov, 2000). Bu noktada öğretmenlerin tutumu belirleyici hale gelir. Arslan ve Şahin (2024), öğretmenlerin önemli bir kısmının Roman öğrencileri "problemli" ya da "başarısız" olarak etiketlediğini ve bu etiketlemenin öğrenciler üzerinde kalıcı bir etki yarattığını vurgulamıştır.

Roman öğrencilerin eğitim sistemine entegrasyonunda, okul-aile iş birliğinin sınırlı olması da başlıca sorunlardan biridir. Kumcağız, Özcan ve Şahin (2018) tarafından yapılan araştırmaya göre, öğretmenler Roman ailelerinin eğitime ilgisiz olduğunu düşünmektedir. Ancak aynı çalışmada, ailelerin eğitime ilişkin düşük katılımının ekonomik baskılar, kurumsal güvensizlik ve iletişim eksikliğinden kaynaklandığı da belirtilmiştir. Bu durum, eğitim sürecini yalnızca öğrenci-öğretmen etkileşimiyle sınırlı düşünmenin yetersizliğini ortaya koymaktadır. Okulun Roman ailelerle kurduğu iletişim biçimi, öğrencilerin aidiyet duygusunu ve okula bağlılığını doğrudan etkilemektedir.

Roman öğrencilerin yoğunlukla bulunduğu bölgelerdeki okulların fiziksel ve pedagojik açıdan yetersiz olması da entegrasyon sürecinin önündeki başka bir yapısal engeldir. Arayıcı (2008), bu okulların genellikle yeterli öğretmen, materyal ve destek hizmetlerinden yoksun olduğunu, bu durumun da Roman öğrencilerin hem akademik hem de sosyal gelişimlerini sınırlandırdığını belirtmiştir. Türkiye’de uygulanan Adrese Dayalı Kayıt Sistemi (ADKS), dezavantajlı grupların çoğunlukla sosyo-ekonomik olarak dezavantajlı bölgelerdeki okullara

yönlendirilmesine neden olmakta ve bu da eğitimde fırsat eşitliğini daha da zedelemektedir (Karan, 2017; Ugur Rizzi, 2020).

Öğretmenler açısından bakıldığında ise, Roman öğrencilerle etkili iletişim kurma ve pedagojik müdahale geliştirme konusunda yeterli mesleki hazırlığa sahip olmadıkları sıkça dile getirilmektedir. Özbaş (2018), öğretmenlerin özellikle çok kültürlü sınıflarda tükenmişlik ve yalnızlık hissi yaşadığını; bu durumun, farklı kültürel geçmişe sahip öğrencilerle kurdukları ilişkiyi olumsuz etkilediğini belirtmiştir. Bu bağlamda, sadece öğrencilere değil, öğretmenlere de destek sistemlerinin geliştirilmesi büyük önem arz etmektedir.

Sonuç olarak, Roman ilkokul öğrencilerinin eğitime entegrasyonu ve okula uyum süreçleri; yoksulluk, ayrımcılık, yapısal engeller, öğretmen donanımı ve aile-okul ilişkileri gibi pek çok dinamiği içeren karmaşık bir sosyal meseledir. Bu süreçte sınıf öğretmenleri hem öğrencilerin akademik gelişimi hem de sosyal uyumları açısından temel aktörler olarak öne çıkmaktadır. Ancak bu aktörlerin etkili bir rol üstlenebilmesi, onların kültürel duyarlılık düzeylerinin artırılması, mesleki gelişimlerinin desteklenmesi ve sistemin bütüncül biçimde yeniden yapılandırılması ile mümkün olacaktır.

Araştırmanın Amacı, Araştırma Soruları ve Araştırmanın Önemi

Bu çalışmanın temel amacı, Roman öğrencilerin okula entegrasyon sürecinde karşılaştıkları sorunları öğretmen görüşlerine dayalı olarak incelemektir. Araştırma, öğretmenlerin gözlemleri, deneyimleri ve yorumları aracılığıyla hem yapısal hem de sınıf içi düzeyde yaşanan sorunları ortaya koymayı ve bu sorunlara yönelik çözüm önerileri geliştirmeyi hedeflemektedir.

Araştırma soruları:

1. Roman öğrencilerin okula entegrasyon sürecinde karşılaştıkları başlıca sorunlar nelerdir?
2. Bu sorunların temelinde yatan sosyal, kültürel ve pedagojik faktörler nelerdir?
3. Öğretmenler, Roman öğrencilerin eğitime katılımını ve başarısını artırmak için ne tür stratejiler geliştirmektedir?
4. Mevcut eğitim politikaları ve uygulamaları, Roman öğrencilerin entegrasyonunu ne ölçüde desteklemektedir?

Bu çalışma, öğretmenlerin sahadan getirdiği nitel verilerle, eğitim politikalarının sahadaki yansımalarını daha görünür kılması bakımından önem arz etmektedir. Aynı zamanda,

öğretmenlerin kapsayıcı eğitim konusundaki ihtiyaçlarını ve karşılaştıkları engelleri de analiz ederek, sürdürülebilir ve eşitlikçi bir eğitim politikası için öneriler sunacaktır. Bu nedenle, öğretmenlerin deneyimleri ve görüşleri, Roman öğrencilerin okula entegrasyon sürecinde karşılaşılan sorunların anlaşılmasında ve çözüm önerilerinin geliştirilmesinde kritik öneme sahiptir.

Yöntem

Araştırma Modeli

Bu çalışma, nitel araştırma yöntemlerinden "durum çalışması" deseniyle tasarlanmıştır. Durum çalışması, belirli bir olgunun mevcut bağlam içinde derinlemesine ve çok yönlü olarak incelenmesini sağlar (Yıldırım & Şimşek, 2021). Bu bağlamda, Roman öğrencilerin eğitim sürecine entegrasyonuna ilişkin öğretmen deneyimlerini anlamak amacıyla bu model tercih edilmiştir. Yöntemsel tercih, konunun toplumsal, pedagojik ve kültürel bağlamlarda çok katmanlı doğasına uygunluk arz etmektedir.

Katılımcılar

Çalışma grubunu, 2024–2025 eğitim öğretim yılı itibarıyla Konya il merkezinde bulunan bir devlet ilkokulunda görev yapan 10 sınıf öğretmeni oluşturmaktadır. Katılımcılar, nitel araştırmalarda yaygın olarak kullanılan “amaçlı örnekleme” tekniklerinden biri olan “maksimum çeşitlilik örnekleme” yöntemi ile belirlenmiştir. Bu yaklaşım, araştırma konusunu etkileyebilecek değişkenlerin (cinsiyet, kıdem, öğretim deneyimi vb.) çeşitliliğini artırarak daha zengin ve temsiliyeti yüksek veri sağlamayı amaçlamaktadır (Patton, 2015). Öğretmenlerin kıdemleri 12 ile 35 yıl arasında değişmektedir; kadın ve erkek katılımcılar dengeli biçimde temsil edilmiştir.

Veri Toplama Araçları

Veriler, araştırma amacı doğrultusunda geliştirilen yarı yapılandırılmış görüşme formu aracılığıyla toplanmıştır. Formda yer alan açık uçlu sorular, Roman öğrencilerin okula entegrasyonu, karşılaşılan zorluklar, aile ile etkileşim ve önerilen çözüm stratejileri gibi başlıkları kapsamaktadır. Görüşme formu, alan uzmanı iki akademisyenin görüşleri doğrultusunda ön testten geçirilerek yenilenmiştir. Görüşmeler, katılımcıların izni alınarak ses kaydı ile gerçekleştirilmiş, her biri ortalama 35 dakika sürmüştür ve ardından betimsel analiz için çözümlenmiştir.

Veri Analizi

Toplanan veriler, Braun ve Clarke (2006) tarafından geliştirilen altı aşamalı tematik

analiz süreci ile değerlendirilmiştir:

- Verilerin okunarak tanınması,
- Başlangıç kodlarının oluşturulması,
- Temaların belirlenmesi,
- Temaların gözden geçirilmesi,
- Temaların adlandırılması ve tanımlanması,
- Raporlaştırma.

Kodlama işlemi iki bağımsız araştırmacı tarafından yürütülmüş, temalar arası tutarlılığı sağlamak için araştırmacılar arası güvenilirlik oranı hesaplanmış ve %92 düzeyinde uyum elde edilmiştir. Verilerin doğruluğu için katılımcı onayı (member check) ve uzman görüşü yöntemleri kullanılmıştır. Veri analiz süreci NVivo 12 yazılımı ile desteklenmiştir.

Bulgular

Bu bölümde, araştırma kapsamında öğretmenlerle yapılan görüşmelerden elde edilen veriler tematik analiz yöntemiyle çözümlenmiş ve araştırma sorularına uygun olarak yapılandırılmıştır.

Roman Öğrencilerin Entegrasyon Sürecinde Karşılaşılan Başlıca Sorunlar

Öğretmenlerin tamamı, Roman öğrencilerin okula entegrasyon sürecinde karşılaştıkları en temel sorunun devamsızlık olduğunu vurgulamıştır. Öğrencilerin düzensiz okula gelmeleri hem akademik başarıyı hem de sınıf içi sosyal ilişkileri olumsuz etkilediğini belirtmişlerdir. Öğretmenlerin karşılaştıkları sorunlar aşağıdaki gibidir.

“Ders yılı boyunca neredeyse her hafta bir veya birkaç gün devamsızlık yapıyorlar. Bu da doğal olarak öğrenme süreçlerini sekteye uğratıyor.” (Öğretmen 4)

“Ailelerin çoğu çocuğunun okula gelmediğinden haberi olmuyor. İdare tarafından devamsızlık mektubu gönderilince haberdar oluyorlar. (Öğretmen 7)

“Bazı öğrenciler Roman arkadaşlarıyla aynı sırada oturmak istemiyor, bu da onların daha da içine kapanmasına neden oluyor.” (Öğretmen 3)

“Sınıf içinde zaman zaman öğrenciler arasında önyargılı ve dışlayıcı tutumların da yaşandığını ve bunun Roman öğrencilerin sosyal uyumunu olumsuz etkilemektedir. Roman öğrencilerin okul kurallarına uyum sorunu da var. Kural tanımıyorlar. (Öğretmen 8)

Sorunların Temelinde Yatan Sosyal, Kültürel ve Pedagojik Etmenler

Öğretmenler, Roman öğrencilerin yaşadığı mahallelerin sosyal dışlanma ve yoksullukla iç içe olduğunu belirtmiş; bu durumun okul yaşamına doğrudan yansıdığını ifade etmiştir. Ailelerin eğitime olan mesafesi ve önceliklerinin farklı oluşu, öğrencilerin okula yönelik motivasyonlarını düşürmektedir.

“Velilerle iletişim kurmakta çok zorlanıyoruz. Okul ve eğitim onlar için pek de önemli değil gibi.” (Öğretmen 1)

“Roman velilerle çocukları hakkında konuştuğumda çocuklarının nasıl olsa okumayacaklarını, okusalar bile devlet işine girmelerinin çok zor olduğunu bu yüzden okula ve eğitime önem vermediklerini gördüm. Okumuş ve milletvekili, memur, öğretmen olmuş Romanlardan örnekler vererek okul ve eğitimin önemi hakkında ne kadar ikna etmeye çalışsam da beceremedim. Romanlar okumaz okusa bile işe giremez, gündelik işler yaparak geçimini sağlar diye şartlanmışlar adeta. (Öğretmen 9)

Öğretmenlerin Kullandığı Stratejiler

Bazı öğretmenler, öğrencileri kazanmak için bireysel çaba sarf ettiklerini, onların ilgisini çekecek yöntemler uyguladıklarını belirtmiştir. Pozitif disiplin, öğrenci merkezli yöntemler ve aile ile birebir iletişim en çok başvurulan stratejiler arasındadır.

“Özellikle katılmak istemedikleri derslerde onlara küçük sorumluluklar vererek dâhil etmeye çalışıyorum.” (Öğretmen 6)

“Mahalledeki koşulları da göz önüne alarak, onlara uygun örnekler vermeye çalışıyorum. Örneğin drama ya da hikâye anlatımı çok etkili oluyor.” (Öğretmen 5)

“Öğrencilerin olumlu davranışlarını pekiştirmek için, küçük sorumluluklar veriyorum ve kültürel etkinlikleri sınıfa entegre ediyorum. Mesela son derslerde etkileşimli tahtada bir Roman havası şarkı açıp sınıfça oynuyoruz. Bu da Roman öğrencilerimin çok hoşuna gidiyor.” (Öğretmen 10)

Okul Politikaları ve Uygulamalarının Yeterliliği

Katılımcıların büyük bölümü, okulda Roman öğrencilere özgü bir destek sisteminin bulunmadığını belirtmiştir. Rehberlik hizmetlerinin yetersizliği ve öğretmenlerin bu konuda özel bir eğitim almamış olması, sürecin daha da zorlaşmasına neden olmaktadır.

“Bize bu çocuklarla nasıl iletişim kuracağımıza dair bir eğitim verilmedi. Genelde deneme-yanılma ile ilerliyoruz.” (Öğretmen 2)

“Okul yönetimi Roman öğrencilerle ilgili konulara duyarsız kalıyor ve somut bir çözüm önerisi geliştirmiyor. Zaten okumayacak olan Roman öğrenciler için rutin programımızı mı değiştirelim diyorlar. Bunun için okul politikalarını yetersiz görüyorum.” (Öğretmen 10)

“Yönetim genel olarak bu konuları geçiştiriyor, ciddi bir çözüm arayışı yok.” (Öğretmen 9)

Tartışma ve Sonuç

Bu araştırma, Roman ilkokul öğrencilerinin eğitime entegrasyon ve okula uyum süreçlerinde sınıf öğretmenlerinin karşılaştıkları güçlükleri ortaya koymayı amaçlamıştır. Elde edilen bulgular, Roman öğrencilerin eğitime eşit katılımının önünde çok katmanlı engellerin bulunduğunu açıkça ortaya koymaktadır. Bu sorunların yalnızca bireysel düzeyde değil, yapısal, kültürel ve pedagojik düzeyde de derinleştiği gözlemlenmiştir. Öğretmenlerin aktardığı devamsızlık, ayrımcılık, önyargılar, aile ilgisizliği ve okul politikalarındaki eksiklikler, daha önce yapılan ulusal ve uluslararası araştırmalarla da örtüşmektedir (UNICEF, 2007; Kyuchukov, 2000). Ayrıca bu araştırma Roman öğrencilerin eğitim deneyimlerinin görünür kılınmasına ve öğretmen perspektifinden sorunların anlaşılmasına katkı sağlamaktadır. Ancak kapsayıcı bir eğitim politikası için daha sistemli, disiplinler arası ve uzun erimli çalışmalar yapılması zorunludur. Bu araştırma, Roman ilkokul öğrencilerinin eğitime entegrasyon ve okula uyum süreçlerinde sınıf öğretmenlerinin karşılaştıkları güçlükleri ortaya koymayı amaçlamıştır. Bulgular, Roman öğrencilerin eğitime eşit katılımının önünde bireysel değil, yapısal, kültürel ve pedagojik düzeyde çok katmanlı engeller bulunduğunu göstermiştir. Bu durum, Bourdieu’nün kültürel sermaye kuramı (1986) çerçevesinde değerlendirildiğinde, Roman öğrencilerin eğitim sistemine entegre olamamalarının yalnızca ekonomik nedenlerle değil, aynı zamanda okulun kültürel kodlarıyla da uyumsuzluk yaşamasından kaynaklandığı anlaşılmaktadır. Araştırmada en çok vurgulanan problem olan devamsızlık, sadece ders kaçırma meselesi değil, aynı zamanda okulun bir “aidiyet mekânı” olamamasıyla da ilişkilidir. Bu bağlamda, Goodenow’un (1993) geliştirdiği “psikolojik aidiyet kuramı” öğrencilerin okul ortamında kabul edilme, değerli hissetme ve güvenlik duygusu ile doğrudan ilişkilidir. Roman öğrencilerin akran zorbalığına uğraması, öğretmenler tarafından etiketlenmesi veya okul politikalarının onları görünmez kılması, bu aidiyet bağının kurulmasına engel teşkil etmektedir.

Araştırmanın öne çıkan bulgularından biri, Roman öğrencilerde okul devamsızlığının çok yaygın olduğudur. Bu durum sadece akademik başarıyı değil, öğrencilerin sınıf içi sosyal ilişkilerini ve aidiyet hissini de zedelemektedir. Kumcağız, Özcan ve Şahin (2018) ve Uzun ve Bütün (2015) tarafından yapılan çalışmada da benzer biçimde, Roman öğrencilerin devamlılık sorunlarının sosyal dışlanma ve yoksullukla doğrudan bağlantılı olduğu vurgulanmaktadır.

Devamsızlığın temel nedenleri arasında ekonomik sıkıntılar, aile ilgisizliği ve okulun Roman kültürünü içermeyen yapısı öne çıkmaktadır.

Öğretmenlerin dile getirdiği bir diğer önemli konu, sınıf içindeki önyargılar ve dışlayıcı tutumların Roman öğrencilerin sosyal uyumunu olumsuz etkilemesidir. Bhopal ve Myers (2016), Roman öğrencilerin akranları tarafından dışlandıklarında okulun onlar için güvenli bir alan olmaktan çıktığını ve bu durumun öğrenme süreçlerini ciddi şekilde baltaladığını ifade etmektedir. Araştırmada, bazı öğrencilerin Roman arkadaşlarıyla aynı sırayı paylaşmak istememeleri, okuldaki kültürel ayrışmanın somut bir göstergesidir. Kyuchukov (2000) da öğretmenlerin Roman öğrencilerle fiziksel temastan kaçındığını rapor ederek benzer kültürel mesafe sorunlarına işaret etmiştir. Sınıf içindeki önyargı ve dışlayıcı tutumlar, Kyuchukov (2000) ve Bhopal & Myers (2016) gibi akademisyenlerin çalışmalarıyla örtüşmektedir. Özellikle bazı öğrencilerin Roman akranlarıyla aynı sırayı paylaşmak istememesi, sembolik dışlanma örneğidir. Bu durum, Roman öğrencilerin öz yeterlik algısını ve öğrenmeye olan motivasyonunu zayıflatarak, eğitim süreçlerinden uzaklaşmalarına neden olmaktadır. Bu bağlamda, Bronfenbrenner'in (1979) ekolojik sistemler kuramı, öğrencilerin içinde bulunduğu mikro (aile, sınıf), mezo (okul, öğretmen), ekzo (yönetim politikaları) ve makro (kültürel normlar) düzeylerin birbirini etkileyerek eğitim deneyimini şekillendirdiğini vurgular.

Roman öğrencilerin yaşadığı mahallelerin sosyal dışlanma, işsizlik ve yoksullukla iç içe olması, okul-aile ilişkilerini de zayıflatmaktadır. Öğretmenlerin büyük bölümü, velilerle etkili iletişim kurmakta zorlandıklarını ve ailelerin eğitime öncelik vermediğini belirtmiştir. Ateş ve Ünal (2022) bu bağlamda, Roman annelerin eğitime ilişkin deneyimlerinde okulun çoğu zaman dışlayıcı bir kurum olarak algılandığını ve bu durumun velilerin kuruma olan güvenini zedelediğini vurgulamaktadır. Bu tür bir güvensizlik döngüsü, çocukların okul motivasyonunu olumsuz etkileyen sosyal bir mirasa dönüşmektedir.

Bulgular ayrıca öğretmenlerin bireysel çabalarına rağmen, sistemin Roman öğrencilere özgü bir destek mekanizması oluşturmadığını göstermektedir. Pozitif disiplin, öğrenci merkezli yaklaşım ve kültürel içerikli etkinliklerin etkili olduğu gözlemlense de bu uygulamalar öğretmenlerin kişisel gayretleriyle sınırlı kalmaktadır. Oysa kapsayıcı eğitimin kurumsal düzeyde ele alınması ve öğretmenlerin hizmet içi eğitimlerle desteklenmesi gerekmektedir. Arslan ve Şahin (2024), öğretmenlerin Roman öğrencilerle çalışırken kültürel yeterlik eksikliği yaşadıklarını ve bu eksikliğin sınıf içi etkileşimi olumsuz etkilediğini belirtmektedir. Benzer şekilde, Ugur Rizzi (2020), Türkiye'de Roman öğrencilerin eğitime erişimiyle ilgili politika belgelerinde kapsayıcılığın vurgulanmasına rağmen, uygulamada ciddi boşluklar bulunduğunu

ortaya koymuřtur. Ayrıca araştırma bulguları, bireysel öğretmen çabalarının önemli olduėunu ancak sistematik destek mekanizmalarının yokluėunda bu çabaların sürdürülebilir olmadığını ortaya koymaktadır. Özellikle rehberlik hizmetlerinin zayıf olması, öğretmenlerin çok kültürlü sınıf yönetimi konusunda hizmet içi eğitim almamış olmaları, kapsayıcı eğitimin uygulamada sınırlı kaldığını göstermektedir. Arslan ve Şahin (2024) de öğretmenlerin Roman öğrencilerle çalışırken kültürel yeterliklerinin sınırlı olduğunu ve bu durumun sınıf içi etkileşimi doğrudan etkilediğini ortaya koymuřtur.

Sonuç olarak, Roman öğrencilerin eğitim sistemine tam anlamıyla entegre olabilmeleri için çok boyutlu bir yaklaşım benimsenmelidir. Roman öğrencilerin eğitime entegrasyonu çok boyutlu bir sosyal adalet sorunudur. Eğitim sisteminin yalnızca fiziksel erişimi sağlamakla yetinmeyip, sosyal dışlanmayı önleyecek politikalar geliřtirmesi, öğretmenleri çok kültürlü ortamlarda çalışmaya hazırlaması ve okulun her bir öğrenciyi değerli hissettiren bir mekân hâline gelmesi gerekmektedir. Eğitimde fırsat eşitliėi yalnızca fiziki erişimle sınırlı kalmamalı; sosyal, kültürel ve psikolojik destek unsurlarını da içermelidir. Bu bağlamda ařağıdaki öneriler geliştirilebilir:

- Hizmet içi eğitim programları, öğretmenlerin kültürel duyarlılıklarını artırmalı ve Roman öğrencilere özgü pedagojik yaklaşımlar kazandırmalıdır.
- Okullarda rehberlik ve psikolojik danışmanlık hizmetleri, Roman öğrencilerin sosyal uyumunu destekleyecek biçimde yeniden yapılandırılmalıdır.
- Roman velilere yönelik bilgilendirme ve destek çalışmaları, okul-aile iş birliğini güçlendirmeyi hedeflemelidir.
- Okul yönetimleri, sadece akademik başarı odaklı deėil; aidiyet, katılım ve kapsayıcılık değerlerine dayalı bütüncül stratejiler geliřtirmelidir.

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The Emotional Literacy of Children: A Critical Component of Child Development

Çocukların Duygusal Okuryazarlığı: Çocuk Gelişiminin Kritik Bir Bileşeni

Sibel Yoleri

Uşak University, sibel.yoleri@usak.edu.tr, ORCID no: 0000-0002-7802-2352, TURKEY

Özet

Duygusal okuryazarlık, kişinin duygularını tanıma, anlama, ifade etme ve etkili bir şekilde yönetme becerisini ifade eder. Duygusal okuryazarlığın gelişimi erken çocukluk döneminde başlar ve ergenlik dönemine kadar devam eder. Çocuklar büyüdükçe, duygusal okuryazarlıkları sadece zihinsel refahlarını değil, aynı zamanda akademik başarılarını ve sosyal ilişkilerini de önemli ölçüde etkiler. Küçük çocuklar duygusal okuryazarlığı genellikle ebeveynleri, öğretmenleri ve akranlarıyla etkileşimleri yoluyla edinirler. Önemi göz önüne alındığında, duygusal okuryazarlığın nasıl geliştiğini, erken çocukluk eğitimi üzerindeki etkisini ve bunu geliştirmek için kullanılabilecek stratejileri anlamak çok önemlidir. Bu çalışma, erken çocukluk döneminde duygusal okuryazarlığın önemini, gelişimsel etkilerini ve bu becerinin hem ev hem de okul ortamlarında nasıl desteklenebileceğini güncel araştırmalar ışığında incelemektedir.

Anahtar Kelimeler: Duygular, Duygusal Okuryazarlık, Erken Çocukluk, Ebeveynler, Öğretmenler

Abstract

Emotional literacy is the ability to recognise, understand, express and manage one's emotions effectively. The development of emotional literacy begins in early childhood and continues throughout adolescence. As children grow, their emotional literacy significantly influences their mental well-being, academic achievement, and social relationships. Young children typically acquire emotional literacy through interactions with their parents, teachers and peers. Given its importance, it is crucial to understand how emotional literacy develops, its impact on early childhood education, and the strategies that can be employed to foster it. This study examines the importance of emotional literacy in early childhood, its developmental effects, and how this skill can be fostered in home and school environments, based on current research.

Keywords: Feelings, Emotional Literacy, Early Childhood, Parents, Teachers

Giriş

Duygular, bireyin çevresiyle kurduğu etkileşimde ve yaşamı anlamlandırmasında temel bir bileşen olarak kabul edilir. Çocuklar daha yaşamın ilk anlarından itibaren çeşitli duygusal tepkiler verirler; ancak bu tepkilerin tanınması, düzenlenmesi ve sosyal bağlam içinde anlamlandırılması zaman içinde gelişir. Bu süreçte “duygusal okuryazarlık” kavramı önemli bir yer tutar. Duygusal okuryazarlık, bireyin hem kendi duygularını hem de diğer bireylerin duygularını sağlıklı ve yapıcı bir şekilde tanıma, anlama, uygun şekilde ifade etme, duygusal tepkileri düzenleme ve başkalarının duygularını anlayarak uygun şekilde karşılık verebilme becerilerini içeren çok boyutlu bir kavramdır (Brackett vd., 2011; Brackett & Rivers, 2014; Goleman, 1995; Mayer vd., 2004; Steiner, 2003). Bu becerilerin temelleri erken çocuklukta atılmakta ve çocuğun çocuğun sosyal, duygusal ve bilişsel gelişimi, sosyal ilişkileri, empati ilişkiler kurma kapasitesini ve öz düzenleme becerilerini doğrudan etkilemektedir (Denham, 2006; Denham vd., 2012; Jones vd., 2015; Steiner, 2020; Trentacosta & Fine, 2010). Son yıllarda yapılan çalışmalar, duygusal okuryazarlığın yalnızca bireyin ruh sağlığı açısından değil, aynı zamanda akademik performans ve toplumsal uyum açısından da belirleyici bir etkiye sahip olduğunu ortaya koymaktadır (Jones vd., 2015).

Erken çocukluk dönemi, bireyin sosyal, duygusal ve bilişsel gelişiminde kritik bir evredir (Shonkoff & Phillips, 2000). Bu dönemde çocukların duygularını tanıma, anlama ve düzenleme becerilerinin gelişimi, yaşam boyu sürecek sağlıklı sosyal ilişkilerin ve kişisel uyumun inşası açısından hayati önem taşımaktadır (Denham, 2006). Erken yaşlarda kazanılan duygusal farkındalık, ifade becerileri ve öz düzenleme gibi duygu okuryazarlığına ilişkin yetkinlikler, bireyin kişilik oluşumunu ve davranış örüntülerini şekillendirmede etkili olmaktadır.

Son yıllarda yapılan çalışmalar, duygusal okuryazarlığın sadece bireysel düzeyde değil, aynı zamanda çevresel faktörlerle de şekillendiğini göstermektedir. Bu bağlamda hem öğretmenler hem de ebeveynler, çocukların duygusal okuryazarlığını destekleyen çevresel koşulların oluşturulmasında temel aktörler olarak kabul edilmektedir (Oberle & Schonert-Reichl, 2027; Schonert-Reichl, 2017).

Önemi göz önüne alındığında, duygusal okuryazarlığın nasıl geliştiğini, erken çocukluk eğitimi üzerindeki etkisini ve duygusal okuryazarlığı geliştirmek için kullanılabilecek stratejileri anlamak gerekir. Bu çalışmada, erken çocukluk döneminde duygusal okuryazarlığın önemi, gelişimsel etkileri ve bu becerinin ev ve okul ortamlarında nasıl desteklenebileceği, güncel araştırmalar ışığında ele alınmaktadır.

Duygusal Okuryazarlığın Temel Bileşenleri

Literatür incelendiğinde, yapılan tanımlardan da yola çıkarak, duygusal okuryazarlığın duygusal farkındalık, empati, motivasyon, öz düzenleme ve sosyal uyum ve beceri kavramları ile ilişkilendirildiği görülmektedir.

Duygusal Farkındalık

Duygusal farkındalık, bireyin yaşadığı duygusal durumlar sonucunda kendi duygularına ilişkin algısı, o anda yaşanan duyguyu bilmesi ve anlaması, duygularını yönetebilmesini ifade etmektedir (Croyle & Waltz, 2002; Özmüftüoğlu, 2022). Duygusal farkındalık becerisi, çocuklar için duyguları tanıma, isimlendirme ve duygular arasında ayırım yapabilme ve bu duyguları sosyal bağlamda anlamlandırma kapasitesini güçlendirir (Fantini Hauwel vd., 2012).

Empati

Bireyin kendisini başka bireylerin yerine koyup onların bakış açısından bakarak diğerlerinin duygu ve düşüncelerini anlayabilme ve bunları paylaşabilme yeteneğidir (Schwenck vd., 2014). Duygusal okuryazarlığın önemli bir bileşeni olan empati becerisi, erken çocukluk döneminde gelişmeye başlamaktadır. Empati becerisi yüksek olan çocuklar diğer kişilerin duygu durumlarını hissetme ve yaşantılarını, düşüncelerini anlama konusunda daha başarılıdır (Eisenberg vd., 2010).

Motivasyon

Motivasyon kavramı, bireyin belirli bir amaç doğrultusunda harekete geçmesini sağlayan, hedefe ulaşmasında yönlendirici rol oynayan itici bir güç olarak tanımlanmaktadır. Motivasyon, aynı zamanda bireyin kendi kapasitesini ve sınırlılıklarını gerçekçi bir biçimde değerlendirmesini, ulaşılabilir hedefler belirlemesini ve duygu-durumunu düzenleyerek davranışlarını kontrol altında tutmasını kolaylaştırır (Özmüftüoğlu, 2022).

Öz Düzenleme

Bireylerin, duygularını tanıma, duygu, düşünce, davranış ve dikkatini kontrol ederek uygun şekilde düzenleyebilme becerisidir. Öz düzenleme becerisinin küçük yaşlardan itibaren desteklenmesi bireylerin farklı duygu durumlarındaki tepkilerini kontrol edebilmesinde, başka bireylerle ilişkilerinde uygun davranışlar sergileyebilmelerinde, dürtülerini kontrol edebilmelerinde ve yaşamış oldukları olumsuz yaşantılar karşısında uygun tepkiler verebilmesinde önemli bir beceridir (Denham vd., 2003; Ertürk Kara vd., 2018).

Sosyal Beceri

Sosyal beceri, bireyler için sosyal ilişkileri başlatan ve devam etmesine katkıda bulunan, sosyal ilişkilerde yaşanan sorunların çözümü için kolaylaştırıcı unsur oluşturan sözel ya da sözel olmayan davranışlar bütünü olarak tanımlanmaktadır (Kelly, 2018; Akt: İkiz, 2024). Bireylerin

içerisine doğmuş oldukları sosyal çevre ile uyumlu bir şekilde hayatlarını devam ettirebilmeleri ve kişiler arası iletişim süreçlerinde sağlıklı ilişkiler kurabilmeleri açısından sosyal becerilerin büyük bir önemi bulunmaktadır.

Erken Çocuklukta Duygusal Okuryazarlığın Gelişimi ve Önemi

Erken çocukluk dönemi, duygusal okuryazarlığın temellerinin atıldığı kritik bir dönemdir. Bu dönem boyunca, çocuklar duygusal deneyimlerini tanımayı, adlandırmayı ve duygularını başkalarıyla sağlıklı bir şekilde paylaşmayı öğrenirler. 2–3 yaş arası çocuklar, temel duygular olan mutluluk, öfke, korku ve üzüntüyü ayırt etmeye ve ifade etmeye başlar. Bu dönemde çocuklar, özellikle yüz ifadeleri, beden dili ve ses tonlarından duyguları ayırt edebilirler. Gelişimsel olarak, beş yaş civarına geldiklerinde çocuklar duygu isimlerini öğrenmiş olurlar ve bu duygulara uygun tepkiler geliştirmeye başlarlar (Izard, 2002). Yaklaşık 4-6 yaş arasında duygu düzenleme ve başkalarının duygularını anlama yeteneklerinde belirgin bir ilerleme kaydedilir (Denham vd., 2012). Bu dönemde duygusal terimlerin sözel karşılıklarını öğrenmeleriyle birlikte çocukların duygularını sözel olarak ifade etme becerileri artar (Denham, 2006; Brazzelli vd., 2022).

Araştırmalar, duygusal okuryazarlığı gelişmiş çocukların saldırganlık eğilimlerinin daha düşük olduğunu ve zorbalık davranışında bulunma olasılıklarının azaldığını ortaya koymaktadır. Çünkü bu çocuklar duygularını daha iyi yönetebilmekte ve çatışmalara şiddet içermeyen yollarla yanıt verebilmektedir (Eisenberg & Morris, 2002; Gross, 2002). Bu çocukların ayrıca paylaşma, yardım etme ve akranlarıyla iş birliği yapma gibi sosyal davranışlar sergileme olasılıkları daha yüksektir. Buna karşılık, sınırlı duygusal okuryazarlığa sahip çocuklar duygularını uygun şekilde ifade etmekte güçlük çekerle; bu durum hayal kırıklığına, saldırganlığa ve arkadaşlıkları sürdürmede zorluklara yol açabilir (Eisenberg & Fabes, 2006).

Erken yaşta geliştirilen duygusal okuryazarlık becerileri ileriki dönemlerdeki akademik performans üzerinde etkilidir. Örneğin, duygusal okuryazarlığın temel bir yönü olan duygu düzenleme yeteneği, daha iyi odaklanma ve görev tamamlama gibi akademik başarıya katkı sağlayan becerilerle yakından ilişkilidir (Gross, 2002). Dahası, duygusal olarak daha yetkin çocuklar akademik stres faktörleriyle başa çıkmada daha iyidir ve bu da genel performanslarını iyileştirebilir (Mayer & Salovey, 1997).

Duygu okuryazarlığı yalnızca anlık davranışları şekillendirmekle kalmaz, aynı zamanda bireyin uzun vadeli psikolojik sağlamlığı üzerinde de etkilidir. Erken yaşta edinilen bu beceriler, çocukları depresyon, anksiyete ve davranışsal sorunlara karşı koruyucu etki göstermektedir (Brackett vd., 2012). Duygusal açıdan daha farkındalık sahibi çocuklar, daha düşük düzeyde

anksiyete yařarken, yksek zsaygıya ve etkili duygusal dzenleme yeteneklerine sahip olurlar (Gross, 2002). Bu ocuklar aynı zamanda stresli yařam olaylarıyla bař etmede daha iřlevsel bařa ıkma stratejileri geliřtirme eēilimindedir (Zeman vd., 2001). Bu geliřimsel sre, ocuēun iinde bulunduēu evrenin, zellikle de aile ve eēitim ortamlarının desteēiyle řekillenir. Ebeveynlerin ve ēretmenlerin duygu okuryazarlıēını teřvik eden tutumları, ocukların bu becerileri kazanmalarında nemli bir rol oynamaktadır (Raver & Zigler, 2004). Duygusal ifadelerin anlařıldıēı, empatik tepkilerin model alındıēı bir evrede byyen ocuklar, daha saēlıklı duygu ynetimi becerileri geliřtirme potansiyeline sahiptir (Denham et al., 2012).

Ebeveynlerin Rol

Ebeveynler, ocukların duygusal geliřiminde birincil rol oynar. Ebeveynlerin ocukların duygusal geliřimindeki rol zerine yapılan arařtırmalar, ebeveynlerin duyguları modelleme, ocukların duygularını yansıtma ve uygun duygu ifadelerine rehberlik etme davranıřlarının ocukların duygusal becerilerinin řekillenmesinde kritik olduēunu gstermektedir (Denham vd., 2014; Morris vd., 2007). zellikle, duyarlı ve destekleyici ebeveyn tutumları, ocukların duygu dzenleme yeteneklerini gçlendirirken, stresli durumlarla bařa ıkmasını kolaylařtırır ve sosyal becerilerinin geliřimini destekler (Kochanska vd., 2005). Aksi durumda olumsuz ebeveyn-ocuk etkileřimleri duygusal sorunların artmasına zemin hazırlayabilir (Kochanska vd., 2009).

ēretmenlerin Rol

Okul ncesi ēretmenleri, ocukların sosyal-duygusal geliřimini destekleyen evresel faktrlerin bařında gelmektedir (Raver, 2002). Sınıf ortamında sergilenen sıcak, anlayıřlı ve duygusal olarak destekleyici tutumlar, ocukların duygularını tanıma, ifade etme ve dzenleme becerilerini geliřtirmelerine olanak saēlar (Schonert-Reichl, 2017). Arařtırmalar, ocukların duygusal geliřimini doērudan etkileyen nemli bir unsurun ēretmenlerin duygusal farkındalık ve iletiřim becerileri olduēunu ortaya koymaktadır (Jennings & Greenberg, 2009). Ancak Trkiye'de yrtlen bazı alıřmalar, okul ncesi ēretmenlerinin sosyal-duygusal geliřimi destekleme konusundaki bilgi ve yeterlik dzeylerinin yeterince gçl olmadıēını gstermektedir (Erdoēan & Aslan, 2025).

ēretmenlerin empati kurma, olumlu pekiřtirme yapma ve duygusal ifadelerini aık biimde ynetebilme yetenekleri, ocukların kendilerini gvenli bir ortamda hissetmelerini saēlar. Benzer řekilde, ēretmenlerin sınıf iinde duygular zerine aıka konuřmaları, ocuklara

rehberlik etmeleri ve duygusal deneyimlere duyarlılık göstermeleri, çocukların duygusal okuryazarlık becerilerini olumlu yönde etkilemektedir (Erdoğan & Aslan, 2025).

Duygusal Okuryazarlığın Geliştirilmesinde Karşılaşılan Zorluklar

Duygusal okuryazarlığın kabul edilen faydalarına rağmen, çocuklarda gelişimini teşvik etmede çeşitli zorluklar vardır. Temel zorluklardan biri, okullarda yapılandırılmış programların ve eğitimcilere yönelik duygusal okuryazarlık eğitiminin eksikliğidir. Çocuklara duygusal düzenleme, empati ve çatışma çözümü gibi becerileri öğreten SEL programlarının duygusal okuryazarlığı iyileştirdiği ve davranış sorunlarını azalttığı gösterilmiştir (Durlak vd., 2011). Ancak, tüm çocuklar bu tür programlara erişemeyebilir veya erişenler evde veya toplumda yeterli destek alamayabilir.

Ek olarak, duygusal ifadede kültürel farklılıklardan kaynaklanan zorluklar da vardır. Kültürel normlar duyguların nasıl algılandığını ve ifade edildiğini etkiler. Bazı kültürlerde, duygusal ifade engellenebilir veya vurgulanmayabilir, bu da bu geçmişe sahip çocuklarda duygusal okuryazarlığın gelişimini engelleyebilir (Gottman vd., 1996). Örneğin, duygusal kısıtlamayı önceliklendiren kültürlerden gelen çocuklar, duygusal okuryazarlık gelişiminde kritik bir adım olan duyguları tanımlama ve etiketleme konusunda zorluk çekebilir (Eisenberg & Morris, 2002).

Bir diğer zorluk ise aile ortamlarının rolüdür. Sosyoekonomik zorluklarla karşı karşıya olan ailelerin çocukları, duygusal desteğe sınırlı erişime sahip olabilir ve bu da duygusal okuryazarlığın gelişimini engelleyebilir. Finansal istikrarsızlık veya ebeveyn çatışması gibi aile stres faktörleri, çocukların duygusal gelişimini etkileyerek duyguları düzenleme ve sosyal ilişkilerde zorluklara yol açabilir (Greenberg vd., 2001).

Duygu Okuryazarlığı Ev ve Okul Ortamında Nasıl Geliştirilir?

Erken çocuklukta duygu okuryazarlığı, genellikle oyun, hikaye anlatımı, sanat etkinlikleri ve grup temelli çalışmalar gibi etkileşimsel süreçler yoluyla gelişir. Ayrıca, çocukların duygu okuryazarlığı becerilerini geliştirebilmesi için ebeveynlerin ve öğretmenlerin duygusal örnekler sunması, empatik davranışlar sergilemesi ve duygusal bağ kurması büyük önem taşır (Fabes vd., 2001).

Aile içi etkileşimler, çocukların duygusal farkındalıklarının gelişiminde önemli rol oynamaktadır. Özellikle, anne-baba duygu sosyalizasyonu, çocukların duyguları anlama ve düzenleme kapasitelerini doğrudan etkilemektedir. Ebeveynlerin açık duygusal iletişim

kurması, duygular hakkında konuşması ve çocukların duygularını onaylayarak yönlendirmesi, çocukların içsel duygusal düzenleme sistemlerini destekler (Gottman vd., 1996).

Tartışma ve Sonuç

Bulgular, erken yaşta kazanılan duygusal becerilerin bireyin sosyal yaşamı, akademik başarısı ve psikolojik sağlamlığı üzerinde kalıcı etkiler oluşturduğunu göstermektedir (Brackett et al., 2011). Bu becerilerin gelişimi, hem okul ortamında öğretmenlerin rehberliğiyle hem de ev ortamında aile desteğiyle desteklenmelidir. Araştırma bulguları, erken çocukluk döneminde duygu okuryazarlığının hem ev hem de okul bağlamında sistematik biçimde geliştirilebileceğini göstermektedir. Özellikle ebeveynlerin duygularla ilgili açık ve onaylayıcı iletişim kurması, çocukların duygusal farkındalık düzeylerini olumlu yönde etkilemektedir (Gottman vd., 1996). Bu bulgu, çocuklarda duygu sosyalizasyonunun önemine işaret eden önceki çalışmalarla da örtüşmektedir (Denham vd., 2014).

Ev ortamında duygusal içerikli hikâye kitaplarının okunması gibi basit fakat etkili stratejiler, çocukların duygusal kelime dağarcığını zenginleştirerek empatik becerilerini artırmaktadır. Benzer şekilde, okul ortamında uygulanan sanatsal etkinlikler, grup oyunları ve yapılandırılmış duygusal eğitim programları, çocukların duyguları tanıma ve ifade etme becerilerini desteklemektedir (Fabes vd., 2001). Öğretmenlerin bu süreçte duygusal model olma, duyguları adlandırma ve empatik tutum sergileme gibi uygulamaları, çocukların sosyal-duygusal gelişimini güçlendirmektedir (Denham vd., 2012; Fabes vd., 2001; Schonert-Reichl, 2017). Bununla birlikte, öğretmenlerin sosyal-duygusal gelişimi destekleme konusunda bilgi ve beceri eksikliği yaşadıkları, ebeveynlerin ise çocuklarıyla duygular üzerine yeterince konuşmadıkları görülmektedir. Bu durum, erken çocukluk alanında çalışan yetişkinlerin duygu okuryazarlığı konusundaki farkındalıklarının geliştirilmesine yönelik eğitim programlarına duyulan gereksinimi açıkça ortaya koymaktadır. Gerek öğretmen eğitim programları gerekse ebeveyn destek sistemleri, duygusal eğitimi merkezine alan yaklaşımlarla yeniden yapılandırılmalıdır. Öte yandan profesyonel gelişim programlarının öğretmenlerin sınıf içi duygusal yeterliliklerini artırdığı, pozitif ilişkileri teşvik ettiği ve çocukların duygusal ihtiyaçlarını karşılamada öğretmenleri daha etkili kıldığı görülmektedir (Jennings & Greenberg, 2009).

Öneriler

Erken çocukluk döneminde duygusal okuryazarlık; duygusal farkındalık, empati, öz düzenleme, içsel motivasyon ve sosyal uyum gibi becerilerle yakından ilişkilidir. Bu becerilerin

gelişimi, hem okul ortamında öğretmenlerin rehberliğiyle hem de ev ortamında aile desteğiyle desteklenmektedir. Sistematik derlemeden elde edilen bulgular, duygusal okuryazarlığın çocukların sosyal, akademik ve psikolojik gelişiminde merkezi bir rol oynadığını göstermektedir.

Öğretmenlerin ve ebeveynlerin çocuklara sunduğu duygusal modellerin, çocukların duygu tanıma, düzenleme ve ifade etme becerilerini doğrudan etkilediği anlaşılmaktadır. Bu bağlamda öğretmen eğitimi programlarına duygusal okuryazarlık, duygusal yeterlilik ve sosyal-duygusal öğrenme odaklı içeriklerin dâhil edilmesi gereklidir. Bu sayede öğretmen adaylarının hem kuramsal hem de uygulamalı becerileri geliştirilmelidir. Diğer yandan öğretmenlere yönelik, hizmet içi eğitimler sunulmalıdır. Ayrıca ailelerin, çocuklarının duygularını anlamaya yönelik bilinçli davranışlar sergilemeleri, çocukların duygusal gelişimi için kritik önemdedir. Fakat birçok çalışmada, ailelerin bu konudaki bilgi düzeylerinin sınırlı olduğu, bilinçlendirme programlarına ihtiyaç duyulduğu vurgulanmaktadır. Bu bağlamda aileler için duygusal farkındalık ve duygu sosyalizasyonu konularında seminerler, atölyeler düzenlenmelidir. Yine ebeveynlere yönelik iletişim becerileri eğitimleri yaygınlaştırılmalıdır.

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Erken Çocukluk Döneminde Sosyal Becerilerin Kazanılmasında Çocuğun İyi Oluşuna Katkısının Değerlendirilmesi: Ebeveyn Görüşleri

Evaluating the Contribution of Child Well-Being to the Acquisition of

Kezban Özgem

Cyprus International University, kozgem@ciu.edu.tr , [0000-0002-6929-1753](tel:0000-0002-6929-1753), Famagusta

Özet

Çocukların sosyal beceri gelişimi, onların genel iyilik halleri üzerinde önemli bir etkiye sahiptir. Sosyal beceriler, bireylerin başkalarıyla etkili iletişim kurabilmesi, empati gösterebilmesi, iş birliği yapabilmesi ve toplumsal ilişkilerde uyum sağlayabilmesi için kritik öneme sahiptir. Bu beceriler, öğrencilerin duygusal zekâ gelişimlerini destekler ve stresle başa çıkmalarını kolaylaştırır. Ayrıca, sağlıklı sosyal ilişkiler kurmak, öğrencilerin özgüvenlerini artırır ve topluluk içinde aidiyet duygusu geliştirir. Sosyal becerilerin güçlenmesi, öğrencilerin okulda daha başarılı olmalarını, akranlarıyla olumlu ilişkiler kurmalarını ve genel olarak daha huzurlu bir yaşam sürmelerini sağlar. Sonuç olarak, iyi gelişmiş sosyal beceriler, öğrencilerin sadece akademik başarılarını değil, duygusal ve psikolojik iyilik hallerini de olumlu yönde etkiler. Araştırmada erken çocukluk dönemindeki çocuklarının öz güven, öz disiplin ve öz şefkat becerileri ile iyi oluş arasındaki özelliklerin incelenmesi amaçlanmaktadır. Bu amaca yönelik araştırmada okul öncesi dönem çocuğuna sahip olan ebeveynlerle çocukların iyi oluş özelliklerini incelemek amacıyla yarı yapılandırılmış görüşme tekniği ile nitel verilere dayalı bir durum çalışması yapılmıştır. Araştırma içerik analiz yöntemi ile analiz edilmiş, 2024-2025 döneminde, erken çocukluk dönem çocuğuna sahip 27 anne ile gerçekleşmiştir. Elde edilen bulgulara göre, çocukların en çok gelişen sosyal becerilerinin yardımlaşma becerisi, en az ise paylaşma becerisi olduğunu, çocuklar arası etkileşimlerde empati becerisini gözlemlediklerini, bu becerilerin çocukların iyi oluşunu olumlu yönde etkilediğini, sosyal becerilerin kazandırılmasında karşılaşılan en büyük zorluğun ise liderlik becerisi olduğunu saptanmıştır.

Anahtar Kelimeler: çocuk, iyi oluş, sosyal beceri, öz güven, öz disiplin, öz şefkat.

Social Skills in Early Childhood: Parents' Perspectives

Abstract

The development of children's social skills has a significant impact on their overall well-being. Social skills are critical for individuals to communicate effectively with others, show empathy, cooperate, and adapt to social relationships. These skills support the development of emotional intelligence in students and help them cope with stress more easily. Moreover, building healthy social relationships enhances students' self-confidence and fosters a sense of belonging within their communities. Strengthening social skills enables students to be more successful in school, build positive peer relationships, and generally lead more peaceful lives. As a result, well-developed social skills positively affect not only students' academic success but also their emotional and psychological well-being. This study aims to examine the relationship between self-confidence, self-discipline, and self-compassion skills and well-being in early childhood. To achieve this goal, a qualitative case study was conducted using semi-structured interview techniques with parents of preschool-aged children to explore the characteristics of children's well-being. The research was analyzed using content analysis and was conducted during the 2024–2025 academic year with 27 mothers who have children in early childhood. According to the findings, the most developed social skill among children was cooperation, while the least developed was sharing. Empathy was frequently observed in interactions among children, and these skills were found to have a positive effect on children's well-being. The greatest challenge in fostering social skills was identified as the development of leadership skills.

Keywords: child, well-being, social skills, self-confidence, self-discipline, self-compassion.

Giriş

Erken çocukluk dönemi çocuğun hemen gelişim sağladığı zekâsı, algısı, kişiliği, sosyal davranışları ve zihinsel yetenekleri yüksek oranda değiştiği dönemdir (Ruhm, C. J. Ve Waldfoger, J.,2011). Beyin gelişimin en önemli kısmı bu dönemde gerçekleşir. Okul öncesi dönemindeki çocuklar sorgulayıcı, meraklı, hayal güçleri kuvvetli ve araştırmacıdırlar. Okul öncesi dönemi çocuğun gelişimi için en önemli dönemlerden bir tanesidir. Bu dönem çocuğun ilerleyen yaşlarında öğrenme yaşantıları refahı ve üretkenliği için temel oluşturmaktadır. Okul öncesi dönemi çocuklarının geçirdiği bu zamanların gelişim alanlarının nasıl destek sağladığına bağlı olarak hayatları boyunca devam edecek ve bireyin hayatının büyük ölçüde şekillendirecek temelli izler oluşturmaktadır (Bredkamp,2015; Unicef 2003).

Erken çocukluk dönemi, bireyin sosyal ve duygusal gelişiminin temelini atıldığı kritik bir dönemdir. Bu dönemde kazanılan sosyal beceriler, çocukların ilerleyen yaşlardaki akademik başarıları ve psikososyal uyumları üzerinde belirleyici rol oynar. Denham ve Weissberg (2004), sosyal-duygusal becerilerin okul öncesi dönemde kazandırılmasının çocukların akademik başarılarını ve sosyal ilişkilerdeki yeterliliklerini artırdığını vurgulamaktadır. Araştırmalar, çocukların paylaşma, iş birliği yapma, sırayla oynama gibi becerileri erken yaşlarda öğrenmelerinin, ilerideki sosyal ilişkilerini olumlu yönde etkilediğini göstermektedir (Denham & Weissberg, 2004).

Sosyal beceriler sadece sosyal yaşam için değil, aynı zamanda akademik başarı için de önemlidir. Zins ve arkadaşları (2004), sosyal-duygusal öğrenme programlarının uygulandığı okul öncesi çocukların daha yüksek akademik performans sergilediklerini ve sınıf içi davranış problemlerinin azaldığını ifade etmektedir. Bu beceriler, özellikle öz düzenleme, dikkat kontrolü ve akran ilişkilerinde empati kurma gibi alanlarda gelişimi desteklemektedir (Zins, Bloodworth, Weissberg & Walberg, 2004).

Sosyal beceriler, çocukların psikolojik iyi oluş düzeylerini de doğrudan etkilemektedir. Empati kurma, duyguları ifade edebilme ve problem çözme gibi becerilerin gelişmiş olması, çocukların stresle daha etkili başa çıkmasını sağlar (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2003). Bu tür becerilere sahip olan çocukların okul ortamında daha az çatışma yaşadığı, arkadaşlık ilişkilerinin daha sağlıklı olduğu ve özgüvenlerinin yüksek olduğu gözlemlenmiştir (CASEL, 2003).

Aile ortamı, sosyal becerilerin gelişiminde büyük rol oynamaktadır. Özellikle duyarlı, sıcak ve destekleyici ebeveyn tutumları, çocukların güvenli bağlanma geliştirmelerini ve sosyal becerilerini pekiştirmelerini sağlar. Thompson (2001), ebeveynlerin çocuklarına duyguları hakkında konuşma fırsatı tanımalarının, empati ve öz düzenleme becerilerini geliştirdiğini belirtmektedir.

Erken çocukluk döneminde eğitim aileden başlar. Gerek anne gerek baba çocuğa her açıdan farklı özellikler, yetkinlikler kazandırmaktadır. Çocuğun değerli ve iyi özellikler kazanmasını ve bunu da bilinçli bir şekilde sağlayacak kişi öncelikli olarak ebeveynlerdir. Çocuklar sosyalleşme süreci içerisinde yaşadıkları coğrafyanın kültürünü, değerlerini öğrenir ve yavaş yavaş toplumun bir üyesi haline gelirler. (Hops, 1983; Sukerman, 2000).

Bireyin yaşamın başladığı zamandan itibaren çocuğun zihinsel ve ruhsal gelişimini üzerinde etki bırakan faktörler incelendiği zaman “sosyal ve duygusal iyi oluş” kavramı göze çarpmaktadır (Abed, Pakdaman, Heidari ve Tahmassaian, 2016). İyi olma hali ile mutluluk sözcükleri birbiri yerine kullanılsa da ikisi birbirinden farklı sözcüklerdir. Mutluluk, bireyin aklını ön planda tutmayı, var olan erdemleri kullanıp dengede olma durumu olarak açıklanırken iyi oluş, olumlu ve olumsuz duygulardan daha farklı olarak yaşam tutumları ve bireyin işlevselliğine etkide bulunan yapıların bütünü olarak tanımlanmaktadır (Ryff, 1989; Telef, 2013). Çocukların psikolojik iyi oluşu, gelişimin bir süreç olarak ilerlemesinin ve eğitimsel uygulamaların kalitesinin de önemli bir göstergesi olarak ele alınmaktadır (Van Sanden ve Joly, 2003). Çocuklarda yüksek iyi oluş, çocuğun kendine olan güveni, kendine duyduğu özsaygı, çocuğun sosyal ve duygusal gelişim alanlarında bileşenlere sahip olan, tüm faktörler ve çocuğun sosyal ilişki bağlamlarını kapsayan farklı açıların farklı ve geniş perspektiften değerlendirilmesi gereken bir kavramdır (Schweiger ve Graf, 2015). Sosyal becerilerin çocukluk döneminde güçlenmesi, bireyin yetişkinlikteki psikolojik, sosyal ve duygusal iyi oluşu üzerinde uzun vadeli olumlu etkiler yaratmaktadır. Özellikle empati, problem çözme, çatışma çözme ve etkili iletişim gibi beceriler, bireylerin yaşamları boyunca sağlıklı ilişkiler kurabilmelerini, stresle başa çıkabilmelerini ve toplum içinde anlamlı roller üstlenebilmelerini sağlar. Araştırmalar, erken yaşlarda gelişen sosyal-duygusal yeterliliklerin, ilerleyen yaşlarda depresyon, anksiyete ve yalnızlık gibi olumsuz psikolojik durumların görülme riskini azalttığını göstermektedir (Jones, Greenberg & Crowley, 2015). Ayrıca bu beceriler, bireylerin akademik ve mesleki başarılarını da destekleyerek yaşam doyumlarını artırmaktadır. Nitekim, çocuklukta geliştirilen sosyal becerilerin, yetişkinlikte daha yüksek öz saygı, daha az davranışsal problem ve daha güçlü toplumsal bağlarla ilişkili olduğu saptanmıştır (Moffitt et al., 2011).

Bu araştırma ile elde edilen sonuçlar çocukların iyi oluşlarına etkide bulunan öz güven, öz şefkat ve öz disiplin becerilerinin sosyal becerilerine nasıl katkı sağladığı konusunda literatüre katkı sağlayacak, anne babalarda çocukların iyi oluşu konusunda farkındalık yaratacaktır. Aynı zamanda anne ve babaların çocukların sosyal beceri kazanmalarının önemini kavrama konusunda göstermiş oldukları tutumların bireylerin iyi oluşlarıyla ilişkisinin anlaşılmasında yarar sağlayacaktır. Bu sebeplerle çocukların yaşadığı öz güven, öz disiplin, öz şefkat durumlarının iyi oluşla ilişkisini araştırmak önemli görülmektedir. Bu doğrultuda bu araştırmanın amacı erken çocukluk dönemindeki çocuklarının öz güven, öz disiplin ve öz şefkat becerileri ile iyi oluş arasındaki özelliklerin incelenmesi, ebeveynlerin bu konudaki farkındalıklarının ne olduğu saptamak ve anne babalarda çocukların iyi oluşu konusunda

farkındalık geliřtirmektir. Bu ama erevesinde arařtırmanın problem cmlesi; “Okul ncesi dnem ocuklarının Erken ocukluk dneminde ocukların sosyal beceri geliřimleri ile iyi oluřları arasındaki iliřki nasıldır? řeklinde belirlenmiř, ařağıdaki sorulara yanıt aranmiřtır.

- 1.Ebeveynlerin ve ocukların sosyal-demografik dağılımı nasıldır?
2. Ebeveynlerin ocuğun sosyal becerileri ve ocuk geliřimi hakkındaki dřnceleri nasıldır?
- 3.Ebeveynlerin ocuğun z gven geliřimi hakkındaki dřnceleri nasıldır?
- 4.Ebeveynlerin ocuğun z disiplin ve kendini kontrol becerileri hakkındaki dřnceleri nasıldır?
5. Ebeveynlerin ocuğun z řefkat ve kendini kabul etme becerileri hakkındaki dřnceleri nasıldır?

Yntem

Arařtırma modeli

Bu alıřma, erken ocukluk dnemindeki ocuklarının z gven, z disiplin ve z řefkat becerileri ile iyi oluř arasındaki iliřkiyi ayrıntılı bir řekilde ortaya koymak zere nitel bir alıřma olarak tasarlanmiř olup, durum alıřması yntemi kullanılmıřtır. Bu arařtırmada, durum alıřması desenlerinden btncl tek durum deseni kullanılmıřtır. Btncl tek durum deseni, Yıldırım ve řimřek (2015) tarafından “tek bir analiz birimi (bir birey, bir kurum, bir program, bir yntem) olduğı durumlarda  řekilde kullanılmaktadır. Durum alıřması, olayın derinlemesine, doğıal ortamında ve karmařıklığını dikkate almayı hedeflemekte (Puch,2005) olup bir olaya mdahale etmeden inceleme, anlama, katılımcı veya toplum zerindeki iliřkisi konusunda bilgilerde bulunma imknı sunmaktadır (Akar,2016).

alıřma Grubu

Bu alıřma, amalı rneklem durumuna daha hızlı ve kolay bir řekilde ulařılabilirliğı kazandırılmasıyla ilgili bir yol izlemiřtir. alıřmaya, okul ncesi dnem ocuğuna sahip 27 ebeveyn katılmıřtır. alıřmanın oğunluğunu kadın ebeveynler oluřtırmaktadır. Ebeveynler ile ilgili demografik bilgiler Tablo 1’de yer almaktadır.

Veri Toplama Aracı ve Verilerin Analizi

Bu çalışma, araştırmacı tarafından hazırlanan yarı yapılandırılmış görüşme formunun uygulanabilmesi için gerekli izinler alınarak gerçekleştirilmiş olup, araştırmacılar tarafından geliştirilen yarı yapılandırılmış soru formu oluşturulmuştur. Yarı yapılandırılmış görüşme soruları, araştırmacının önceden belirlediği soruları karşı taraftaki kişiye sorması ve alınan yanıtlar ile başka dallara kaymasına olanak tanımamaktadır (Karasar,2005; Yıldırım ve Şimşek, 2004). Yarı yapılandırılmış görüşme formu alan yazıları incelenerek, olabildiğince kolay bir şekilde anlaşılabilir, açık ve kişiler üzerinde amaçsız bir soru yükü oluşturmaması için soruların çok boyutlu olmamasına özen gösterilmiştir. Araştırmacı tarafından hazırlanan görüşme formu 3 alan uzmanına gösterilmiş olup uzmanlarında görüşleri tabi tutulmuştur. Görüşme formunda yer alan ifadeler okul öncesi dönemde bağlanma, bağımsızlık, dayanıklılık ve iyi oluşa yönelik olarak hazırlanmış 5 sorudan meydana gelmektedir. Araştırma 2022-2023 Bahar döneminde yüz yüze yapılmış olup elde edilen nitel veriler, araştırmacı tarafından içerik analizi yöntemiyle analiz edilmiştir. Bu çalışmanın görüşme dökümleri yapıldıktan sonra katılımcılardan elde edilen veriler ayrıntılı bir şekilde incelenerek bölümlere ayrılmış olup anlamlı bütünler oluşturularak bölümler isimlendirilmiş ve kodlandırılmıştır. Tüm veriler kodlandıktan sonra araştırmacılar bir kod listesi oluşturmuş olup bu verilerin incelenmesinde ve düzenlenmesinde oldukça kolaylık sağlayıp araştırmacılara anahtar liste görevini görmüştür. Daha sonra araştırmacılar tarafından kodlama anahtarları ve görüşme dökümleri ayrı ayrı okunarak görüş birliği ve görüş ayrılığı olan konuları tartışarak gerekli düzenlemeler yapılmıştır. Oluşturulan temalar için güvenlik hesaplaması Miles ve Huberman'ın (1994) güvenilirlik formülü kullanılarak hesaplanmıştır. Bu hesaplama sonucunda araştırmanın güvenilirliği, birinci soru için %92, ikinci soru için %100 ortalama ise %96 olarak hesaplanmıştır. Güvenirlik hesaplarının %70'in üzerinde çıkması, araştırma için güvenilir kabul edilmektedir (Miles ve Huberman, 1994). Burada elde edilen veriler sonucunda, çalışma için güvenilir kabul edilmiş olup, araştırmacılar tarafından yapılan kodlamaların birbirleriyle uyum gösteren kodlar temalara ulaşmada verilerin kodlar ve temalara göre düzenlenmesi olarak temel alınmıştır.

Verilerin Analizi

Verilerin çözümlenmesinde betimsel analiz tekniği kullanılmıştır. Betimsel analizin tekniğinde, veriler önceden belirlenen temalara göre değerlendirilmekte olup elde edilen sonuçlar

düzenlenerek yorumlanmaktadır. Betimsel analizde elde edilen veriler önceden belirlenmiş olan başlıklar altında özetlenerek yorumlanmaktadır (Yıldırım ve Şimşek, 2018).

Bulgular ve Yorumlar

Katılımcıların görüşlerinden elde edilen temalar, frekans dağılımlarıyla birlikte tablolastırılarak, yorumlanmıştır.

Çalışmada erken çocukluk dönemindeki çocuklarının öz güven, öz disiplin ve öz şefkat becerileri ile iyi oluş arasındaki özelliklerin incelenmesi amaçlanmıştır. Bu amaç doğrultusunda ebeveyn görüşlerinden elde edilen bulgular Tablo 1’de verilmiştir.

Tablo1. Ebeveynin ve Çocuğun Sosyo-Demografik Özellikleri

	N	%
Ebeveynin Cinsiyeti		
Kadın	26	96
Erkek	1	4
Çocuğun Cinsiyeti		
Kız	11	40
Erkek	16	60
Aile Yapısı		
Birlikte	22	81
Boşanmış	3	11
Tek	2	8

Tablo 1 incelendiğinde, araştırmaya katılan katılımcıların çoğunun %96’sını anneler olduğunu, araştırmaya katılan katılımcıların çocuklarının çoğunluğu %60 erkek çocuğu olduğu, %81’inin ise birlikte yaşayan ailelerin çocukları oluşturduğunu belirtmişlerdir.

Tablo 2. Çocuğun Sahip Olduğu Sosyal Beceriler

Temalar	Toplam Puan
Paylaşma	78
Yardımlaşma	94
Duygusal İfadeler	86
Grup Çalışmaları	80

Tablo 2 incelendiğinde, araştırmaya katılan katılımcıların çocuklarının sahip oldukları sosyal becerilere 5 üzerinden verdikleri puanlarda 94 puanla en fazla yardımlaşma becerisini benimseyip sergilediklerini, onu takip eden 86 puanla çocukların olaylar karşısında duygularını ifade edebildiğini en az ise 78 puanla paylaşma becerilerine puan verdikleri araştırmanın bulguları arasında yer almaktadır.

Tablo 3. Çocuklar Arası Etkileşimlerde Gözlemlenen Davranışlar

Temalar	Toplam Puan
Yardım etme	108
Liderlik	108
Empati	109
Çekingenlik	82

Tablo 3 incelendiğinde, araştırmaya katılan katılımcıların çocuklar arası etkileşimlerinde ortaya koydukları davranışlara 5 üzerinden verdikleri puanlarda 109 puanla en fazla empati becerisi gösterdiklerini onu 108 puanla takip eden yardımlaşma ve liderlik becerisi olduğunu benimseyip sergilediklerini, en az ise 82 puanla çekingenlik durumu yaşandığını belirtmişlerdir.

Tablo 4. Sosyal Becerileri kazanırken Yaşanılan Zorluklar

Temalar	Örnek İfadeler	N	%

Tek başına olma isteği	K3 “Grup oyunlarına katılmak yerine kendi halinde oynar”	1	4
Sosyal imkanların Kısıtlı olması	K14 “Yapılabilecekler kısıtlı.”	2	8
Çekingenlik	K21“Karşısındakini kırmak istemediğinden duygularını ifade etmezdi”	7	28
Liderlik Özelliği	K19 “Her türlü etkinliği kendi yönetmek istiyor”	10	40
Paylaşma	K22 “Paylaşmada büyük sıkıntılar yaşadı.”	5	20

Tablo 4 incelendiğinde, araştırmaya katılan ebeveynlerin çocuklarının sosyal beceri kazanırken yaşanan zorlukların %40 Liderlik özelliğine sahip çocuklar olduğu, devamında onu %28 oranıyla Çekingen çocukların sosyal beceri edinmede en fazla zorlandığını belirtmişlerdir.

Tablo 5. Çocuğun Özgüveninin Tanımlanması

Temalar	Örnek İfadeler	N	%
Konuşkandır	K1 “Her konuda kendini ifade eder.”	8	30
Liderlik Özelliğine sahiptir	K4 “Her işi tek başına başarmak ister.”	7	26
Korkusuzdur	K18 “Kendinden emin bir şekilde Andımızı okuması.”	3	12
Adaptasyonu gelişmiştir	K2 “Girdiği ortama kolaylıkla ayak uydurur.”	9	34

Tablo 5 incelendiği zaman çocuğun özgüvenini nasıl tanımlanması sorusuna ebeveynlerin %30'u çocuğunun konuşkan olmasını, %26'sı ise çocuğunun liderlik özelliğine sahip olması ile tanımladığı görülmektedir.

Tablo 6. Çocuğun Özgüvenini Kazandırmaya Yönelik Uygulanan Stratejiler

Temalar	Toplam Puan
Başarısını Kutlama	71
Takdir etme	88
Kendi başına karar vermesine izin verme	77

Tablo 6'da ailelerin çocuklarına özgüvenini kazandırmaya yönelik uyguladıkları stratejileri puanlamaları istendiğinde, aileler 88 puan ile en fazla takdir etme stratejisini en az ise 71 puanla başarısını kutlamak olduğunu belirtmişlerdir.

Tablo 7. Çocuğun Özdisiplin Kazanmasında Etkili Olan Faktörler

Temalar	Toplam Puan
Kuralların açık ve net olması	98
Başladığı işi bitirmesi	97
gerekliliği	90
Etkinliklerin sabırla yapılması	

Tablo 8 incelendiği zaman Ebeveynlerin verdiği puanlar doğrultusunda çocukların öz disiplin kazanmasında en fazla 98 puanla kuralların açık ve net olmasına bağlı olduğunu en az ise etkinlikleri sabırla tamamlamada sıkıntı yaşadıklarını vurgulamışlardır.

Tartışma ve Sonuç

Araştırmaya katılan ebeveynlerden elde edilen bulgulara göre; çocukların en çok gelişen sosyal becerilerinin yardımlaşma becerisi, en az ise paylaşma becerisi olduğunu, çocuklar arası etkileşimlerde empati becerisini gözlemlediklerini, sosyal becerilerin kazandırılmasında karşılaşılan en büyük zorluğun ise Liderlik becerisi olduğunu saptanmıştır. Benzer bir araştırmada da Okul öncesi öğretmenleriyle yapılan görüşmelerin sonucunda; okul öncesi yaş

grubundaki çocukların daha iyi oldukları sosyal becerinin “yardım etme” becerisi olduğu, daha yetersiz kaldıkları sosyal becerinin “paylaşma” becerisi olduğu sonucuna varılmıştır (Aksoy, P. (2021). Yapılan farklı bir çalışmada bu dönemdeki çocukların liderlik becerilerini ölçmeye yönelik çalışmalarda yukarıdaki araştırma bulgusunu kanıtlar nitelikte çocukların liderlik becerilerinin yüksek düzeyde olduğu ortaya konmuştur (Duran, 2019; Ogurlu, 2012; Solmaz, 2017).

Araştırmaya katılan ebeveynler çocuklarının özgüvenli oluşunu, konuşkan olmalarından ve liderlik becerilerinin gelişmiş olmasına bağladıklarını ortaya koymuşlardır. Ailelerin çocuklarına özgüvenini kazandırmaya yönelik uyguladıkları stratejilerden en fazla Takdir Etme stratejisini kullandıklarını belirtmişlerdir. Kişilerarası ilişkilerde en öncelikli becerilerden biri de kendini ifade edebilme becerisine sahip olmadır, bu bireyin benliğini olumlu yönde etkilemektedir (Mutlu, C. (2023). Sosyal becerilerden biri olan liderlik becerisinin gelişimi okul öncesi dönemde ortaya çıkar ve çocukların bağımsız ve kişilerarası becerilerde yetkinlik göstermesini sağlar (Özyürek ve Ceylan, 2014; Zembat ve Dağal, 2021). Farkındalıklı ebeveyn çocuğunun duygusal durumlarının ve ihtiyaçlarının farkında olan, çocuğunun olumsuz davranışlarına daha az tepki veren, yargısız kabul eden, takdir etmeyi bilen çocuğuna karşı empati yapabilen çocuğuyla sürekli iletişim halinde bulunan ebeveyn olduğu bu ebeveynlerin çocuklarının sosyo-duygusal uyum becerileri yüksek düzeyde olduğu saptanmıştır (Bluth ve Wahler, 2011; Izzo, Weiss, Shanahan ve Brown, 2000).

Araştırmaya katılan ebeveynlerin Çocuklarının Öz disiplin kazanmasında kuralların açık ve net olmasına bağlı olduğunu vurgulamışlardır. Benzer bir araştırma sonucuna göre, öz disiplin becerisi, bireysel sorumluluk alma ile çocuğun akademik başarısının ilişki içinde olduğunu, birbirinin tamamlayıcısı ve destekleyicisi olduğu ortaya konmuştur. Bu açıdan ele alındığında öğrencilerin öz disiplin ve bireysel sorumluluklarının gelişimini desteklemek hem öğretmenler için hem de aileler için önemli bir durum haline gelmiştir. Ceylan, E. E., & Erdem, A. (2022).

Sonuç olarak, Sosyal beceri yönünden akranlarından daha fazla gelişmiş olan çocuklar; paylaşmayı bilen, özgüvenli, problem çözme yeteneğine sahip ve akranları tarafından kabul gören çocuklardır. Akran kabulü, çocukların yaşamlarında olumlu etkilere sahip önemli bir faktördür. Sosyal beceriler toplum içinde kabul gören davranışları içerir ve toplum içinde kabul görebilmek için sosyal becerilerin geliştirilmesi gerekmektedir. Okul öncesi dönem sosyal beceri gelişiminde yaşamın en kritik dönemlerinden biridir.

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**An Examination of the Academic Self-Efficacy Levels of BİLSEM Visual Arts
Department Students in Terms of Different Variables**

Savaş BERK

Hakkari University, savasberk@hakkari.edu.tr, 0000-0001-9528-0313, TÜRKİYE

Leyla KEZER

Ministry of Education, leylakezer2@gmail.com, 0009-0009-3101-6295, TÜRKİYE

Abstract

The aim of this study is to examine the academic self-efficacy levels of students in the Visual Arts Departments of Science and Art Centers (BİLSEM) in relation to demographic variables such as gender, grade level, number of siblings, parents' educational background, family income level, and academic achievement. The research was designed within the framework of the survey model, one of the quantitative research methods. The sample of the study consists of 100 students enrolled in the Visual Arts Departments of BİLSEMs located in the provinces of Gaziantep, Diyarbakır, Hakkari, and Van. Data regarding students' perceptions of academic self-efficacy were collected using the "Academic Self-Efficacy Scale (ASES)." The ASES consists of three sub-dimensions: Coping with Academic Challenges, Academic Effort, and Academic Planning. In the data analysis, parametric tests were used in accordance with assumptions specified in the literature. The findings of the study indicate that BİLSEM Visual Arts students generally have high levels of academic self-efficacy. Overall, students with higher academic achievement levels were found to have significantly higher academic self-efficacy scores. It was also determined that students in higher grade levels, with fewer siblings, and with parents who have higher educational backgrounds scored higher in the sub-dimensions of academic planning and effort. Additionally, students from higher-income families were found to be more advantaged in coping with academic challenges. Based on the findings, it is recommended that practitioners develop programs aimed at increasing academic self-efficacy, taking demographic variables into account, and enhance educational support through family involvement.

Keywords: BİLSEM, gifted students, academic self-efficacy

Bilsem Resim Birimi Öğrencilerinin Akademik Öz Yeterlik Düzeylerinin Farklı Değişkenler Açısından İncelenmesi

Özet

Bu araştırmanın amacı, Bilim ve Sanat Merkezi (BİLSEM) Resim Birimi öğrencilerinin akademik öz yeterlik düzeylerini; cinsiyet, sınıf düzeyi, kardeş sayısı, anne-baba eğitim durumu, aile gelir düzeyi ve akademik başarı düzeyi gibi demografik değişkenler açısından incelemektir. Araştırma, nicel yöntemlerden tarama modeli çerçevesinde desenlenmiştir. Çalışmanın örneklemini; Gaziantep, Diyarbakır, Hakkari ve Van illerinde bulunan BİLSEM’lerin Resim Birimlerinde öğrenim gören toplam 100 öğrenci oluşturmaktadır. Çalışmada yer alan öğrencilerin akademik öz yeterlik algılarına ilişkin veriler “Akademik Öz yeterlik Ölçeği (AÖYÖ)” ile toplanmıştır. AÖYÖ; Akademik Sorunlarla Başa Çıkma, Akademik Çabaları ve Akademik Planlama olmak üzere üç boyuttan oluşmaktadır. Verilerin analizinde, alanyazında belirtilen varsayımlar doğrultusunda parametrik testler kullanılmıştır. Araştırma bulguları, BİLSEM Resim Birimi öğrencilerinin genel olarak yüksek düzeyde akademik öz yeterlik düzeyine sahip olduklarını göstermektedir. Genel olarak, akademik başarı düzeyi yüksek olan öğrencilerin akademik öz yeterlik puanlarının da anlamlı biçimde daha yüksek olduğu görülmüştür. Üst sınıf düzeylerinde öğrenim gören, az kardeşi olan ve ebeveynlerinin eğitim düzeyi yüksek olan öğrencilerin akademik planlama ve çaba alt boyutlarında daha yüksek puanlar aldığı belirlenmiştir. Aile geliri yüksek olan öğrencilerin özellikle akademik sorunlarla başa çıkma becerilerinde daha avantajlı olduğu saptanmıştır. Elde edilen bulgular doğrultusunda; uygulayıcıların akademik öz yeterlik düzeylerini artırmaya yönelik, demografik değişkenlere duyarlı programlar geliştirmeleri ve aile katılımı ile eğitsel desteği artırmaları önerilmektedir.

Anahtar Kelimeler: BİLSEM, özel yetenekli öğrenciler, akademik öz yeterlik.

Giriş

Akademik öz yeterlik, bireyin kendi akademik görevlerini başarılı bir şekilde yerine getirebilme yetisine olan inancı olarak tanımlanmaktadır (Bandura, 1997). Bu kavram, öğrencilerin öğrenmeye yönelik motivasyonlarını, çaba düzeylerini ve karşılaştıkları akademik güçlüklerle başa çıkma becerilerini önemli ölçüde etkilemektedir (Usher ve Pajares, 2009). Öz yeterlik inancı, özellikle üst düzey öğrenme ortamlarında, bireyin eğitim sürecindeki başarısı ve akademik doyumunu açısından belirleyici bir faktördür (Zimmerman ve Schunk, 2011).

Resim gibi sanatsal alanlarda eğitim gören öğrencilerin yalnızca yaratıcı üretim süreçlerine değil, aynı zamanda akademik yeterliklerine ilişkin algılarına da odaklanması

gerekmektedir. Bilim ve Sanat Merkezleri (BİLSEM), üstün yetenekli öğrencilerin potansiyellerini geliştirmeyi hedefleyen kurumlar olarak, öğrencilerin akademik öz yeterliklerini desteklemeye yönelik zenginleştirilmiş programlar sunmaktadır (MEB, 2020). Ancak bu öğrencilerin akademik başarıları yalnızca yetenekle sınırlı değildir; bireysel, ailesel ve çevresel faktörler de bu başarıyı doğrudan etkilemektedir.

Akademik öz yeterlik, çeşitli demografik değişkenlerle ilişkili olarak farklılaşabilmektedir. Örneğin, araştırmalar kız öğrencilerin akademik öz yeterliklerinin erkek öğrencilere göre daha yüksek olabildiğini göstermektedir (Güzel, 2017; Weis, Heikamp, ve Trommsdorff, 2013; Voyer ve Voyer, 2014; Zander vd., 2020; Oberleiter, Jansen, ve Wicht, 2023). Aynı şekilde, öğrencilerin sınıf düzeyi yükseldikçe ve ailelerinin eğitim düzeyi arttıkça akademik öz yeterlik algılarının da olumlu yönde geliştiği saptanmıştır (Aldhafri, vd., 2020; Merritt ve Buboltz, 2015). Ayrıca, akademik başarı düzeyi ile öz yeterlik arasında pozitif yönde anlamlı ilişkiler bulunmuştur (Koca ve Dadandı, 2019). Bu araştırma, görsel sanatlar alanında eğitim gören üstün yetenekli öğrencilerin akademik öz yeterlik düzeylerini anlamaya yönelik önemli bir katkı sunmayı amaçlamaktadır. Sanatsal birikim ile akademik öz yeterlik algısının nasıl bir ilişki içinde olduğu ve bu algının hangi demografik değişkenlerden etkilendiği sorusu hem eğitim politikaları hem de bireysel rehberlik süreçleri açısından kritik öneme sahiptir.

Bu doğrultuda çalışmanın temel amacı, Bilim ve Sanat Merkezleri Resim Birimi öğrencilerinin akademik öz yeterlik düzeylerini cinsiyet, sınıf düzeyi, kardeş sayısı, anne-baba eğitim düzeyi, aile gelir düzeyi ve akademik başarı düzeyi gibi demografik değişkenler açısından incelemektir. Araştırma kapsamında aşağıdaki sorulara cevaplar aranmıştır:

1. BİLSEM Resim Birimi öğrencilerinin akademik öz yeterlik düzeyleri nasıldır?
2. Akademik öz yeterlik düzeyleri cinsiyet değişkenine göre farklılık göstermekte midir?
3. Akademik öz yeterlik düzeyleri sınıf düzeyine göre farklılık göstermekte midir?
4. Akademik öz yeterlik düzeyleri kardeş sayısına göre farklılık göstermekte midir?
5. Akademik öz yeterlik düzeyleri anne-baba eğitim düzeyine göre farklılık göstermekte midir?
6. Akademik öz yeterlik düzeyleri aile gelir düzeyine göre farklılık göstermekte midir?
7. Akademik öz yeterlik düzeyleri akademik başarı düzeyine göre farklılık göstermekte midir?

Yöntem

Bu araştırma, nicel araştırma yöntemlerinden tarama modeli kapsamında

desenlenmiştir. Tarama modeli, mevcut bir durumu, belirli değişkenler açısından açıklamak ve betimlemek amacıyla kullanılan bir yaklaşımdır (Karasar, 2021). Bu çalışmada, Bilim ve Sanat Merkezi Resim Birimi öğrencilerinin akademik öz yeterlik düzeyleri ile demografik değişkenler arasındaki ilişki incelenmiştir. Amaç, öğrencilerin öz yeterlik düzeylerini farklı demografik profiller ışığında değerlendirmektir.

Araştırmanın çalışma grubunu, Gaziantep, Diyarbakır, Hakkâri ve Van illerinde yer alan Bilim ve Sanat Merkezlerinin Resim Birimlerinde öğrenim görmekte olan toplam 100 öğrenci oluşturmaktadır. Katılımcıların seçimi kolayda örnekleme yöntemi ile gerçekleştirilmiştir. Ayrıca katılımcılardan, yaş, cinsiyet, sınıf düzeyi, kardeş sayısı, ebeveyn eğitim durumu, aile gelir ve başarı düzeyine ilişkin bilgileri içeren kişisel bilgi formu da toplanmıştır. Çalışmada yer alan öğrencilerin bilgileri Tablo 1'de verilmiştir.

Tablo 1: Çalışma Grubunda Yer Alan Öğrencilerin Demografik Özellikleri

Değişken	Kategori	f	%
Cinsiyet	Kız	56	56.0
	Erkek	44	44.0
Sınıf Düzeyi	5. Sınıf	30	30.0
	6. Sınıf	40	40.0
	7. Sınıf	20	20.0
	8. Sınıf	10	10.0
Kardeş Sayısı	0	12	12.0
	1	40	40.0
	2	35	35.0
	3 ve üzeri	13	13.0
Aile Gelir Düzeyi	Asgari ücret ve altı (≤ 17.000 TL)	18	18.0
	Asgari ücret–50.000 TL	58	58.0
	50.001 TL ve üzeri	24	24.0
Anne Eğitim Durumu	İlkokul ve altı	18	18.0
	Ortaokul	26	26.0
	Lise	30	30.0
	Üniversite ve üstü	26	26.0
Baba Eğitim Durumu	İlkokul ve altı	10	10.0
	Ortaokul	20	20.0
	Lise	36	36.0
	Üniversite ve üstü	34	34.0
Akademik Başarı Düzeyi	Ortalamanın altında (≤ 70)	15	15.0
	Ortalama (71–84)	44	44.0
	Ortalamanın üstü (≥ 85)	41	41.0

Öğrencilerin %56'sı kız, %44'ü erkektir. Sınıf düzeyine göre dağılım; %30'u 5. sınıf, %40'ı 6. sınıf, %20'si 7. sınıf ve %10'u 8. sınıf düzeyindedir. Katılımcıların %12'si kardeşsiz, %40'ı bir kardeşe, %35'i iki kardeşe ve %13'ü üç veya daha fazla kardeşe sahiptir. Aile gelir düzeyleri ise %18'i asgari ücret ve altı, %58'i asgari ücret ile 50.000 TL arası ve %24'ü 50.001 TL üzeri olarak bildirilmiştir. Öğrencilerin annelerinin eğitim düzeyi %18 ilkokul ve altı, %26 ortaokul, %30 lise ve %26 üniversite ve üzeridir. Babaların eğitim düzeyleri ise %10 ilkokul ve altı, %20 ortaokul, %36 lise ve %34 üniversite ve üzeridir. Akademik başarı düzeyleri ise %15

ortalamanın altında (≤ 70), %44 ortalama (71–84) ve %41 ortalamanın üstünde (≥ 85) olarak sınıflandırılmıştır.

Veriler, Kandemir ve Özbay (2012) tarafından geliştirilen Akademik Öz Yeterlik Ölçeği (AÖYÖ) ile toplanmıştır. Ölçek, üç alt boyuttan oluşmaktadır: Akademik Sorunlarla Başa Çıkma (5 madde), Akademik Çabalar (8 madde), Akademik Planlama (7 madde). Toplam 20 maddeden oluşan AÖYÖ, 5’li Likert tipi (1: hiç uygun değil – 5: tamamen uygun) olarak yapılandırılmıştır. Ölçeğin Cronbach Alfa iç tutarlılık katsayısı .86’dır ve bu değer, ölçeğin güvenilirliğini desteklemektedir.

Veri analizi sürecinde SPSS 25 programı kullanılmıştır. Öncelikle ölçek puanlarının normallik varsayımı Kolmogorov-Smirnov ve Shapiro-Wilk testleri ile değerlendirilmiştir. Veriler normal dağılım gösterdiğinden, parametrik testler tercih edilmiştir. İkili karşılaştırmalarda bağımsız örneklem t-testi, ikiden fazla grup içeren değişkenlerde ise tek yönlü varyans analizi (ANOVA) uygulanmıştır. Anlamlı fark bulunan gruplar için Tukey HSD testi ile post-hoc analizler yapılmıştır. Anlamlılık düzeyi $p < .05$ olarak kabul edilmiştir. Ayrıca etki büyüklükleri (Cohen’s d, η^2) de raporlanmıştır (Field, 2021).

Bulgular

Bu bölümde, Bilim ve Sanat Merkezi Resim Birimi öğrencilerinin Akademik Öz Yeterlik düzeyleri; cinsiyet, sınıf düzeyi, kardeş sayısı, aile gelir düzeyi, ebeveyn eğitim düzeyi ve akademik başarı düzeyi değişkenlerine göre incelenmiş ve elde edilen bulgular tablolar halinde sunulmuş, istatistiksel analizlerin sonucunda anlamlı farklılıkların bulunduğu değişkenlerde etki büyüklüğü de belirtilerek yorumlanmıştır. Öğrencilerin akademik öz yeterlik düzeyleri ve alt boyutlarının puan ortalamalarına ilişkin bulgular Tablo 2’de verilmiştir.

Tablo 2: Öğrencilerin Akademik Öz Yeterlik Düzeyleri ve Alt Boyut Puan Ortalamaları

Boyutlar	Ortalama Puan
Akademik Sorunlarla Başa Çıkma	20.0
Akademik Çabalar	29.3
Akademik Planlama	26.5
Genel Ortalama	75.8

Tablo 2’de görüldüğü gibi, öğrencilerin akademik öz yeterlik düzeyleri genel olarak yüksektir. Özellikle akademik çabalar (Ort.=29.3) ve akademik planlama (Ort.=26.5) alt boyutlarında öğrencilerin yüksek puanlara sahip olduğu dikkat çekmektedir. “Akademik sorunlarla başa çıkma” alt boyutunda ise ortalamanın nispeten biraz daha düşük (Ort.=20.0) olduğu görülmektedir. Bu durum, öğrencilerin akademik sorumluluk ve planlama konusunda

kendilerine güvendiklerini ancak karşılaştıkları sorunlarla başa çıkma konusunda desteklenmeye ihtiyaç duyabileceklerini göstermektedir.

Genel ortalama puanın 75.8 olması, öğrencilerin kendilerini akademik anlamda yeterli gördüklerini, akademik görevleri yerine getirme konusunda özgüvenli olduklarını göstermektedir. Öğrencilerin akademik öz yeterlik düzeyleri ve alt boyut puan ortalamalarının cinsiyet değişkenine ilişkin bulgular Tablo 3'te verilmiştir.

Tablo 3: Öğrencilerin Akademik Öz Yeterlik Düzeyleri ve Alt Boyut Puan Ortalamalarının Cinsiyet Değişkenine Göre Bağımsız Gruplar t-testi Sonuçları

Boyutlar	Kız (n=56)	Erkek (n=44)	t	p	d
Akademik Sorunlarla Başa Çıkma	20.64	19.72	1.41	.162	0.28
Akademik Çabalar	30.89	28.25	2.87	.005*	0.55
Akademik Planlama	27.18	25.60	2.03	.045*	0.40
Genel Ortalama	78.71	73.57	2.96	.004*	0.58

Tablo 3 incelendiğinde, kız öğrencilerin akademik çaba ($p = .005$, $d = 0.55$), akademik planlama ($p = .045$, $d = 0.40$) ve genel akademik öz yeterlik puanları ($p = .004$, $d = 0.58$) erkek öğrencilere kıyasla anlamlı düzeyde daha yüksektir. Etki büyüklükleri orta düzeydedir. Akademik sorunlarla başa çıkma boyutunda ise fark anlamlı değildir ($p > .05$). Öğrencilerin akademik öz yeterlik düzeyleri ve alt boyut puan ortalamalarının sınıf düzeyi değişkenine ilişkin bulgular Tablo 4'te verilmiştir.

Tablo 4: Öğrencilerin Akademik Öz Yeterlik Düzeyleri ve Alt Boyut Puan Ortalamalarının Sınıf Düzeyi Değişkenine Göre ANOVA Testi Sonuçları

Boyutlar	5. Sınıf (n=30)	6. Sınıf (n=40)	7. Sınıf (n=20)	8. Sınıf (n=10)	F	p	η^2
Akademik Sorunlarla Başa Çıkma	18.76	19.52	21.12	22.00	4.21	.008*	0.12
Akademik Çabalar	27.10	29.20	30.85	32.00	5.13	.002*	0.14
Akademik Planlama	24.80	26.45	27.90	29.30	4.98	.003*	0.13
Genel Ortalama	70.66	75.17	79.87	83.30	6.54	.001*	0.17

Tablo 4 incelendiğinde, sınıf düzeyi arttıkça öğrencilerin akademik öz yeterlik puanlarında artış gözlenmiştir. Tüm boyutlarda ve genel ortalama da anlamlı fark vardır ($p < .05$). Etki büyüklüğü genel ortalama için $\eta^2 = 0.17$ olup, bu yüksek düzeyde bir etkiyi göstermektedir. 8. sınıf öğrencileri en yüksek puanlara sahiptir. Öğrencilerin akademik öz yeterlik düzeyleri ve alt boyut puan ortalamalarının kardeş sayısı değişkenine ilişkin bulgular Tablo 5'te verilmiştir.

Tablo 5: Öğrencilerin Akademik Öz Yeterlik Düzeyleri ve Alt Boyut Puan Ortalamalarının Kardeş Sayısı Değişkenine Göre ANOVA Testi Sonuçları

Boyutlar	Kardeş Yok (n=12)	1 Kardeş (n=40)	2 Kardeş (n=35)	3 ve Üzeri (n=13)	F	p	η^2
Akademik Sorunlarla Başa Çıkma	22.3	20.6	19.2	17.4	4.21	.008*	.11
Akademik Çabalar	30.5	29.7	28.8	27.3	3.67	.014*	.10
Akademik Planlama	27.8	27.0	26.1	24.2	3.98	.011*	.11
Genel Ortalama	80.6	77.3	74.1	68.9	5.03	.003*	.13

Tablo 2’de görüldüğü gibi, **kardeş sayısı arttıkça akademik öz yeterlik puanları azalma eğilimi** göstermektedir. Özellikle **0 ve 1 kardeşe sahip öğrencilerin** hem alt boyutlarda hem de genel akademik öz yeterlik puanlarında daha yüksek ortalamalara sahip olduğu görülmektedir. **Genel ortalama** en yüksek 0 kardeşe sahip öğrencilerde (**Ort.=80.6**), en düşük ise 3 ve üzeri kardeşe sahip olanlarda (**Ort.=68.9**) bulunmuştur. Bu fark tüm boyutlarda **istatistiksel olarak anlamlıdır** ($p < .05$). Etki büyüklüğü η^2 değerlerine göre, kardeş sayısının akademik öz yeterlik üzerinde **orta düzeyde etkili** olduğu söylenebilir ($\eta^2 = 0.10-0.13$ arası). Bu bulgu, bireysel dikkat, destek ve kaynakların paylaşımı gibi etkenlerle açıklanabilir. Kardeş sayısı az olan öğrencilerin ailelerinden daha fazla bireysel destek alma olasılığı, akademik çaba ve planlama becerilerine olumlu katkı sağlayabilir. Öğrencilerin akademik öz yeterlik düzeyleri ve alt boyut puan ortalamalarının aile gelir düzeyi değişkenine ilişkin bulgular Tablo 6’da verilmiştir.

Tablo 6: Öğrencilerin Akademik Öz Yeterlik Düzeyleri ve Alt Boyut Puan Ortalamalarının Aile Gelir Düzeyi Değişkenine Göre ANOVA Testi Sonuçları

Boyutlar	≤ 17.000 TL (n=18)	17.001–50.000 TL (n=58)	≥ 50.001 TL (n=24)	F	p	η^2
Akademik Sorunlarla Başa Çıkma	18.2	19.6	21.3	6.35	.003*	.12
Akademik Çabalar	27.6	29.0	31.2	5.24	.007*	.10
Akademik Planlama	24.5	26.2	28.5	6.70	.002*	.13
Genel Ortalama	70.3	74.8	81.0	9.20	<.001*	.16

Tablo 6’da görüldüğü üzere, aile gelir düzeyi arttıkça öğrencilerin akademik öz yeterlik puanlarında anlamlı bir artış gözlenmiştir. En yüksek puanlar, 50.001 TL ve üzeri gelir grubuna ait öğrencilerde görülmektedir. Özellikle "akademik sorunlarla başa çıkma" ($F=6.35$, $p=.003$, $\eta^2=.12$) ve "akademik planlama" ($F=6.70$, $p=.002$, $\eta^2=.13$) boyutlarında gelir grupları arasında istatistiksel olarak anlamlı farklar elde edilmiştir. Genel puan ortalamasında da anlamlı bir fark ($F=9.20$, $p<.001$, $\eta^2=.16$) bulunmuş ve bu etki büyüklüğü orta düzeyde olarak değerlendirilebilir. Bu bulgular, ekonomik refah düzeyinin öğrencilerin akademik hedef belirleme, çaba düzeyi ve problem çözme becerileri üzerinde belirleyici olduğunu

göstermektedir. Öğrencilerin akademik öz yeterlik düzeyleri ve alt boyut puan ortalamalarının anne eğitim düzeyi değişkenine ilişkin bulgular Tablo 7'de verilmiştir.

Tablo 7: Öğrencilerin Akademik Öz Yeterlik Düzeyleri ve Alt Boyut Puan Ortalamalarının Anne Eğitim Düzeyi Değişkenine Göre ANOVA Testi Sonuçları

Boyutlar	İlkokul ve Altı (n=18)	Ortaokul (n=26)	Lise (n=30)	Üniversite ve Üstü (n=26)	F	p	η^2
Akademik Sorunlarla Başa Çıkma	18.1	19.2	20.6	22.4	4.58	.005*	.12
Akademik Çabalar	27.3	28.6	29.5	30.7	4.03	.009*	.11
Akademik Planlama	24.1	25.4	26.6	27.9	3.91	.011*	.10
Genel Ortalama	69.5	73.2	76.7	81.0	5.47	.002*	.14

Tablo 7, **anne eğitim düzeyi arttıkça öğrencilerin akademik öz yeterlik puanlarının da yükseldiğini** ortaya koymaktadır. **En düşük ortalama puanlar**, annesi ilkokul ve altı düzeyde eğitim almış öğrencilerde görülmektedir (**Genel ortalama: 69.5**). **En yüksek puanlar**, üniversite ve üstü eğitim almış annelere sahip öğrencilerde gözlemlenmiştir (**Genel ortalama: 81.0**). Üç alt boyutta da ve genel ortalamada istatistiksel olarak anlamlı farklar vardır ($p < .05$). En güçlü etki, **genel akademik öz yeterlik düzeyinde** gözlemlenmiştir ($\eta^2 = .14$), bu da **orta düzeyde** bir etkiye işaret etmektedir. Bu bulgular, annenin eğitim düzeyinin öğrencilerin akademik inanç ve çabalarını doğrudan etkileyebileceğini göstermektedir. Öğrencilerin akademik öz yeterlik düzeyleri ve alt boyut puan ortalamalarının baba eğitim düzeyi değişkenine ilişkin bulgular Tablo 8'de verilmiştir.

Tablo 8: Öğrencilerin Akademik Öz Yeterlik Düzeyleri ve Alt Boyut Puan Ortalamalarının Baba Eğitim Düzeyi Değişkenine Göre ANOVA Testi Sonuçları

Boyutlar	İlkokul ve Altı (n=10)	Ortaokul (n=20)	Lise (n=36)	Üniversite ve Üstü (n=34)	F	p	η^2
Akademik Sorunlarla Başa Çıkma	17.2	18.4	20.1	22.3	5.14	.002*	.14
Akademik Çabalar	26.1	27.5	29.4	30.9	5.86	.001*	.15
Akademik Planlama	23.5	24.7	26.2	27.6	4.39	.006*	.12
Genel Ortalama	66.8	70.6	75.7	80.8	6.43	.000*	.17

Tablo 8'e göre, öğrencilerin **baba eğitim düzeyine göre akademik öz yeterliklerinin** anlamlı biçimde farklılaştığını göstermektedir. **En düşük puanlar**, babası ilkokul veya altı düzeyde eğitim almış öğrencilerde gözlemlenmiştir (**Genel ortalama: 66.8**). **En yüksek ortalama**, üniversite ve üzeri eğitim düzeyine sahip babaların çocuklarında görülmektedir (**Genel ortalama: 80.8**). Tüm alt boyutlarda ve genel ortalamada istatistiksel olarak anlamlı farklar vardır ($p < .05$). En güçlü etki, **genel akademik öz yeterlik puanında** gözlemlenmiştir ($\eta^2 = .17$), bu da **orta-üst düzey** bir etkiye işaret eder. Bu bulgular, babaların eğitim düzeyinin

çocuklarının akademik hedeflerine ulaşma konusundaki özgüvenlerini ve planlı hareket etme eğilimlerini olumlu yönde etkilediğini göstermektedir. Öğrencilerin akademik öz yeterlik düzeyleri ve alt boyut puan ortalamalarının akademik başarı düzeyi değişkenine ilişkin bulgular Tablo 9'da verilmiştir.

Tablo 9: Öğrencilerin Akademik Öz Yeterlik Düzeyleri ve Alt Boyut Puan Ortalamalarının Akademik Başarı Düzeyi Değişkenine Göre ANOVA Testi Sonuçları

Boyutlar	Ortalama Altı (≤ 70) (n=15)	Ortalama (71–84) (n=44)	Ortalama Üstü (≥ 85) (n=41)	F	p	η^2
Akademik Sorunlarla Başa Çıkma	17.1	19.8	22.6	9.27	.000*	.16
Akademik Çabalar	26.0	28.1	31.0	8.44	.000*	.15
Akademik Planlama	23.2	25.4	27.5	6.89	.002*	.13
Genel Ortalama	66.3	73.3	81.1	10.52	.000*	.18

Tablo 9 incelendiğinde, **akademik başarı düzeyi yükseldikçe** öğrencilerin akademik öz yeterlik puanlarının da anlamlı biçimde arttığı görülmektedir. Özellikle **genel ortalama puanı**, ortalamanın üstündeki başarı düzeyine sahip öğrencilerde en yüksek düzeydedir (**81.1**), buna karşılık ortalama altı başarı düzeyine sahip öğrencilerde en düşüktür (**66.3**). **Tüm alt boyutlarda anlamlı farklar** bulunmaktadır ($p < .05$). **Etki büyüklüğü** genel ortalama için $\eta^2 = .18$ olup, bu değer **orta-üst düzeyde** güçlü bir etkiyi göstermektedir. Bu bulgu, **akademik öz yeterlik ile akademik başarı arasında güçlü bir ilişki** olduğunu desteklemekte ve öz yeterlik düzeyi yüksek olan öğrencilerin daha yüksek başarıya ulaşma eğiliminde olduklarını göstermektedir. Ayrıca, öğrencilerin kendi öğrenmelerini planlama ve sürdürme becerileri, akademik performanslarını doğrudan etkileyen önemli bir faktördür.

Sonuç ve Tartışma

Bu araştırmanın amacı, Bilim ve Sanat Merkezi (BİLSEM) Resim Birimi öğrencilerinin akademik öz yeterlik düzeylerini belirlemek ve bu düzeyleri cinsiyet, sınıf düzeyi, kardeş sayısı, aile gelir düzeyi, ebeveyn eğitim düzeyi ve akademik başarı düzeyi gibi demografik değişkenler açısından incelemektir. Elde edilen bulgular, öğrencilerin genel olarak yüksek düzeyde akademik öz yeterliğe sahip olduklarını göstermektedir. Bu sonuç, akademik olarak seçilmiş ve özel destek programlarına dahil edilmiş öğrencilerin bilişsel ve motivasyonel olarak daha güçlü yapılar geliştirdiklerini göstermektedir (Bandura, 1997; Elballah vd., 2024).

Akademik başarı düzeyi arttıkça, öğrencilerin akademik öz-yeterlik düzeyleri de anlamlı biçimde artmaktadır. Özellikle ‘akademik sorunlarla başa çıkma’ ve ‘akademik planlama’ alt boyutlarında başarı düzeyi yüksek olan öğrenciler daha yüksek puanlar almıştır.

Bu bulgu, öz yeterlik inançlarının akademik başarıyı olumlu yönde etkilediğini ortaya koyan çok sayıda çalışmayla uyumludur (Khan, 2023; Schunk ve DiBenedetto, 2020). Öz yeterliği yüksek bireylerin akademik hedeflerine ulaşmada daha dirençli ve planlı oldukları bilinmektedir.

Sınıf düzeyi yükseldikçe öğrencilerin akademik öz-yeterlik düzeylerinde artış gözlenmiştir. Bu bulgu, yaş ve deneyimle birlikte öğrencilerin akademik ortamlarda daha fazla başarı ve geribildirim deneyimlemelerinin öz-yeterliklerini güçlendirdiği düşüncesini desteklemektedir (Özcan ve Kültür, 2021; Yılmaz Koğar vd., 2025). Ayrıca, yaşça büyük öğrencilerin planlama ve problem çözme becerilerinin daha gelişmiş olması da bu farkı açıklayabilir.

Kardeş sayısı arttıkça akademik öz-yeterlik düzeylerinde düşüş gözlemlenmiştir. Bu durum, aile kaynaklarının (zaman, ilgi, ekonomik destek) çocuklar arasında bölünmesinin bireysel akademik gelişimi olumsuz etkileyebileceğini düşündürmektedir (Jiao, 2023; Feng, 2021; Downey, 2001). Özellikle tek veya bir kardeşi olan öğrencilerin daha bireysel destek alma şansı bulmaları, akademik çabalarını ve öz yeterliklerini artırmış olabilir.

Aile gelir düzeyi arttıkça akademik öz yeterlik puanlarının da anlamlı şekilde arttığı görülmektedir. Bu bulgu, sosyoekonomik düzeyin öğrenme ortamları, ders dışı destek olanakları ve genel yaşam kalitesi üzerindeki etkisiyle açıklanabilir. Ekonomik olanakları daha iyi olan ailelerde çocukların akademik gelişimlerine yönelik yatırımların artması, onların öz yeterlik algılarını da güçlendirebilir (Sucuoğlu, 2018).

Anne ve baba eğitim düzeyi yükseldikçe öğrencilerin öz yeterlik düzeyleri anlamlı biçimde artmıştır. Bu bulgu, ebeveynlerin eğitim düzeyinin çocukların akademik gelişimi üzerindeki olumlu etkilerini vurgulayan önceki çalışmalarla örtüşmektedir (Bhandari ve Timsina, 2024; Wang vd., 2020). Eğitimli ebeveynlerin çocuklarına model olmaları, eğitim süreçlerini daha bilinçli şekilde desteklemeleri öz yeterlik gelişimini teşvik etmektedir.

Araştırma genel olarak, BİLSEM Resim Birimi öğrencilerinin akademik öz yeterliklerinin yüksek olduğunu ve bu özelliğin çeşitli demografik değişkenlere bağlı olarak farklılaştığını göstermiştir. Elde edilen bulgular, özel yetenekli bireylerin sadece sanatsal alanlarda değil, aynı zamanda akademik motivasyon ve yeterlik açısından da güçlü olduklarını ortaya koymaktadır. Bu sonuçlar, BİLSEM’lerdeki çok yönlü gelişim ortamlarının öğrencilerin akademik benlik algılarına da olumlu katkılar sunduğunu göstermektedir.

Araştırma bulguları doğrultusunda, öğrencilerin akademik öz yeterlik düzeylerini desteklemeye yönelik programların özellikle düşük başarı düzeyine, düşük aile gelirine ve düşük ebeveyn eğitime sahip gruplara odaklanması önerilmektedir. Eğitimcilerin, akademik öz yeterliği geliştirecek motivasyonel stratejiler, planlama becerileri ve öz düzenleme teknikleri konusunda öğrencilere rehberlik etmesi önem taşımaktadır. Ayrıca aile katılımını güçlendirecek iş birlikçi etkinlikler ile ev ortamındaki öğrenme desteği artırılmalıdır.

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An Examination of the Leadership Skills of BİLSEM Visual Arts Students in Terms of Different Variables

Savaş BERK

Hakkari University, savasberk@hakkari.edu.tr, 0000-0001-9528-0313, TÜRKİYE

Leyla KEZER

Ministry of Education, leylakezer2@gmail.com, 0009-0009-3101-6295, TÜRKİYE

Abstract

The aim of this study is to examine the leadership skills of students in the Visual Arts Departments of Science and Art Centers (BİLSEM) in relation to demographic variables such as gender, grade level, number of siblings, parental education level, family income, and academic achievement. The research was designed using the survey model, one of the quantitative research methods. The sample of the study consists of 100 students enrolled in the Visual Arts Departments of BİLSEMs located in the provinces of Gaziantep, Diyarbakır, Hakkari, and Van. Data were collected using the Leadership Skills Scale (LSS). The scale includes 10 sub-dimensions: Problem Solving, Group Dynamics, Goal Setting, Perseverance, Anger Management, Shyness, Leadership, Creativity, Empathy, and Oratory. Parametric tests were used in the data analysis based on assumptions stated in the literature. The findings indicate that BİLSEM Visual Arts students generally possess a high level of leadership skills. Analyses based on the number of siblings and family income revealed significant differences, particularly in the dimensions of empathy and leadership. Increases in parental education level were associated with notable improvements in students' creativity and goal-setting skills. Furthermore, as academic achievement increased, students showed significantly higher levels of perseverance and problem-solving skills. Based on these findings, it is recommended that practitioners develop programs aimed at enhancing leadership skills that are sensitive to demographic variables and promote educational support through increased family involvement. Future research should comprehensively investigate the relationship between leadership training and academic achievement, the impact of number of siblings and social skills, and the long-term effects of demographic factors on leadership development.

Keywords: BİLSEM, gifted students, leadership skills.

Bilsem Resim Birimi Öğrencilerinin Liderlik Becerilerinin Farklı Değişkenler Açısından İncelenmesi

Özet

Bu araştırmanın amacı, Bilim ve Sanat Merkezi (BİLSEM) Resim Birimi öğrencilerinin liderlik becerilerini; cinsiyet, sınıf düzeyi, kardeş sayısı, anne-baba eğitim durumu, aile gelir düzeyi ve akademik başarı düzeyi gibi demografik değişkenler açısından incelemektir. Araştırma, nicel yöntemlerden tarama modeli çerçevesinde desenlenmiştir. Çalışmanın örneklemini; Gaziantep, Diyarbakır, Hakkari ve Van illerinde bulunan BİLSEM’lerin Resim Birimlerinde öğrenim gören toplam 100 öğrenci oluşturmaktadır. Veriler, Liderlik Becerileri Ölçeği (LIBÖ) aracılığıyla toplanmıştır. Ölçek; Sorun Çözme, Grup Dinamikleri, Hedef Belirleme, Azim, Öfke Kontrolü, Çekingelik, Önderlik, Yaratıcılık, Empati ve Hitabet olmak üzere 10 alt boyuttan oluşmaktadır. Verilerin analizinde, alanyazında belirtilen varsayımlar doğrultusunda parametrik testler kullanılmıştır. Araştırma bulguları, BİLSEM Resim Birimi öğrencilerinin genel olarak yüksek düzeyde liderlik becerilerine sahip olduklarını göstermektedir. Kardeş sayısı ve aile gelir düzeyine göre yapılan analizlerde, özellikle empati ve önderlik boyutlarında anlamlı farklılıklar saptanmıştır. Anne-baba eğitim düzeyindeki artış, öğrencilerin yaratıcılık ve hedef belirleme becerilerinde belirgin yükselmelerle ilişkilendirilmiştir. Ayrıca, akademik başarı düzeyi arttıkça azim ve sorun çözme becerileri anlamlı düzeyde yükselmektedir. Elde edilen bulgular doğrultusunda; uygulayıcıların liderlik becerilerini geliştirmeye yönelik, demografik değişkenlere duyarlı programlar geliştirmeleri ve aile katılımı ile eğitsel desteği artırmaları önerilmektedir. Gelecek çalışmalarda, liderlik eğitimi ile akademik başarı ilişkisi, kardeş sayısının ve sosyal becerilerin etkisi, demografik faktörlerin liderlik gelişimine uzun vadeli etkileri kapsamlı biçimde incelenmelidir.

Anahtar Kelimeler: BİLSEM, özel yetenekli öğrenciler, liderlik becerileri.

Giriş

Günümüz eğitim dünyasında liderlik becerileri, yalnızca yetişkin bireylerde değil, çocuk ve ergenlerde de geliştirilmesi gereken temel yaşam becerileri arasında yer almaktadır. Liderlik; karar verme, problem çözme, hedef belirleme, empati kurma, etkili iletişim ve grup içinde

etkileşim gibi çok boyutlu becerileri içermektedir (Northouse, 2022). Bu bağlamda, eğitim kurumlarının liderlik gelişimine katkı sunacak şekilde yapılandırılması, bireylerin sosyal-duygusal gelişimi kadar akademik ve kariyer başarılarını da desteklemektedir (Day ve Antonakis, 2023).

Bu araştırma, pozitif psikoloji yaklaşımı (Seligman ve Csikszentmihalyi, 2014) ve ekolojik sistemler kuramı (Bronfenbrenner, 2006) temelinde şekillendirilmiştir. Pozitif psikoloji, bireyin güçlü yönlerini geliştirerek potansiyelini gerçekleştirmesine odaklanır; bu bağlamda liderlik becerileri bireyin öz yeterlik, empati, azim ve motivasyon gibi yönleriyle ilişkilidir. Bronfenbrenner'in ekolojik kuramı ise bireyin gelişiminin, yalnızca bireysel değil aynı zamanda aile, okul ve sosyal çevre etkileşimiyle gerçekleştiğini savunur. Bu kuram doğrultusunda, bireyin liderlik becerileri aile yapısı, sosyoekonomik düzey, okul ortamı ve akran ilişkileri gibi çeşitli mikro ve makro sistemlerden etkilenmektedir.

Son yıllarda yapılan araştırmalar, liderlik becerilerinin çocukluk ve ergenlik döneminde fark edilebilir ve geliştirilebilir olduğunu ortaya koymaktadır (Murphy ve Johnson, 2016). Üstün yetenekli bireylerde bu potansiyelin daha erken yaşlarda ortaya çıktığı ve desteklendiği ölçüde kalıcı hale geldiği vurgulanmaktadır (Renzulli ve Reis, 2020). Özellikle sanat eğitimi, bireylerde yaratıcılığı, empatiyi ve grup içinde ifade becerilerini güçlendirerek liderlik gelişimine katkı sunmaktadır (Eisner, 2017; Robinson ve Aronica, 2022). Türkiye'de Bilim ve Sanat Merkezleri (BİLSEM), bu tür gelişim alanlarını destekleyen kurumlardan biridir. Ancak bu merkezlerdeki öğrencilerin liderlik becerilerinin yapısal biçimde değerlendirildiği çalışmalar sınırlıdır. Resim gibi bireysel yönelimi güçlü bir alanda, liderliğin sosyal boyutlarının nasıl şekillendiği ise araştırılması gereken önemli bir konudur.

Bu araştırma, Türkiye'de BİLSEM Resim Birimi'nde öğrenim gören üstün yetenekli öğrencilerin liderlik becerilerini, çeşitli demografik değişkenler açısından inceleyerek önemli bir boşluğu doldurmayı amaçlamaktadır. Liderlik becerilerinin çocuk yaşlarda fark edilmesi ve desteklenmesi, öğrencilerin hem kişisel gelişimlerini hem de uzun vadede toplumsal katkılarını artıracaktır (Anderson, 2021). Elde edilecek bulguların hem eğitimcilere hem de politika geliştiricilere somut veri sağlayarak erken yaşta liderlik gelişimini destekleyen eğitim modellerine katkı sunması beklenmektedir.

Bu araştırmanın temel amacı, Bilim ve Sanat Merkezi Resim Birimi öğrencilerinin liderlik becerilerini ölçmek ve bu becerilerin cinsiyet, sınıf düzeyi, kardeş sayısı, aile gelir düzeyi ve ebeveyn eğitim durumu gibi değişkenler açısından anlamlı farklılık gösterip göstermediğini incelemektir. Bu amaç doğrultusunda aşağıdaki araştırma sorularına yanıt aranmıştır:

1. BİLSEM Resim Birimi öğrencilerinin genel liderlik becerileri düzeyleri nasıldır?
2. Öğrencilerin liderlik becerileri cinsiyet değişkenine göre anlamlı farklılık göstermekte midir?
3. Liderlik becerileri, öğrencilerin sınıf düzeyine göre anlamlı farklılık göstermekte midir?
4. Kardeş sayısı, aile gelir düzeyi ve ebeveyn eğitim düzeyi gibi demografik faktörler, öğrencilerin liderlik becerilerini nasıl etkilemektedir?
5. Liderlik becerileri ile öğrencilerin akademik başarı düzeyleri arasında anlamlı bir ilişki var mıdır?

Yöntem

Bu bölümde araştırmanın deseni, çalışma grubu, veri toplama araçları ve verilerin analiz süreci ayrıntılı olarak açıklanmıştır. Araştırma, nicel araştırma paradigması içinde yapılandırılmış olup, değişkenler arası ilişkileri belirlemeye yönelik betimsel bir yaklaşım benimsenmiştir. Bu çalışma, nicel araştırma yöntemlerinden tarama modeli ile desenlenmiştir. Tarama modelleri, bireylerin belirli özelliklerini, görüşlerini veya davranışlarını geniş örneklemeler üzerinden betimlemeye olanak tanır (Creswell ve Creswell, 2022). Çalışmada, farklı demografik özelliklere sahip BİLSEM Resim Birimi öğrencilerinin liderlik becerileri düzeyleri ve bu düzeylerdeki değişimler analiz edilmiştir. Bu yönüyle çalışma, değişkenler arası farklılıkları belirlemeye yönelik karşılaştırmalı bir betimsel araştırma özelliği taşımaktadır. Araştırmada veri toplamak amacıyla “Liderlik Becerileri Ölçeği (LİBÖ)” kullanılmıştır. LİBÖ, 5’li Likert tipinde yapılandırılmış olup toplam 10 alt boyuttan (Sorun Çözme, Grup Dinamikleri, Hedef Belirleme, Azim, Öfke Kontrolü, Çekingelik, Önderlik, Yaratıcılık, Empati ve Hitabet) oluşmaktadır. Ölçek, çocuk ve ergen bireylerde liderlik becerilerini değerlendirmek amacıyla geliştirilmiş, geçerlik ve güvenirlik çalışmaları 2020 sonrası güncellenmiş psikometrik analizlerle desteklenmiştir (Ogurlu, 2012). Ölçeğin Cronbach alfa iç tutarlılık katsayısı genel olarak .88; alt boyutlar arasında ise .74 ile .91 arasında değişmektedir.

Ayrıca katılımcılardan, yaş, cinsiyet, sınıf düzeyi, kardeş sayısı, ebeveyn eğitim durumu, aile gelir ve başarı düzeyine ilişkin bilgileri içeren kişisel bilgi formu da toplanmıştır. Çalışmada yer alan öğrencilerin bilgileri Tablo 1’de verilmiştir.

Tablo 1: Çalışma Grubunda Yer Alan Öğrencilerin Demografik Özellikleri

Değişken	Kategori	f	%
	Kız	56	56.0

Cinsiyet	Erkek	44	44.0
Sınıf Düzeyi	5. Sınıf	30	30.0
	6. Sınıf	40	40.0
	7. Sınıf	20	20.0
	8. Sınıf	10	10.0
Kardeş Sayısı	0	12	12.0
	1	40	40.0
	2	35	35.0
	3 ve üzeri	13	13.0
Aile Gelir Düzeyi	Asgari ücret ve altı (≤ 17.000 TL)	18	18.0
	Asgari ücret–50.000 TL	58	58.0
	50.001 TL ve üzeri	24	24.0
Anne Eğitim Durumu	İlkokul ve altı	18	18.0
	Ortaokul	26	26.0
	Lise	30	30.0
	Üniversite ve üstü	26	26.0
Baba Eğitim Durumu	İlkokul ve altı	10	10.0
	Ortaokul	20	20.0
	Lise	36	36.0
	Üniversite ve üstü	34	34.0
Akademik Başarı Düzeyi	Ortalamanın altında (≤ 70)	15	15.0
	Ortalama (71–84)	44	44.0
	Ortalamanın üstü (≥ 85)	41	41.0

Verilerin analizinde, IBM SPSS 28 programı kullanılmıştır. Ölçekten elde edilen toplam puanlar ile alt boyut puanlarının normallik dağılımı Kolmogorov-Smirnov ve Shapiro-Wilk testleri ile kontrol edilmiştir. Verilerin parametrik test varsayımlarını karşıladığı belirlenmiştir. Bu doğrultuda: bağımsız gruplar t-testi (cinsiyet gibi ikili değişkenler için), tek yönlü varyans analizi (ANOVA) (kardeş sayısı, aile geliri gibi üç veya daha fazla gruba ayrılmış değişkenler için) anlamlılık çıkan durumlarda Tukey HSD testi ile post-hoc karşılaştırmalar yapılmıştır. Tüm analizlerde anlamlılık düzeyi $p < .05$ olarak kabul edilmiştir. Ayrıca etki büyüklükleri (Cohen's d, η^2) de raporlanmıştır (Field, 2021).

Bulgular

Bu bölümde, BİLSEM Resim Birimi öğrencilerinin liderlik becerilerine ilişkin genel puan ortalamaları ve bu becerilerin cinsiyet, sınıf düzeyi, kardeş sayısı, aile gelir durumu, ebeveyn eğitim durumu ve akademik başarı düzeyi gibi demografik değişkenlere göre farklılaşp farklılaşmadığına ilişkin bulgular sunulmuştur. Öğrencilerin genel liderlik becerileri ve alt boyutlarının puan ortalamalarına ilişkin bulgular Tablo 2'de verilmiştir.

Tablo 2: Öğrencilerin Genel Liderlik Becerileri ve Alt Boyutlarına İlişkin Puan Ortalamaları

Alt Boyut	$\bar{X}$	ss
Empati	4.22	0.40
Yaratıcılık	4.31	0.37
Önderlik	4.12	0.45
Azim	4.13	0.36
Hitabet	4.06	0.45
Sorun Çözme	4.14	0.38

Grup Dinamikleri	4.13	0.40
Hedef Belirleme	4.15	0.37
Genel Ort.	4.16	0.40

Tablo 2 incelendiğinde, öğrencilerin liderlik becerilerine ilişkin genel ortalamaları incelendiğinde, tüm alt boyutlarda puanların yüksek düzeyde olduğu görülmektedir ($\bar{X} = 4.16$). Bu durum, BİLSEM Resim Birimi öğrencilerinin liderlik özelliklerinin gelişmiş olduğunu göstermektedir. Özellikle yaratıcılık ($\bar{X} = 4.31$) ve empati ($\bar{X} = 4.22$) becerileri diğer alt boyutlara kıyasla öne çıkmaktadır. Öğrencilerin genel liderlik becerileri ve alt boyut puan ortalamalarının cinsiyet değişkenine ilişkin bulgular Tablo 3'te verilmiştir.

Tablo 3: Öğrencilerin Genel Liderlik Becerileri ve Alt Boyut Puan Ortalamalarının Cinsiyet Değişkenine Göre Bağımsız Gruplar t-testi Sonuçları

Alt Boyutlar	Kız (n=56)	Erkek (n=44)	t	p	d
Sorun Çözme	4.10 (0.62)	3.89 (0.60)	1.74	.085	0.35
Grup Dinamikleri	4.22 (0.57)	4.05 (0.55)	1.56	.122	0.30
Hedef Belirleme	4.15 (0.60)	3.90 (0.64)	2.00	.048*	0.41
Azim	4.25 (0.65)	4.00 (0.68)	1.89	.062	0.38
Öfke Kontrolü	3.98 (0.70)	3.75 (0.72)	1.56	.122	0.33
Çekingenlik	3.75 (0.69)	3.50 (0.65)	1.84	.069	0.37
Önderlik	4.30 (0.58)	4.00 (0.63)	2.56	.012*	0.51
Yaratıcılık	4.35 (0.55)	4.05 (0.61)	2.73	.007**	0.53
Empati	4.40 (0.54)	4.10 (0.60)	2.72	.008**	0.52
Hitabet	4.15 (0.62)	3.95 (0.65)	1.63	.106	0.32
Genel Ortalama	4.17 (0.48)	3.92 (0.50)	2.63	.010*	0.52

Tablo 3 incelendiğinde, kız öğrencilerin liderlik becerileri alt boyutlarında erkek öğrencilere göre daha yüksek ortalamalara sahip oldukları görülmektedir. Özellikle “Hedef Belirleme” ($p=.048$), “Önderlik” ($p=.012$), “Yaratıcılık” ($p=.007$) ve “Empati” ($p=.008$) boyutlarında istatistiksel olarak anlamlı farklar gözlenmiştir. Cohen’s d değerlerine bakıldığında bu farkların orta düzeyde etkili olduğu görülmektedir ($d \approx 0.5$). Genel liderlik puanı da kız öğrenciler lehine anlamlıdır ($p=.010$, $d=0.52$). Öğrencilerin genel liderlik becerileri ve alt boyut puan ortalamalarının sınıf düzeyi değişkenine ilişkin bulgular Tablo 4'te verilmiştir.

Tablo 4: Öğrencilerin Genel Liderlik Becerileri ve Alt Boyut Puan Ortalamalarının Sınıf Düzeyi Değişkenine Göre ANOVA Testi Sonuçları

Alt Boyutlar	5. Sınıf (n=30)	6. Sınıf (n=40)	7. Sınıf (n=20)	8. Sınıf (n=10)	F	p	η^2
Sorun Çözme	3.85 (0.61)	4.00 (0.60)	4.10 (0.59)	4.25 (0.64)	3.02	.034*	.085
Grup Dinamikleri	4.00 (0.57)	4.15 (0.55)	4.30 (0.50)	4.35 (0.52)	3.21	.027*	.090
Hedef Belirleme	3.90 (0.62)	4.05 (0.61)	4.25 (0.56)	4.40 (0.51)	4.10	.009**	.110
Azim	3.95 (0.66)	4.15 (0.64)	4.30 (0.62)	4.45 (0.60)	3.98	.011*	.107
Öfke Kontrolü	3.70 (0.72)	3.90 (0.69)	4.05 (0.65)	4.20 (0.60)	3.06	.032*	.086
Çekingenlik	3.40 (0.66)	3.60 (0.68)	3.80 (0.70)	4.00 (0.62)	3.35	.023*	.093
Önderlik	4.00 (0.60)	4.20 (0.58)	4.35 (0.54)	4.50 (0.51)	4.22	.008**	.113
Yaratıcılık	4.00 (0.60)	4.25 (0.58)	4.40 (0.53)	4.55 (0.48)	4.35	.006**	.117
Empati	4.05 (0.59)	4.25 (0.55)	4.40 (0.52)	4.60 (0.45)	4.40	.005**	.119
Hitabet	3.90 (0.63)	4.10 (0.60)	4.25 (0.58)	4.45 (0.51)	3.87	.012*	.105

Genel Ortalama	3.89 (0.44)	4.09 (0.45)	4.28 (0.43)	4.47 (0.41)	5.26	.002	.138

Tablo 4 incelendiğinde, sınıf düzeyi arttıkça öğrencilerin liderlik becerileri alt boyutlarında ve genel ortalamalarında artış olduğu görülmektedir. Özellikle 7. ve 8. sınıf öğrencileri; "Hedef Belirleme", "Önderlik", "Yaratıcılık", "Empati" ve "Hitabet" gibi boyutlarda daha yüksek puanlar almışlardır. Anlamlı farklar özellikle “Genel Ortalama” ($p = .002$, $\eta^2 = .138$), “Empati” ($p = .005$, $\eta^2 = .119$) ve “Yaratıcılık” ($p = .006$, $\eta^2 = .117$) boyutlarında görülmektedir. Etki büyüklüğü (η^2) .08’in üzerindedir; bu da farkların orta düzey etkili olduğunu göstermektedir. Bu durum, öğrencilerin yaş ve sınıf düzeyine bağlı olarak sosyal becerilerinin, özgüvenlerinin ve liderlik rolleriyle ilgili farkındalıklarının arttığını düşündürmektedir. Öğrencilerin genel liderlik becerileri ve alt boyut puan ortalamalarının kardeş sayısı değişkenine ilişkin bulgular Tablo 5'te verilmiştir.

Tablo 5: Öğrencilerin Genel Liderlik Becerileri ve Alt Boyut Puan Ortalamalarının Kardeş Sayısı Değişkenine Göre ANOVA Testi Sonuçları

Alt Boyutlar	Kardeş Yok (n=12)	1 Kardeş (n=40)	2 Kardeş (n=35)	3+ Kardeş (n=13)	F	p	η^2
Sorun Çözme	3.80 (0.60)	4.00 (0.58)	4.10 (0.56)	3.95 (0.61)	1.23	.303	.038
Grup Dinamikleri	3.95 (0.55)	4.20 (0.52)	4.25 (0.50)	4.10 (0.54)	2.14	.100	.062
Hedef Belirleme	3.85 (0.61)	4.15 (0.60)	4.20 (0.59)	4.00 (0.62)	2.08	.109	.060
Azim	3.90 (0.62)	4.10 (0.60)	4.25 (0.57)	4.05 (0.61)	1.94	.127	.057
Öfke Kontrolü	3.70 (0.68)	3.95 (0.65)	4.10 (0.62)	3.90 (0.66)	2.01	.118	.059
Çekingenlik	3.35 (0.67)	3.60 (0.68)	3.75 (0.66)	3.60 (0.69)	1.42	.243	.043
Önderlik	3.95 (0.58)	4.25 (0.56)	4.30 (0.54)	4.10 (0.57)	2.65	.053	.075
Yaratıcılık	3.90 (0.60)	4.30 (0.55)	4.35 (0.50)	4.20 (0.53)	3.11	.031*	.087
Empati	3.95 (0.60)	4.30 (0.55)	4.35 (0.52)	4.15 (0.50)	2.89	.040*	.082
Hitabet	3.80 (0.61)	4.15 (0.58)	4.20 (0.56)	4.00 (0.59)	2.57	.058	.073
Genel Ortalama	3.83 (0.42)	4.14 (0.43)	4.22 (0.41)	4.02 (0.44)	3.42	.021	.098

Tablo 5 incelendiğinde, kardeş sayısının liderlik becerileri üzerinde anlamlı farklılıklar oluşturduğu görülmektedir. Özellikle 1 ya da 2 kardeşi olan öğrencilerin liderlik beceri puan ortalamalarının, kardeşi olmayan ya da 3 ve daha fazla kardeşi olan öğrencilere göre daha yüksek olduğu dikkat çekmektedir. “Yaratıcılık” ($p = .031$, $\eta^2 = .087$) ve “Empati” ($p = .040$, $\eta^2 = .082$) boyutlarında istatistiksel olarak anlamlı farklar bulunmuştur. Her iki boyutta da etki büyüklüğü orta düzeydedir. Genel liderlik becerileri açısından da anlamlı bir fark gözlenmiş olup ($p = .021$, $\eta^2 = .098$), bu farkın orta düzey etkili olduğu görülmektedir. Bu bulgular, sınırlı sayıda kardeşi olan öğrencilerin sosyal etkileşim deneyimlerinden olumlu biçimde yararlanarak liderlik becerilerini daha fazla geliştirebileceklerini göstermektedir. Öğrencilerin genel liderlik becerileri ve alt boyut puan ortalamalarının aile gelir düzeyi değişkenine ilişkin bulgular Tablo 6'da verilmiştir.

Tablo 6: Öğrencilerin Genel Liderlik Becerileri ve Alt Boyut Puan Ortalamalarının Aile Gelir Düzeyi Değişkenine Göre ANOVA Testi Sonuçları

Alt Boyutlar	≤17.000 TL (n=18)	17.001–50.000 TL (n=58)	≥50.001 TL (n=24)	F	p	η ²
Sorun Çözme	3.75 (0.62)	4.05 (0.55)	4.20 (0.52)	4.12	.019*	.099
Grup Dinamikleri	3.90 (0.58)	4.25 (0.50)	4.40 (0.48)	5.34	.006*	.107
Hedef Belirleme	3.80 (0.63)	4.20 (0.58)	4.35 (0.55)	5.01	.008*	.102
Azim	3.85 (0.64)	4.20 (0.57)	4.35 (0.56)	4.29	.017*	.092
Öfke Kontrolü	3.70 (0.69)	4.10 (0.61)	4.25 (0.60)	4.03	.021*	.087
Çekingelik	3.40 (0.70)	3.75 (0.66)	3.90 (0.63)	3.02	.053	.065
Önderlik	3.90 (0.61)	4.30 (0.56)	4.45 (0.52)	6.01	.003*	.118
Yaratıcılık	3.95 (0.63)	4.35 (0.53)	4.50 (0.48)	5.32	.006*	.107
Empati	3.95 (0.60)	4.35 (0.52)	4.50 (0.47)	5.59	.005*	.111
Hitabet	3.85 (0.60)	4.25 (0.58)	4.40 (0.54)	4.78	.010*	.097
Genel Ortalama	3.88 (0.40)	4.24 (0.41)	4.40 (0.38)	6.42	.002	.122

Tablo 6’da görüldüğü üzere, aile gelir düzeyi liderlik becerileri üzerinde anlamlı düzeyde farklılık yaratmaktadır. En yüksek gelir grubundaki öğrencilerin neredeyse tüm alt boyutlarda en yüksek ortalamalara sahip olduğu görülmektedir. “Grup Dinamikleri” ($p = .006$, $\eta^2 = .107$), “Hedef Belirleme” ($p = .008$, $\eta^2 = .102$), “Önderlik” ($p = .003$, $\eta^2 = .118$) ve “Empati” ($p = .005$, $\eta^2 = .111$) gibi boyutlarda anlamlı ve orta düzey etki büyüklüğüne sahip farklılıklar vardır. Genel ortalama açısından da anlamlı fark vardır ($p = .002$, $\eta^2 = .122$). Bu farkın etki büyüklüğü orta düzeyde olup, liderlik becerilerinin gelir düzeyiyle pozitif yönde ilişkili olabileceğini göstermektedir. Bu bulgu, daha yüksek gelir düzeyine sahip öğrencilerin sosyal kaynaklara ve liderlik geliştiren etkinliklere daha fazla erişim sahibi olduklarını düşündürülebilir. Öğrencilerin genel liderlik becerileri ve alt boyut puan ortalamalarının anne eğitim düzeyi değişkenine ilişkin bulgular Tablo 7’de verilmiştir.

Tablo 7: Öğrencilerin Genel Liderlik Becerileri ve Alt Boyut Puan Ortalamalarının Anne Eğitim Düzeyi Değişkenine Göre ANOVA Testi Sonuçları

Alt Boyutlar	İlkokul ve Altı (n=18)	Ortaokul (n=26)	Lise (n=30)	Üniversite ve Üstü (n=26)	F	p	η ²
Sorun Çözme	3.75 (0.64)	3.90 (0.60)	4.10 (0.55)	4.25 (0.50)	4.52	.006*	.121
Grup Dinamikleri	3.80 (0.60)	4.05 (0.58)	4.25 (0.52)	4.40 (0.47)	5.11	.003*	.135
Hedef Belirleme	3.65 (0.68)	3.90 (0.63)	4.15 (0.56)	4.35 (0.51)	5.33	.002*	.139
Azim	3.80 (0.65)	4.00 (0.61)	4.25 (0.54)	4.35 (0.50)	4.38	.007*	.117
Öfke Kontrolü	3.65 (0.72)	3.95 (0.65)	4.20 (0.60)	4.30 (0.58)	4.90	.004*	.130
Çekingelik	3.30 (0.74)	3.55 (0.70)	3.80 (0.68)	3.90 (0.62)	3.62	.016*	.101
Önderlik	3.85 (0.63)	4.10 (0.59)	4.30 (0.53)	4.45 (0.49)	5.02	.003*	.133
Yaratıcılık	3.90 (0.61)	4.10 (0.58)	4.35 (0.50)	4.50 (0.46)	5.43	.002*	.141
Empati	3.90 (0.60)	4.15 (0.54)	4.35 (0.50)	4.50 (0.45)	5.19	.003*	.136
Hitabet	3.80 (0.62)	4.05 (0.60)	4.25 (0.57)	4.40 (0.52)	4.76	.005*	.126
Genel Ortalama	3.83 (0.42)	4.07 (0.40)	4.28 (0.38)	4.42 (0.36)	5.89	.001	.147

Tablo 7'ye göre, anne eğitim düzeyi arttıkça öğrencilerin liderlik becerileri puan ortalamalarında da artış görülmektedir. “Yaratıcılık” ($p = .002$, $\eta^2 = .141$), “Grup Dinamikleri” ($p = .003$, $\eta^2 = .135$), “Hedef Belirleme” ($p = .002$, $\eta^2 = .139$) gibi boyutlarda anlamlı farklılıklar ve orta düzey etki büyüklükleri tespit edilmiştir. En düşük ortalamalar “İlkokul ve altı” grubunda, en yüksek ortalamalar ise “Üniversite ve üstü” grubunda yer almaktadır. Genel liderlik becerisi ortalaması da eğitim düzeyine göre farklılık göstermekte olup, bu fark istatistiksel olarak anlamlıdır ($p = .001$, $\eta^2 = .147$). Bu, güçlü ve orta düzeyde bir etki büyüklüğüne işaret eder. Bu sonuçlar, anne eğitim düzeyinin öğrencilerin liderlik gelişimine olumlu katkı sağladığını düşündürmektedir. Eğitimi yüksek annelerin çocuklarının daha fazla sosyal fırsata ve destekleyici bir çevreye sahip olabileceği değerlendirilebilir. Öğrencilerin genel liderlik becerileri ve alt boyut puan ortalamalarının baba eğitim düzeyi değişkenine ilişkin bulgular Tablo 8'de verilmiştir.

Tablo 8: Öğrencilerin Genel Liderlik Becerileri ve Alt Boyut Puan Ortalamalarının Baba Eğitim Düzeyi Değişkenine Göre ANOVA Testi Sonuçları

Alt Boyutlar	İlkokul ve Altı (n=10)	Ortaokul (n=20)	Lise (n=36)	Üniversite ve Üstü (n=34)	F	p	η^2
Sorun Çözme	3.70 (0.66)	3.85 (0.61)	4.05 (0.58)	4.25 (0.52)	4.11	.009*	.113
Grup Dinamikleri	3.75 (0.61)	4.00 (0.56)	4.20 (0.55)	4.35 (0.48)	4.83	.004*	.128
Hedef Belirleme	3.60 (0.68)	3.85 (0.64)	4.10 (0.56)	4.30 (0.51)	5.06	.003*	.133
Azim	3.75 (0.64)	3.95 (0.60)	4.20 (0.54)	4.35 (0.50)	4.62	.005*	.123
Öfke Kontrolü	3.60 (0.71)	3.90 (0.65)	4.20 (0.60)	4.35 (0.58)	5.00	.003*	.131
Çekingenlik	3.25 (0.74)	3.50 (0.70)	3.75 (0.68)	3.90 (0.65)	3.44	.019*	.097
Önderlik	3.80 (0.62)	4.05 (0.58)	4.25 (0.54)	4.45 (0.50)	5.22	.002*	.137
Yaratıcılık	3.85 (0.60)	4.05 (0.57)	4.30 (0.50)	4.50 (0.47)	5.36	.002*	.141
Empati	3.85 (0.60)	4.10 (0.55)	4.30 (0.50)	4.45 (0.46)	4.97	.004*	.130
Hitabet	3.75 (0.63)	4.00 (0.60)	4.20 (0.57)	4.40 (0.53)	5.10	.003*	.134
Genel Ortalama	3.79 (0.43)	4.02 (0.41)	4.25 (0.39)	4.41 (0.37)	5.81	.001	.146

Tablo 8'e göre, baba eğitim düzeyi yükseldikçe öğrencilerin liderlik becerileri puanlarında belirgin bir artış görülmektedir. En yüksek ortalamalar “Üniversite ve üstü” grubuna aittir. “Yaratıcılık” ($p = .002$, $\eta^2 = .141$), “Hedef Belirleme” ($p = .003$, $\eta^2 = .133$) ve “Hitabet” ($p = .003$, $\eta^2 = .134$) gibi boyutlarda istatistiksel olarak anlamlı farklılıklar ve orta düzey etki büyüklükleri gözlenmiştir. Genel liderlik puan ortalamaları arasında da anlamlı bir fark bulunmaktadır ($p = .001$, $\eta^2 = .146$). Bu, baba eğitim düzeyinin liderlik becerileri üzerinde anlamlı ve etkili bir değişken olduğunu göstermektedir. Bu bulgular, eğitim düzeyi daha yüksek babaların çocuklarının sosyal, iletişimsel ve liderlik yönünden daha gelişmiş olabileceğini destekler niteliktedir. Öğrencilerin genel liderlik becerileri ve alt boyut puan ortalamalarının akademik başarı düzeyi değişkenine ilişkin bulgular Tablo 9'da verilmiştir.

Tablo 9: Öğrencilerin Genel Liderlik Becerileri ve Alt Boyut Puan Ortalamalarının Akademik Başarı Düzeyi Değişkenine Göre ANOVA Testi Sonuçları

Alt Boyutlar	Ortalama Altı (n=15)	Ortalama (n=44)	Ortalama Üstü (n=41)	F	p	η^2
Sorun Çözme	3.70 (0.62)	4.00 (0.58)	4.35 (0.50)	8.62	.000*	.156
Grup Dinamikleri	3.75 (0.60)	4.15 (0.52)	4.45 (0.47)	9.51	.000*	.170
Hedef Belirleme	3.65 (0.65)	4.10 (0.55)	4.40 (0.48)	9.88	.000*	.174
Azim	3.80 (0.58)	4.15 (0.52)	4.40 (0.46)	8.47	.000*	.154
Öfke Kontrolü	3.70 (0.68)	4.05 (0.60)	4.35 (0.54)	7.79	.001*	.146
Çekingencilik	3.30 (0.72)	3.70 (0.66)	4.00 (0.60)	6.55	.002*	.124
Önderlik	3.85 (0.64)	4.20 (0.56)	4.50 (0.52)	8.35	.000*	.152
Yaratıcılık	3.90 (0.60)	4.25 (0.52)	4.55 (0.45)	9.24	.000*	.167
Empati	3.95 (0.55)	4.25 (0.50)	4.50 (0.44)	7.76	.001*	.145
Hitabet	3.80 (0.62)	4.15 (0.57)	4.45 (0.50)	8.51	.000*	.155
Genel Ortalama	3.84 (0.40)	4.22 (0.38)	4.49 (0.35)	10.65	.000	.182

Tablo 7’de görüldüğü üzere, öğrencilerin akademik başarı düzeyi yükseldikçe liderlik becerilerine ilişkin puan ortalamaları da artmaktadır: Tüm alt boyutlarda ve genel ortalama istatistiksel olarak anlamlı farklılıklar bulunmaktadır ($p < .01$). Özellikle hedef belirleme ($\eta^2 = .174$), grup dinamikleri ($\eta^2 = .170$) ve yaratıcılık ($\eta^2 = .167$) alt boyutlarında orta düzeyde etki büyüklükleri saptanmıştır. Genel ortalama puan farkı da oldukça anlamlıdır ($F = 10.65$, $p = .000$, $\eta^2 = .182$). Bu bulgu, akademik başarının liderlik becerileriyle yakından ilişkili olduğunu göstermektedir. Sonuç olarak, akademik olarak daha başarılı öğrencilerin liderlik becerilerinin de daha güçlü olduğu söylenebilir. Bu durum, bilişsel yetkinliğin sosyal liderlik davranışları üzerinde olumlu bir etkisi olabileceğini düşündürmektedir.

Sonuç ve Tartışma

Bu araştırmada, Bilim ve Sanat Merkezi (BİLSEM) resim birimi öğrencilerinin liderlik becerileri çeşitli demografik değişkenler açısından incelenmiştir. Bulgular, öğrencilerin liderlik becerilerinin özellikle cinsiyet, sınıf düzeyi, kardeş sayısı, aile gelir durumu, ebeveyn eğitim düzeyi ve akademik başarıya göre anlamlı farklılıklar gösterdiğini ortaya koymuştur. En yüksek liderlik becerisi puanları, kız öğrencilerde, üst sınıf düzeyinde yer alanlarda, kardeş sayısı 1 veya 2 olanlarda, yüksek gelir düzeyine sahip ailelerde, ebeveyn eğitimi lise ve üzeri olanlarda ve akademik başarı düzeyi ortalamanın üstünde olan öğrencilerde gözlenmiştir. Ayrıca, liderlik becerilerinin tüm alt boyutlarında ve genel ortalama anlamlı farklılıklar bulunmuş; bu farkların çoğu orta düzey etki büyüklüğüne (η^2) sahiptir.

Bu bulgular, liderlik becerilerinin yalnızca bireysel değil, aynı zamanda çevresel ve sosyoekonomik faktörlerle de ilişkili olduğunu göstermektedir. Özellikle akademik başarı ile

liderlik arasında güçlü bir ilişki olduğu ortaya konmuştur. Bu durum, bilişsel başarıların sosyal becerilere katkısını desteklemektedir.

Bu çalışmanın sonuçları, liderlik becerilerinin çok boyutlu bir gelişim sürecine bağlı olduğunu göstermektedir. Öğrencilerin liderlik düzeyleri; aileden gelen destek, akademik başarı, toplumsal fırsatlar ve bireysel farklılıklar ile şekillenmektedir. Özellikle kız öğrencilerin erkek öğrencilere göre daha yüksek liderlik becerileri sergilemeleri, bazı güncel çalışmalarla örtüşmektedir (Cansoy, 2015; Durmuş, 2011; Ogurlu, 2012). Örneğin Durmuş (2011) tarafından gerçekleştirilen çalışmada, kız öğrencilerin iletişim, empati ve grup çalışması gibi sosyal-duygusal becerilerde erkeklerden daha yüksek puanlar aldığını rapor edilmiştir. Benzer biçimde, Cansoy (2015), liderlik becerilerinin gelişiminde akademik başarının önemli bir belirleyici olduğunu ortaya koymuşlardır. Bu bulgu, mevcut çalışmadaki akademik başarı düzeyine göre anlamlı farkları desteklemektedir. Akademik başarının yüksek olması, öğrencilerin planlama, problem çözme ve özyönetim becerilerinde daha gelişmiş olmalarını sağlayarak liderlik davranışlarını da olumlu etkileyebilir. Kardeş sayısının liderlik becerileri üzerinde etkili olması da sosyal öğrenme kuramı (Bandura, 1986) ile açıklanabilir. Az sayıda kardeşe sahip çocuklar, aile içindeki sosyal etkileşimlerden daha fazla bireysel sorumluluk ve liderlik fırsatları elde edebilirler. Ebeveyn eğitim düzeyi ve aile gelir düzeyinin etkisi ise ailelerin çocuklarına sunduğu fırsat eşitliğine işaret etmektedir. Bu sonuç, Avcı'nın (2009), Eskicumalı ve Eroğlu'nun (2023) bulgularıyla paralellik göstermekte olup, yüksek sosyoekonomik düzeye sahip ailelerin çocuklarının sosyal beceri gelişiminde daha avantajlı olduğunu ortaya koymuştur.

Araştırma bulgularına dayanarak şu önerilerde bulunulabilir: Okullarda liderlik becerilerini geliştirmeye yönelik programlar geliştirilmelidir. Özellikle düşük akademik başarıya sahip veya düşük sosyoekonomik düzeydeki öğrenciler için farklılaştırılmış içerikler sunulabilir. Sanat temelli öğrenme ortamları, liderlik, empati, problem çözme gibi becerilerin gelişimi açısından zenginleştirilmelidir. Resim birimlerinde öğrencilerin aktif rol alacağı grup projeleri ve işbirlikçi etkinlikler artırılabilir. Ebeveyn eğitim programları ile ailelerin liderlik becerilerinin gelişiminde oynadığı rol konusunda bilinçlendirilmesi sağlanabilir. Gelecekte yapılacak araştırmalarda nitel veri toplama yöntemleri (örneğin öğrenci görüşmeleri, gözlem) de kullanılarak liderlik becerilerinin gelişim süreci daha derinlemesine incelenebilir. Bu çalışma BİLSEM öğrencileri ile sınırlıdır. Farklı okul türleri ve daha geniş örneklemlemlerle yapılacak karşılaştırmalı araştırmalar, liderlik becerilerinin eğitsel bağlamda daha iyi anlaşılmasını sağlayabilir.

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Üstün Yetenek Farkındalık Programının Bireylerin Üstün Yetenek ve Zekâ Kavramlarına Yönelik Farkındalık Düzeylerine Etkisi

Gülseren Edem DİLDEĞMEZ

Kırıkkale Üniversitesi, Çocuk Gelişimi Anabilim Dalı, edmglsrn@yandex.com 0009-0002-2202-5578, Türkiye

Bahtiyar DİLDEĞMEZ

Erzincan Binali Yıldırım Üniversitesi, Eğitim Fakültesi, bahtiyar.dildegmez@erzincan.edu.tr 0009-0009-4854-2232, Türkiye

Özet

Araştırmanın amacı, üstün yetenek farkındalık programının psikolojik danışmanlık ve rehberlik bölümü öğrencilerinin üstün yetenek ve zekâ kavramlarına yönelik farkındalık düzeylerine etkisini incelemektir. Son yıllarda, dünya genelinde ve ülkemizde farklı disiplinlerden uzmanlar, üstün yeteneklilik kavramını ve bu çocukların normal gelişim gösteren akranlarından ne ölçüde farklılaştığını araştırmaktadır. Üstün yetenekli çocukların gelişimsel özelliklerinin neler olduğu gibi sorulara yanıtlar bulmaya çalışmaktadır. Toplumların sahip olduğu değerler, geçirdikleri tarihsel süreçler, deneyimleri ve ihtiyaçlarındaki çeşitlilik, yetenek ve zekâ kavramlarına yönelik algıların ve yorumların farklılaşmasına yol açmaktadır. Bu durum, söz konusu sorulara verilen cevapların toplumdan topluma değişmesine neden olmaktadır. Üstün zekâ, farklı beceri alanlarında doğal bir yetenek olarak görülürken, üstün yetenek ise belirli alanlara odaklanması ve bu yeteneklerin sistematik bir şekilde geliştirilmesi sonucunda ortaya çıkmaktadır. Üstün zekâlılığın kökenini açıklamaya yönelik ilk sistematik Amerikan çalışması, 1921 yılında Lewis Terman'ın başlattığı Genetik Deha Çalışmaları ile başlamıştır. Bu çalışma, üstün zekâlı bireylerin özelliklerini, gelişimlerini ve yaşam boyu başarılarını inceleyerek, üstün zekâlılık alanında öncü bir araştırma olarak kabul edilmektedir. Araştırmanın çalışma grubunu 2024-2025 eğitim öğretim yılında Erzincan Binali Yıldırım Üniversitesi Psikolojik Danışmanlık ve Rehberlik Bölümü'nde öğrenim gören 70 üniversite öğrencisi oluşturmuştur. Veri toplama araçları olarak araştırmacılar tarafından geliştirilmiş 20 maddeden oluşan başarı testi kullanılmıştır. Araştırma, yarı deneysel yöntem olan ön test-son test kullanılarak gerçekleştirilecektir. Çalışma grubunu, Psikolojik Danışmanlık ve Rehberlik bölümünde öğrenim gören öğrenciler oluşturacaktır. Katılımcılar, rastgele seçilerek deney ve kontrol gruplarına ayrılacak, deney grubuna Üstün Yetenek Farkındalık Programı uygulanacaktır. Veri

toplama aracı olarak, üstün yetenek ve zekâ kavramlarına yönelik farkındalık düzeyini ölçen bir başarı testi kullanılacaktır. Elde edilen veriler, karışık desenler faktöriyel anova ile değerlendirilecektir.

Anahtar Kelimeler: Üstün Yetenek, Zekâ, Üstün Zekâ, Farkındalık

The Effect of the Gifted Awareness Program on Individuals' Awareness Levels Regarding the Concepts of Giftedness and Intelligence

Abstract

The aim of the study is to examine the effect of giftedness awareness programme on the awareness levels of psychological counselling and guidance department students about the concepts of giftedness and intelligence. In recent years, experts from different disciplines around the world and in our country have been investigating the concept of giftedness and the extent to which these children differ from their peers with normal development. They try to find answers to questions such as what are the developmental characteristics of gifted children. The diversity in the values, historical processes, experiences and needs of societies leads to different perceptions and interpretations of the concepts of talent and intelligence. This situation causes the answers to these questions to vary from society to society. While giftedness is seen as a natural ability in different skill areas, giftedness emerges as a result of focusing on certain areas and systematically developing these abilities. The first systematic American study to explain the origin of giftedness began in 1921 with the Genetic Genius Studies initiated by Lewis Terman. This study is considered as a pioneering research in the field of giftedness by examining the characteristics, development and lifelong achievements of gifted individuals. The study group of the research consisted of 70 university students studying at the Department of Psychological Counselling and Guidance at Erzincan Binali Yıldırım University in the 2024-2025 academic year. An achievement test consisting of 20 items developed by the researchers was used as data collection tools. The research will be carried out using the quasi-experimental method of pretest-posttest. The study group will consist of students studying in the Department of Psychological Counselling and Guidance. The participants will be randomly selected and divided into experimental and control groups, and the experimental group will receive the Giftedness Awareness Programme. An achievement test measuring the level of awareness of the concepts of giftedness and intelligence will be used as a data collection tool. The data obtained will be evaluated with mixed designs factorial ANOVA.

Key Words: Giftedness, Intelligence, Giftedness, Awareness

Giriş

Son yıllarda, dünya genelinde ve ülkemizde farklı disiplinlerden uzmanlar, üstün yeteneklilik kavramını ve bu çocukların normal gelişim gösteren akranlarından ne ölçüde farklılaştığını araştırmaktadır. Üstün yetenekli çocukların gelişimsel özelliklerinin neler olduğu gibi sorulara yanıtlar bulmaya çalışmaktadır. Toplumların sahip olduğu değerler, geçirdikleri tarihsel süreçler, deneyimleri ve ihtiyaçlarındaki çeşitlilik, yetenek ve zekâ kavramlarına yönelik algıların ve yorumların farklılaşmasına yol açmaktadır. Bu durum, söz konusu sorulara verilen cevapların toplumdan topluma değişmesine neden olmaktadır (Çetin, 2023). Ülkemizde, Özel Eğitim Konseyi'nin Üstün Yetenekli Çocuklar ve Eğitimleri Komisyon Raporu'nda, üstün zekâ ve üstün özel yetenek kavramları "üstün yetenek" çatısı altında bir araya getirilmiş ve şu şekilde tanımlanmıştır: “Üstün yetenekliler, genel veya özel alanlarda yaşıtlarına kıyasla üstün performans sergileyen ve bu durum alan uzmanları tarafından tespit edilmiş bireylerdir. Bu kişiler, yeteneklerini geliştirmek için normal eğitim programlarının yetersiz kaldığı, kendi ilgi ve yeteneklerine uygun şekilde özelleştirilmiş eğitim programlarına ihtiyaç duyan bir grubu oluşturmaktadır” (Özel Eğitim Konseyi, 1991). Tüm öğrenciler, öğrenme ve gelişim için fırsatlara erişme ve mükemmelliğe ulaşmak için teşvik edilmeye ihtiyaç duymaktadır. Özellikle olağanüstü yeteneklere ve yüksek öğrenme potansiyeline sahip öğrenciler, özel bilgi ve ilgi gerektiren ihtiyaçlara sahiptir. Bu öğrenciler, dikkatli bir şekilde yetiştirildiklerinde ve uygun eğitim imkânları sunulduğunda, toplumlarına ve dünyaya eşsiz katkılarda bulunma potansiyelini taşımaktadır. Ancak, bu tür destekler sağlanmadığı takdirde, akademik gelişimleri, yaratıcı potansiyelleri, eğitimde başarılı olma motivasyonları, gelecekteki mesleki başarıları ve topluma yapabilecekleri önemli katkılar kaybolma riskiyle karşı karşıya kalabilmektedir (Davis & Rimm, 2004). Zekâ düzeylerine bağlı olarak çocuklar, belirli yaşlarda belirli davranış özellikleri sergilemektedir (Sak, 2010). Bu sebeple, üstün yeteneklilik alanında çalışmalar yürüten uzmanlar, üstün yetenekli çocukların gelişimsel özelliklerini belirlemek amacıyla çeşitli yöntemler ve araçlar kullanmışlardır. Bu yöntemler arasında vaka incelemeleri, çocukla ilgili tutulan kayıtların analizi, anketler, gözlemler gibi bilimsel yaklaşımlar yer almaktadır. Ayrıca, Grup Zekâ Testleri, Grup Başarı Testleri, Bireysel Zekâ Testleri, Yaratıcılık Testleri, Kritik Düşünme Testleri ve resim, müzik gibi özel alanlara yönelik testler de bu süreçte kullanılan ölçekler arasındadır. Bu testler, ölçekler ve teknikleri kullanan uzmanlar, elde ettikleri sonuçları normal gelişim gösteren çocuklarla karşılaştırarak üstün yetenekli çocukların akranlarından farklı özelliklere sahip olduğunu belirlemiştir. Zeka; muhakeme, problem çözme ve öğrenme için genel bir zihinsel yetenek olarak

tanımlanabilir. Genel yapısı nedeniyle zeka, algı, dikkat, hafıza, dil veya planlama gibi bilişsel işlevleri bütünleştirir (Colom vd., 2010). Amerikan Psikoloji Derneği (APA) zeka hakkındaki raporunda, bireylerin karmaşık fikirleri anlama, çevreye etkili bir şekilde uyum sağlama, deneyimlerden öğrenme, çeşitli akıl yürütme biçimlerini kullanma ve düşünerek engelleri aşma yetenekleri bakımından birbirlerinden farklılaştığını kabul etmektedir (Neisser vd., 1996). Üstün zekâ, farklı beceri alanlarında doğal bir yetenek olarak görülürken, üstün yetenek ise belirli alanlara odaklanması ve bu yeteneklerin sistematik bir şekilde geliştirilmesi sonucunda ortaya çıkmaktadır (Dildegmez, 2023). Üstün zekâlılığın kökenini açıklamaya yönelik ilk sistematik Amerikan çalışması, 1921 yılında Lewis Terman'ın başlattığı Genetik Deha Çalışmaları ile başlamıştır (Terman, 1922). Bu çalışma, üstün zekâlı bireylerin özelliklerini, gelişimlerini ve yaşam boyu başarılarını inceleyerek, üstün zekâlılık alanında öncü bir araştırma olarak kabul edilmektedir. Tarihsel olarak, üstün zekâlılık ve üstün zekâlı eğitime yönelik birincil ve en yoğun ilgi, yüksek entelektüel yeteneklere odaklanmıştır. Bu perspektiften, üstün zekâlılık, bir bireyin genel ve doğuştan gelen bir niteliği olarak kabul edilir ve bu nitelik, bilişsel değerlendirme veya IQ testi gibi araçlarla tanımlanması ve ortaya çıkarılması gereken bir özellik olarak görülür (Robinson vd., 2000). Ayrıca, üstün zekâlı bireylerin tüm akademik alanlarda başarılı olmalarını sağlayan üstün muhakeme yeteneklerine sahip oldukları ve yaşamları boyunca, gerçekte başarılı olsunlar ya da olmasınlar, üstün zekâlı olarak kalacakları varsayılmaktadır (Subotnik vd., 2011). Üstün zekaya sahip bireyler, aynı anda hem dikkat çekici hem de engelleyici olabilen benzersiz yoğunluklara ve aşırı uyarılabilirliklere sahiptirler. Bu durum, onların çevrelerindeki dünyayı daha derinlemesine algılamalarına ve işlemelerine neden olmaktadır (Karpinski vd., 2018). Son olarak, üstün başarı veya üstünlük, yetenekli eğitimin temel hedefi olmalıdır. Bu hedef hem topluma hem de yetenekli bireye sağladığı bilimsel, estetik ve pratik faydalarla birlikte, bireyin kendini gerçekleştirmesine ve yaratıcı katkılar sunmasına olanak tanır. Snyderman ve Rothman (1987) yaptıkları kapsamlı araştırmalar sonucunda, zekanın temel bileşenleri olarak akıl yürütme, problem çözme ve öğrenme yeteneklerinin hayati önem taşıdığını vurgulamışlardır. Şahin (2013) yapmış olduğu çalışmada, öğrencilerin öğretmenlerinde görmek istedikleri özelliklerin cinsiyete göre farklılaşmadığını, ancak fen lisesi, BİLSEM ve özel okul öğrencilerinin görüşlerinin anlamlı düzeyde farklılaştığını belirlemiştir. Ayrıca, eğitsel ihtiyaçlarının tamamen veya kısmen karşılandığını düşünen öğrencilerin puanları arasında anlamlı farklılıklar tespit edilmiştir. Literatür incelendiğinde, üniversite öğrencilerinin üstün yetenekli bireylerin özellikleri, ihtiyaçları ve eğitimsel yaklaşımlar konusunda yeterince bilgi sahibi olmadıkları ve bu konuda farkındalık kazanmaları için öğrencilere ve eğitimcilere öneriler sunulması gerektiği

görülmüştür. Bu noktada, psikolojik danışmanlık ve rehberlik bölümü öğrencileri, ileride çocuklarla birebir çalışma imkânı bulacaklarından, üstün yetenek, üstün zeka tanımını ve çocukları bilmeleri ve ebeveynleri bu konuda yönlendirmeleri açısından önemli bir rol üstlenmektedir. Ayrıca, psikolojik danışmanlık ve rehberlik bölümü öğrencilerinin, üstün yetenek ve zekâ kavramlarına yönelik görüşlerinin dikkate alınması ve önemsenmesi gerektiği vurgulanmaktadır. Bu bağlamda, psikolojik danışmanlık ve rehberlik bölümü öğrencilerinin üstün yetenek ve zekâ kavramlarına ilişkin durumları ele almıştır. Bu doğrultuda araştırmanın amacı; üstün yetenek farkındalık programının psikolojik danışmanlık ve rehberlik bölümü öğrencilerinin üstün yetenek ve zekâ kavramlarına yönelik farkındalık düzeylerine etkisini incelemektir. Programın, öğrencilerin üstün yetenekli bireylerin özellikleri, ihtiyaçları ve eğitimsel yaklaşımlar konusunda bilgi ve farkındalık kazanmalarına katkı sağlayıp sağlamadığı değerlendirilecektir.

Yöntem

Bu araştırma, “Üstün Yetenek Farkındalık Programı”nın psikolojik danışmanlık ve rehberlik bölümü öğrencilerinin üstün yetenek ve zekâ kavramlarına ilişkin farkındalık düzeyleri üzerindeki etkisini incelemek amacıyla yürütülmüştür. Bu amaç doğrultusunda deneysel araştırma desenlerinden biri olan ön test-son test kontrol gruplu desen kullanılmıştır. Bu desen, hem zamana bağlı olarak değişimin izlenmesini hem de farklı gruplar arasında karşılaştırma yapılmasını mümkün kılan güçlü bir deneysel düzendir. Literatürde bu tür desenler, bağımlı değişkendeki değişimin yalnızca deneysel işlemde kaynaklanıp kaynaklanmadığını test etmeye olanak tanımları bakımından tercih edilmektedir (Büyüköztürk, 2021; Karasar, 2012).

Ön test-son test kontrol gruplu deneysel desen, iki temel unsur içerir: Birincisi, araştırmanın başında her iki gruba da uygulanan ön test ile grupların başlangıç düzeylerinin kontrol edilmesi; ikincisi ise, deney grubuna uygulanan müdahale (bu çalışmada farkındalık programı) sonrası hem deney hem de kontrol grubuna uygulanan son test ile elde edilen sonuçların karşılaştırılmasıdır. Bu yapı sayesinde gruplar arası farkın gerçekten uygulamadan mı kaynaklandığı yoksa önceden var olan farklılıklardan mı doğduğu daha net biçimde değerlendirilebilmektedir. Uygulama sonunda elde edilen son test puanları, ön test puanları kovaryans alınarak karşılaştırılmış ve bu sayede deneysel etkinin netliği artırılmıştır. Bu desenin tercih edilmesinin en önemli gerekçelerinden biri, bireylerin ön bilgi düzeylerinin ölçülerek, uygulama sonucundaki gelişimin yalnızca programa bağlanabilmesine olanak tanımasıdır. Özellikle bilişsel ve kavramsal içerikli programların etkisini değerlendirmede, ön

test-son test kontrol gruplu desenin kullanımı oldukça yaygındır (Creswell, 2014). Bu desende, deney grubuna uygulanan müdahalenin etkisinin belirlenmesinde ön test puanlarının etkisi kontrol altına alınarak gruplar arası farkın daha objektif biçimde analiz edilmesi sağlanmaktadır.

Araştırmanın çalışma grubunu, 2024-2025 eğitim öğretim yılı bahar döneminde Erzincan Binali Yıldırım üniversitesinin Eğitim Fakültesi Psikolojik Danışmanlık ve Rehberlik (PDR) bölümünde öğrenim görmekte olan dördüncü sınıf öğrencileri oluşturmaktadır. Bu öğrenciler, üstün yetenekli bireylerin eğitsel ihtiyaçlarına yönelik bilgi ve farkındalık düzeylerinin gelişimine katkı sağlayacak bir gelişim döneminde yer almaktadırlar. Çalışma grubunu oluşturan öğrenciler, ön test uygulamasını takiben deney ve kontrol gruplarına basit rastgele örnekleme yöntemiyle atanmıştır. Rastgele atama süreci, gruplar arasında başlangıçta sistematik bir farklılık oluşmasını önlemek amacıyla uygulanmıştır. Toplam 69 öğrenciden oluşan çalışma grubunun 34'ü deney grubunda, 35'i ise kontrol grubunda yer almaktadır. Cinsiyet dağılımı açısından incelendiğinde, deney grubunda yer alan öğrencilerin 24'ü kadın, 10'u erkektir. Kontrol grubunda ise 17 kadın ve 18 erkek öğrenci bulunmaktadır. Bu dağılım, gruplar arası cinsiyet temelli dengesizliğin düşük olduğunu ve karşılaştırmaların sağlıklı yapılabileceğini göstermektedir. Gruplar, yaş, öğrenim yılı ve akademik başarı gibi temel demografik değişkenler açısından benzer özellikler taşımaktadır. Böylelikle, bağımlı değişkende gözlemlenecek farklılıkların yalnızca deneysel işlemten kaynaklandığına yönelik çıkarım yapılabilirliği güçlendirilmiştir. Çalışma grubundaki öğrencilerin tamamı aktif olarak lisans eğitimine devam etmekte olup, herhangi bir psikiyatrik tanı, öğrenme güçlüğü ya da gelişimi engelleyici sağlık sorununa sahip değildir.

Bu araştırmada, öğrencilerin üstün yetenek ve zekâ kavramlarına yönelik bilgi ve farkındalık düzeylerini ölçmek amacıyla araştırmacı tarafından geliştirilen iki ayrı çoktan seçmeli test formu kullanılmıştır. Bu testler, müdahale öncesi ve sonrası öğrencilerin ilgili kavramlara ilişkin bilgi düzeylerini nesnel olarak ölçmeye yönelik yapılandırılmıştır. Ölçme araçları, eğitim programının içerik yapısı ve kazanımları doğrultusunda hazırlanmış olup hem içerik hem biçim açısından değerlendirilerek geçerlik güvencesi sağlanmıştır. Testlerin geliştirilme sürecinde öncelikle literatür taraması yapılmış, üstün yetenek ve zekâ kavramlarıyla ilgili tanımlar, kuramsal yaklaşımlar, tanılama yöntemleri ve gelişimsel özellikler doğrultusunda madde havuzu oluşturulmuştur. Bu kapsamda toplamda 60 madde hazırlanmış ve ardından uzman görüşlerine başvurularak kapsam geçerliği değerlendirilmiştir. Alanında uzman dört öğretim üyesinden alınan dönütler doğrultusunda dil, anlatım ve kapsam açısından

uygun görülmeyen maddeler elenmiş; net ve hedef davranışa yönelik 20 madde ön test formuna, 30 madde ise son test formuna dahil edilmiştir.

Ön test formunda yer alan 20 madde, öğrencilerin üstün yetenekli bireylere ilişkin temel bilgilerini, zekâ kuramlarına dair ön bilgilerini, tanılama süreçlerine dair anlayışlarını ve bu alandaki kavramsal terminolojiye olan hâkimiyetlerini ölçmeye yöneliktir. Son test formunda ise bu kapsama ek olarak, 7 haftalık farkındalık programında ele alınan gelişimsel özellikler, eğitim modelleri ve özel yetenek türleri gibi temalara yönelik sorular da bulunmaktadır.

Böylece son test, programın etkisini doğrudan yansıtacak şekilde genişletilmiş ve içerik bakımından derinleştirilmiş bir yapı sunmaktadır. Her iki testte de çoktan seçmeli sorular kullanılmış olup, her madde dört seçeneklidir ve yalnızca bir doğru cevaba sahiptir. Bu yapı, nesnel değerlendirmeyi mümkün kılmakta ve veri analizinde hata payını en aza indirmektedir.

Maddelerin ayırt edicilik düzeyleri, pilot uygulama sonrasında madde analizleriyle belirlenmiştir. Hem ön test hem de son test formlarına dahil edilen tüm maddelerin madde ayırt edicilik indeksleri .30'un üzerinde çıkmış olup, bu değerler maddelerin ölçmekte oldukları beceri ve bilgileri başarılı biçimde ayırt ettiğini göstermektedir. Ayrıca her iki testin ortalama güçlük indeksleri yaklaşık olarak .50 civarındadır. Bu durum, testlerin hem düşük hem yüksek düzeyde başarı gösteren bireyleri ayırt edebilecek orta düzeyde güçlükte olduğunu ortaya koymaktadır. Soruların tümü, Bloom'un Bilişsel Alan Taksonomisi temel alınarak bilgi ve kavrama düzeyine göre hazırlanmış olup, öğrencilerin üst düzey düşünme becerilerini ölçmeye değil, kavramsal bilgi düzeylerini belirlemeye yöneliktir. Test formlarında yer alan maddeler, biçimsel olarak da paralellik göstermekte; ön testte yer alan bazı sorulara benzer biçimde yapılandırılmış sorular son testte de yer almakta, böylece programın etkisinin ölçülmesinde yapısal tutarlılık sağlanmaktadır.

Ölçme araçlarının uygulama süreci öncesinde deneme formu kullanılarak anlaşılabilirlik testine tabi tutulmuş, dilsel açıdan sorun yaratan ifadeler sadeleştirilmiştir. Madde metinlerinde teknik terimler tanımlanmış, öğrencilerin alana özgü kavramları doğru yorumlamalarını kolaylaştıracak açıklamalara yer verilmiştir. Ayrıca, testlerin değerlendirme işlemleri otomatik puanlama esasına göre yapılmış, her doğru cevaba 1 puan, yanlış cevaba 0 puan verilerek toplam doğru sayısı üzerinden genel puan elde edilmiştir.

Araştırmada kullanılacak verilerin toplanması süreci, etik kurallara ve bilimsel ilkelere uygun biçimde planlanmış ve uygulanmıştır. Araştırmaya katılacak öğrenciler belirlenmeden önce, ilgili üniversitenin etik kurulundan gerekli onay alınmış, ardından Eğitim Fakültesi Dekanlığı ve bölüm başkanlığından resmi izinler temin edilmiştir. Katılımcı adaylarına araştırmanın amacı, süreci ve gizlilik esasları hakkında yazılı ve sözlü bilgilendirme yapılmış;

gönüllülük esasına göre çalışmaya katılmak isteyen öğrenciler belirlenmiştir. Gönüllülük ilkesine uygun biçimde seçilen 69 öğrenci, basit rastgele atama yöntemiyle deney ve kontrol gruplarına ayrılmıştır. Bu süreçte öğrencilerin akademik başarı düzeyi, sınıf içi katılımı ve bilişsel özellikleri gibi demografik değişkenler gözetilerek gruplar arasında denge sağlanmasına özen gösterilmiştir.

Veri toplama süreci üç temel aşamada gerçekleştirilmiştir. İlk aşama, hem deney hem de kontrol grubu katılımcılarına ön test uygulanmasıdır. Ön test uygulaması, araştırmanın başlangıcında öğrencilerin üstün yetenek ve zekâ kavramlarına yönelik mevcut bilgi düzeylerini nesnel olarak ortaya koymak amacıyla yapılmıştır. Test, öğrencilerin ders dışı bir zaman diliminde, araştırmacının gözetiminde uygulanmış; testin uygulanması sırasında tüm öğrencilere aynı yönergeler verilmiş ve süre kısıtı eşit olarak belirlenmiştir. Uygulama sırasında herhangi bir dışsal etkene maruz kalmamaları için sessiz ve dikkat dağıtıcı uyaranlardan arındırılmış bir sınıf ortamı tercih edilmiştir. Bu koşulların sağlanması, testin güvenilirliği açısından kritik bir önem taşımaktadır.

İkinci aşama, yalnızca deney grubunda uygulanan eğitsel müdahale programını kapsamaktadır. Deney grubundaki öğrencilere, araştırmacı tarafından geliştirilen “Üstün Yetenek Farkındalık Programı” haftada bir oturum olmak üzere toplam 7 hafta boyunca uygulanmıştır. Her oturum yaklaşık 90 dakika sürmüştür; program kapsamında öğrencilerle zeka kuramları, üstün yetenekli bireylerin gelişimsel özellikleri, tanılama süreçleri ve eğitsel yaklaşımlar gibi temalar işlenmiştir. Oturumlar, interaktif yöntemlerle desteklenmiş; grup tartışmaları, örnek olay analizleri ve kavramsal tartışmalar gibi etkinliklerle katılımcıların bilişsel katılımı üst düzeyde tutulmuştur. Programın tüm oturumları, araştırmacı tarafından yüz yüze gerçekleştirilmiş ve oturumlara düzenli katılım sağlanmıştır. Uygulama süreci boyunca hiçbir katılımcının devamsızlık yapmadığı ve tüm haftalık oturumlara eksiksiz katıldığı kayıt altına alınmıştır. Üçüncü ve son aşamada, hem deney hem de kontrol grubu katılımcılarına son test uygulanmıştır. Son test, ön test ile benzer yapıda olup programın sonunda elde edilen bilişsel farkındalık düzeyini ölçmeyi amaçlamaktadır. Test uygulamaları aynı yöntem ve koşullarla, yani araştırmacı gözetiminde, eş zamanlı ve eşit süreli biçimde gerçekleştirilmiştir. Ön test ve son testler arasında yaklaşık 7 haftalık bir süre bulunmakta olup bu süre boyunca yalnızca deney grubuna müdahale uygulanmıştır. Kontrol grubu ise bu süre zarfında herhangi bir farkındalık eğitimi almamıştır. Böylece son test verilerinin yalnızca uygulanan programdan kaynaklanan bilişsel farklılıkları yansıtmaması amaçlanmıştır.

Araştırmada toplanan verilerin analiz süreci, öncelikle veri setinin uygunluk koşullarının değerlendirilmesiyle başlamıştır. Elde edilen ham veriler SPSS 26.0 paket

programına girilmiş, ön test ve son test puanlarına ilişkin tanımlayıcı istatistikler hesaplanmıştır. Her bir grup için aritmetik ortalama, standart sapma, varyans, minimum ve maksimum değerler belirlenmiş; veri dağılımlarının normalliği, parametrik testlerin uygulanabilirliğini değerlendirmek amacıyla detaylı biçimde incelenmiştir. Bu kapsamda çarpıklık (skewness) ve basıklık (kurtosis) katsayıları incelenmiş ve tüm gruplarda bu değerlerin ± 2 aralığında kaldığı görülmüştür. George ve Mallery (2010) ile Tabachnick ve Fidell (2013) tarafından belirtilen ± 2 sınırının aşılması, normal dağılıma ilişkin temel kabul ölçütlerinden biri olarak değerlendirildiğinden, dağılımlar parametrik analizler için uygun kabul edilmiştir.

Normallik varsayımının daha ileri düzeyde değerlendirilmesi amacıyla Shapiro-Wilk ve Kolmogorov-Smirnov testleri uygulanmıştır. Bu testlerin bazı gruplarda anlamlı sonuçlar vermesine rağmen, küçük örneklem büyüklüğünde bu testlerin normalliği aşırı duyarlı biçimde reddetme eğiliminde olduğu bilinmektedir (Field, 2018). Bu nedenle, Shapiro-Wilk testi sonuçları tek başına değerlendirilmemiş; çarpıklık-basıklık değerleri ile histogram, Q-Q plot ve detrended Q-Q plot gibi grafiksel incelemeler de dikkate alınarak verilerin normal dağıldığına kanaat getirilmiştir. Böylece bağımlı değişkenin normal dağıldığı, ANCOVA'nın ilk varsayımının karşılandığı sonucuna varılmıştır. Veri analizinde temel istatistiksel teknik olarak Kovaryans Analizi (ANCOVA) kullanılmıştır. ANCOVA, son test puanlarını karşılaştırırken ön test puanlarının etkisini istatistiksel olarak kontrol etmeyi sağlayan güçlü bir parametrik analiz tekniğidir. Bu analiz, özellikle gruplar arasında ön test düzeyinde farklılık bulunması durumunda deneysel işlemin etkisinin daha doğru biçimde ölçülmesine olanak tanımaktadır. Araştırmada, deney ve kontrol grubu arasında başlangıçta bilişsel farkındalık düzeylerinde anlamlı bir farklılık bulunup bulunmadığı ön test puanlarıyla kontrol edilmiş, son test puanları ise bu kovaryans dikkate alınarak karşılaştırılmıştır. Böylece, uygulanan “Üstün Yetenek Farkındalık Programı”nın öğrenciler üzerinde gerçekten etkili olup olmadığı belirlenmiştir.

ANCOVA'nın geçerli biçimde uygulanabilmesi için gerekli diğer varsayımlar da test edilmiştir. Bu kapsamda, bağımsız değişken (grup) ile kovaryans(ön test) arasında anlamlı bir etkileşim olup olmadığı test edilmiştir. Yapılan regresyon eğimlerinin homojenliği analizi sonucunda grup ile ön test arasında anlamlı bir etkileşim bulunmadığı görülmüş, yani regresyon eğimleri birbirine paralel kabul edilmiştir. Bu durum, ANCOVA analizinin temel varsayımlarından biri olan kovaryansın homojenliği ilkesinin sağlandığını göstermektedir. Ayrıca, bağımsız değişkenin iki düzeye (deney ve kontrol grubu) sahip olması ve kovaryans ile bağımlı değişken arasında anlamlı bir ilişki bulunması da ANCOVA'nın uygulanabilirliğini desteklemiştir (Pallant, 2020). Analiz sonucunda, gruplar arası farkın anlamlılığına ilişkin F

değeri, anlamlılık düzeyi (p), eta kare (η^2) gibi istatistiksel göstergeler raporlanmıştır. Etki büyüklüğü değeri olan eta kare, uygulamanın gücünü ortaya koymakta olup .01 küçük, .06 orta, .14 ve üzeri değerler büyük etki olarak değerlendirilmektedir (Cohen, 1988). Bu bağlamda, ANCOVA sonuçlarının yalnızca istatistiksel olarak değil, pedagojik ve uygulamalı anlamda da anlamlılığı yorumlanmıştır. Ayrıca, elde edilen bulgular grafiksel olarak da desteklenmiş ve programın etkisi açık biçimde ortaya konulmuştur.

Bulgular

Bu bölümde, “Üstün Yetenek Farkındalık Programı”nın, psikolojik danışmanlık ve rehberlik bölümü öğrencilerinin üstün yetenek ve zekâ kavramlarına yönelik farkındalık düzeylerine etkisini belirlemek amacıyla uygulanan ön test–son test kontrol gruplu deneysel desen doğrultusunda elde edilen verilerin analiz sonuçlarına yer verilmiştir. Analizlerde, gruplar arası farkları başlangıç düzeyleri kontrol edilerek test etmek amacıyla tek yönlü kovaryans analizi (ANCOVA) uygulanmıştır. ANCOVA, bağımlı değişken (son test puanları) ile kovaryans (ön test puanları) arasındaki ilişkiyi kontrol ederek, gruplar arasındaki farklılığın yalnızca uygulamadan kaynaklanıp kaynaklanmadığını belirlemeyi sağlar. Elde edilen analiz sonuçları aşağıdaki tabloda sunulmuştur.

Tablo 1: Öğrencilerin Son Test Puanlarına İlişkin ANCOVA Sonuçları

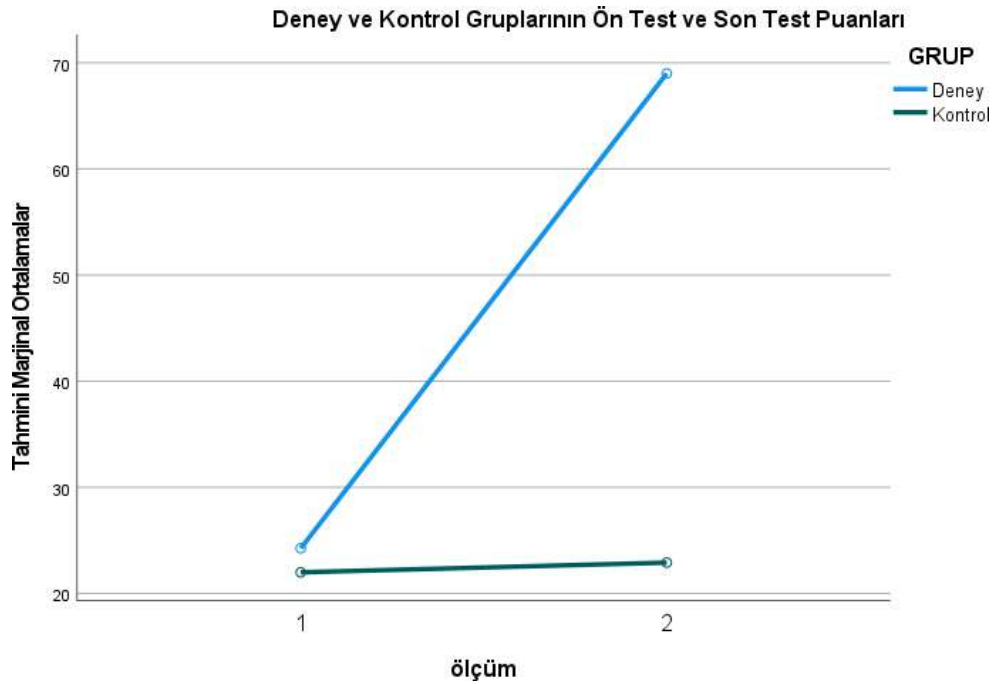
Varyansın Kaynağı	KT	sd	KO	F	p	η^2
Grup (Deney/Kontrol)	15920	1	15920	168,21	.000	.715
Kovaryans (Ön Test)	15427	1	15427	163,09	.000	.708
Hata	6339	66	96,05			
Toplam	67686	69				

Not. KT = Kareler toplamı; KO = Kareler ortalaması; sd = Serbestlik derecesi; η^2 = Eta kare (etki büyüklüğü).

Tablo 1’de öğrencilerin son test puanları açısından deney ve kontrol grubu arasında, ön test puanları kontrol edildikten sonra istatistiksel olarak anlamlı bir fark bulunduğu görülmektedir, $F(1, 66) = 168,21$; $p < .001$. Tablo 1’deki bulgular incelendiğinde, “Üstün Yetenek Farkındalık Programı”nın, deney grubundaki öğrencilerin farkındalık düzeylerinde anlamlı bir artış yarattığını ortaya koymaktadır. Elde edilen etki büyüklüğü değeri ($\eta^2 = .715$) oldukça yüksek bir değerdir ve Cohen’in (1988) etki büyüklüğü sınıflamasına göre büyük etki kategorisine girmektedir ($\eta^2 > .14$ büyük etki). Bu durum, uygulanan eğitsel müdahalenin yalnızca istatistiksel olarak değil, aynı zamanda pedagojik ve uygulamalı olarak da yüksek düzeyde etkili olduğunu göstermektedir. Tabloda dikkat çeken bir diğer önemli bulgu ise ön test puanlarının kovaryans olarak modele dahil edilmesinin anlamlılığıdır. Ön test ile son test

puanları arasındaki ilişkiyi temsil eden kovaryans etkisi $F(1, 66) = 163,09$; $p < .001$ düzeyinde anlamlı bulunmuştur. Bu bulgu, öğrencilerin başlangıç düzeydeki bilgi durumlarının, son test performanslarını önemli ölçüde yordadığını göstermektedir. Bu nedenle, ön test puanlarının modele dahil edilmesi, uygulamanın etkisinin daha doğru ve tarafsız biçimde değerlendirilmesini sağlamıştır.

Hata terimi altında görülen 96,05'lik ortalama kare değeri, modele açıklanamayan varyansı temsil etmekte olup toplam varyansın büyük bir kısmının grup ve kovaryans değişkenleriyle açıklandığı görülmektedir. Nitekim, toplam varyansın yaklaşık %71,5'i grup değişkeniyle açıklanabilmekte, bu da araştırmada kullanılan farkındalık programının etkisini güçlü biçimde doğrulamaktadır. Sonuç olarak, elde edilen analiz bulguları, “Üstün Yetenek Farkındalık Programı”nın üniversite öğrencilerinin üstün yetenek ve zekâ kavramlarına ilişkin farkındalıklarını anlamlı ve güçlü biçimde artırdığını göstermektedir. Bu sonuç, hem programa yönelik kuramsal dayanakların hem de uygulamaya ilişkin tasarımın etkili biçimde yapılandırıldığını desteklemektedir. Ayrıca Şekil 1’de, deney ve kontrol gruplarının ön test ve son test puanlarına ilişkin ortalama değerler barındıran grafik verilmiştir.



Şekil 1: Deney ve Kontrol Gruplarının Ön Test ve Son Test Puanlarına Ait Tahmini Ortalama Değerler

Şekil 1’de görüldüğü üzere, deney grubuna uygulanan “Üstün Yetenek Farkındalık Programı” sonrasında öğrencilerin son test puanları ön test puanlarına kıyasla anlamlı biçimde artış gösterdiği görülmektedir. Deney grubunun tahmini ortalaması yaklaşık 24’ten 69’a yükselmiştir. Buna karşılık, kontrol grubunda herhangi bir eğitim müdahalesi uygulanmadığı

için, ön test ve son test değerleri arasında neredeyse yatay bir seyir gözlemlenmiştir (yaklaşık 22’den 23’e sınırlı bir artış).

Bu eğilim, yalnızca istatistiksel analizlerle değil, aynı zamanda görsel olarak da farkındalık düzeyindeki gelişimin deney grubunda anlamlı bir biçimde gerçekleştiğini ortaya koymaktadır. Şekil 1, grup ile ölçüm zamanı arasındaki etkileşimin güçlü biçimde var olduğunu somutlaştırmaktadır. Ayrıca çizgilerin eğimi arasındaki fark, gruplar arası etkili farkı vurgulayan çarpıcı bir şekilde ortaya koymaktadır.

Tartışma, Sonuç ve Öneriler

Araştırmanın amacı, üstün yetenek farkındalık programının psikolojik danışmanlık ve rehberlik bölümü öğrencilerinin üstün yetenek ve zekâ kavramlarına yönelik farkındalık düzeylerine etkisini incelemektir. Araştırma kapsamında, çalışmaya katılan Psikolojik Danışmanlık ve Rehberlik grubu öğrencilerinin, özel çocukların özel durumlarına ilişkin farkındalıklarının arttığı, zeka testlerine yönelik bilinç ve farkındalık düzeylerinin yükseldiği, aile-okul iş birliğinin önemi konusunda bilinçlendikleri, erken tanılama ve müdahalenin önemine dair bilgi edindikleri ve bu ders aracılığıyla teorik bilgilerini derinleştirdikleri görülmektedir. Bu durum, ilgili eğitimin öğrencilerde çok boyutlu bir farkındalık ve bilgi gelişimini desteklediğini ortaya koymaktadır. Güçyeter, Kılınç ve Atılgan (2024) tarafından gerçekleştirilen çalışmada, katılımcıların üstün yetenek ve özel yetenek kavramlarını daha çok olumlu özelliklerle ilişkilendirdikleri görülmektedir. Bu bulgu, mevcut araştırma sonuçlarıyla paralellik göstermekte olup, öğrencilerin ilgili kavramlara yönelik algılarının genellikle pozitif yönde şekillendiğini ortaya koymaktadır. Kaya vd. (2015) araştırmasında, üstün zekâ kavramına ilişkin olarak eğitim almamış bireylerin daha çok “çalışkan, zeki, yetenekli ve başarılı” gibi yüzeysel özellikleri vurguladıkları, buna karşın eğitim almış bireylerin “zeki, farklı ve yaratıcı” gibi daha özgün ve derinlikli niteliklere odaklandıkları görülmüştür. Benzer şekilde, araştırmamızda da eğitim öncesinde öğrencilerin üstün yetenek ve özel yetenek kavramlarına ilişkin farkındalık düzeylerinin sınırlı olduğu, ancak eğitim sonrasında bu kavramlara yönelik algılarının belirgin şekilde geliştiği ve daha bütüncül hâle geldiği belirlenmiştir. Kaya vd. (2023) yaptıkları çalışmada, öğretmen adayları arasında da zekâyâ ilişkin çeşitli yanlış inançların bulunduğu sonucuna ulaşmıştır. Bu bulgu, eğitim alan bireylerde dahi zekâ kavramına yönelik bazı hatalı genellemelerin sürdüğünü ortaya koymaktadır. Nitekim bu araştırmada da eğitim öncesinde öğrencilerin üstün yetenek ve özel yetenek kavramlarına ilişkin sınırlı ve yüzeysel değerlendirmeler yaptığı; ancak eğitim sürecinin ardından bu kavramlara yönelik daha doğru, kapsamlı ve bilinçli yaklaşımlar sergiledikleri görülmüştür.

Sak (2011) çalışmasında, Türk toplumunda üstün zekâlılık ve zekâ kavramlarına ilişkin yanlış anlamaların, dogmaların ve popüler görüşlerin oldukça yaygın olduğunu ortaya koymuştur. Bu durum, toplumun zekâyâ yönelik algılarının bilimsel temellerden ziyade, genellemelere ve önyargılara dayandığını göstermektedir. Benzer şekilde, bu araştırmada da eğitim öncesinde öğrencilerin üstün yetenek kavramına dair sınırlı bilgiye sahip oldukları ve bu kavramı çoğunlukla genel başarı veya zekâ düzeyiyle ilişkilendirdikleri görülmüştür. Ancak eğitim sonrasında, öğrencilerin bu kavramlara ilişkin farkındalık düzeylerinin arttığı ve daha bilimsel, çok boyutlu yaklaşımlar geliştirdikleri belirlenmiştir. Araştırma sonucunda elde edilen bulgular, eğitim sürecinin bireylerin üstün yetenek kavramına yönelik farkındalık düzeylerini anlamlı şekilde artırdığını göstermektedir. Eğitim öncesinde katılımcıların kavrama ilişkin bilgi ve algılarının sınırlı olduğu gözlemlenmiş, ancak uygulanan program sonrasında bu algıların daha derinlikli, çeşitli ve bilimsel bir çerçeveye oturduğu anlaşılmıştır. Bu durum, eğitimin yalnızca bilgi aktarmakla kalmayıp, bireylerin kavramsal düşünme biçimlerini de dönüştürdüğünü göstermektedir. Sonuç olarak, ön test-son test karşılaştırmaları incelendiğinde, öğrencilerin ilk sınavda düşük puanlar aldığı, ancak eğitim sonrasında gerçekleştirilen son testte puanlarının anlamlı düzeyde yükseldiği görülmüştür. Bu durum, verilen eğitimin öğrencilerin özel çocuklara ilişkin farkındalık düzeylerini, zeka testlerine yönelik bilgi ve bilinçlerini, aile-okul iş birliğine dair farkındalıklarını ve erken tanı ile müdahale konusundaki bilgi düzeylerini artırmada etkili olduğunu göstermektedir. Eğitim süreci, katılımcıların kavrama daha bütüncül yaklaşımlarına, yanlış inançlardan uzaklaşmalarına ve konuya daha bilinçli bakabilmelerine katkı sağlamıştır. Bu sonuç, yapılandırılmış ve hedef odaklı eğitimlerin, özellikle öğretmen adaylarının mesleki yeterliklerini destekleyici bir unsur olabileceğini göstermektedir. Eğitim müdahalesi, yalnızca bilişsel değil, aynı zamanda tutumsal ve algısal düzeyde de anlamlı değişiklikler yaratmıştır.

Araştırmadan elde edilen sonuçlar doğrultusunda;

- Yapılan çalışmanın sınırlılıkları değiştirilerek daha geniş kitlelere ulaştırılabilir.
- Araştırma grubunu rehberlik ve psikoloji bölümü öğrencileri oluşturmaktadır. Farklı branş öğrencilerinin bulunduğu çalışmalar yapılabilir.
- Eğitim fakültelerinde, üstün yetenekli bireylerle çalışma becerilerini geliştirmeye yönelik atölye çalışmaları, seminerler ve saha uygulamaları düzenlenmelidir.
- Programın uzun vadeli etkilerinin izlenebilmesi amacıyla izleme-değerlendirme çalışmaları yapılmalı, katılımcıların bilgi düzeylerindeki kalıcılık ölçülmelidir.

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Okul Öncesi Dönem Çocuklarının Duygu Düzenleme ve Akran İlişkileri ile Psikolojik İyi Oluşları Arasındaki İlişkinin İncelenmesi

Sude Naz Gürkan

Marmara Üniversitesi, sudenazgurkan@gmail.com, 0000-0003-3250-5479, Türkiye

Özge Kalaba Yıldırım

Bahçeşehir Üniversitesi, ozge.kalabayildirim@bau.edu.tr, 0000-0002-5017-2084, Türkiye

Gülçin Güven

Marmara Üniversitesi, gulcinm@marmara.edu.tr, 0000-0002-9638-025, Türkiye

Özet

Duygu düzenleme becerileri, güçlü akran ilişkilerine sahip olma durumu ve psikolojik iyi oluş halleri okul öncesi dönemde yalnız ruhsal sağlıkları ile değil gelişimin tüm alanlarındaki başarıları ile ilişkili olup eğitim sürecinde önemli role sahiptir. Araştırmanın amacı, okul öncesi dönem çocuklarında duygu düzenleme ve akran ilişkileri ile psikolojik iyi oluşları arasındaki ilişkinin incelenmesidir. Araştırma nicel yöntemde ve ilişkisel tarama deseninde yürütülmüştür. Kartopu örnekleme yöntemi kullanılarak örnekleme ulaşılmıştır. Özel kurumlarda eğitim almakta olan 5-6 yaş grubundaki 404 çocuktan oluşan örneklem için ve riler Duygu Düzenleme Ölçeği, Selçuk Akran İlişkileri Ölçeği ve Çocuklar İçin Psikolojik İyi Oluş Ölçeği kullanılarak öğretmenlerinden elde edilmiştir. Veriler normal dağılım göstermediğinden analizler parametrik olmayan testlerden ‘Kruskal Wallis H’, ‘Mann Whitney U’ testleri ve Spearman ilişki testi ile gerçekleştirilmiştir. Araştırma sonucunda cinsiyet, doğum sırası ve kardeş sayısı değişkenlerine göre çocukların duygu düzenleme becerileri, akran ilişkileri ve psikolojik iyi oluş puanlarında anlamlı bir fark gözlenmediği belirlenmiştir. Aynı zamanda 6 yaş grubu çocukların daha küçük yaş gruplarına göre, okul deneyimi olan çocukların olmayan gruba göre, 20-30 yaş grubunda öğretmene sahip olan çocukların diğer yaş gruplarında öğretmene sahip olanlara göre daha yüksek duygu düzenleme becerisine ve psikolojik iyi oluş haline sahip oldukları belirlenmiştir. 5 yaş grubu çocukların ise akran ilişkileri puanları, 6 yaş grubundan daha yüksektir. Duygu düzenleme puanları ile akran ilişkileri ve psikolojik iyi oluş puanları arasında negatif yönlü, psikolojik iyi oluş puanları ve akran ilişkileri puanları arasında ise pozitif yönlü anlamlı ilişki bulunduğu tespit edilmiştir.

Anahtar kelimeler: Okul öncesi, Duygu düzenleme, Akran ilişkileri, Psikolojik iyi oluş.

An Investigation of the Relationship Between Emotion Regulation, Peer Relationships, and Psychological Well-Being in Preschool Children

Abstract

Preschool children's abilities in emotion regulation, the quality of their peer interactions, and their psychological well-being are fundamental not only for their mental health but also for fostering holistic developmental success. These competencies significantly influence their learning processes and overall educational experience. The present study set out to explore the interrelations among emotion regulation skills, peer relationships, and psychological well-being in children aged 5 to 6 years. Employing a correlational research design within the quantitative paradigm, participants were identified using the snowball sampling technique. The study group consisted of 404 children enrolled in private preschool institutions. Data were gathered via teacher reports utilizing three instruments: the Emotion Regulation Scale, the Selçuk Peer Relationships Scale, and the Psychological Well-Being Scale for Children. As the data were not normally distributed, non-parametric statistical methods — specifically, the Kruskal-Wallis H test, Mann-Whitney U test, and Spearman's correlation analysis — were applied. The findings indicated no statistically significant differences in emotion regulation, peer relationship quality, or psychological well-being based on variables such as gender, number of siblings, or birth order. Nonetheless, six-year-olds displayed more advanced emotion regulation and higher psychological well-being than five-year-olds. Additionally, children with prior school experience and those taught by younger teachers (aged 20–30) demonstrated stronger outcomes in these areas. Interestingly, five-year-olds showed more favorable peer relationship scores than their six-year-old counterparts. Correlational analysis revealed a significant negative association between emotion regulation and both peer relationship scores and psychological well-being. Conversely, a meaningful positive relationship was observed between peer relationships and psychological well-being levels.

Anahtar kelimeler: Emotion regulation, Peer relationships, Preschool, Psychological well-being.

Giriş

Okul öncesi dönem, bireyin yaşamının temelini atıldığı ve psikolojik, fiziksel, duygusal ve sosyal gelişim açısından kritik öneme sahip bir evredir. Bu nedenle, çocukların bu dönemde psikolojik iyi oluşlarının desteklenmesi büyük bir önem taşımaktadır. Psikolojik iyi oluş; çocuğun kendine yönelik geliştirdiği olumlu ve gerçekçi benlik algısı ile çevresiyle kurduğu olumlu etkileşimleri kapsayan bütüncül bir durumdur (Gürkan ve Tuzcuoğlu, 2024).

Bu bağlamda, psikolojik iyi oluşun sağlanabilmesi için duygu düzenleme becerisi temel bir gereklilik olarak değerlendirilebilir. Duygu düzenleme becerisi sayesinde çocuk, kendi duygularını tanımayı, başkalarının duygularını fark etmeyi ve duygusal tepkilerini ve fark ederek davranışlarını kontrol etmeyi öğrenir (Denham, 2006; Thompson, 1994). Bu süreçle birlikte, çocukların akran ilişkilerinin güçlendiği gözlemlenmektedir. Çünkü duygularını etkili bir şekilde ifade edebilen çocuklar, çevreleriyle daha sağlıklı ve anlamlı bağlar kurabilmektedir (Graziano vd., 2007; Harrington vd., 2020). Çocuğun yaşıtlarıyla kurduğu sosyal etkileşimleri ifade eden akran ilişkileri, gelişimsel açıdan önemli bir destek unsuru olarak öne çıkmaktadır (Rubin vd., 2006). Güçlü akran ilişkilerine sahip çocuklar; iş birliğine açık, gelişmiş sosyal becerilere sahip ve değer gelişimi açısından desteklenen bireyler olarak tanımlanabilir (Bierman ve Erath, 2006). Psikolojik iyi oluş, duygu düzenleme becerileri ve akran ilişkileri, birbiriyle iç içe geçmiş ve karşılıklı olarak birbirini besleyen dinamikler olarak değerlendirilebilir. Bireyin olumlu duygular yaşaması, yaşamdan keyif alması ve potansiyelini gerçekleştirmeye yönelik eylemlerde bulunması, psikolojik iyi oluşun temel göstergeleri arasındadır (Ryff ve Keyes, 1995). Okul öncesi dönemde ise psikolojik iyi oluş; çocuğun güven duygusu geliştirmesi, aidiyet hissetmesi ve oyun yoluyla kendini ifade etme girişimleri aracılığıyla gözlemlenebilir (Mashburn ve Pianta, 2006). Bu sayede çocuklar hem öğrenme süreçlerine hem de yaşamın kendisine daha etkin biçimde katılım sağlarlar (La Paro ve Pianta, 2000).

Alan yazın incelendiğinde duygu düzenleme davranışlarının ebeveyn davranışları ile ilişkisinin incelendiği (Demirkan ve Yeşilyaprak, 2023) ve bu araştırma sonucunda annenin psikolojik dayanıklılığı ile çocuğun duygu düzenleme davranışları arasında bir ilişki saptandığı görülmektedir. Öte yandan sosyoekonomik faktörlerin ele alındığı Karaduman ve Şahin Zeteroğlu (2024) tarafından gerçekleştirilen araştırmada ailelerin gelir düzeylerinin artması ile çocukların daha yüksek duygu düzenleme becerilerini göstermesi arasında bir ilişki bulunduğunu saptamıştır. Sosyal yetkinliği değerlendiren bir başka araştırma ise Koçyiğit vd. (2015) tarafından gerçekleştirilmiş olup bu araştırmada sosyal yetkinlik sahibi çocukların aynı zamanda duygu düzenleme becerilerinde de akranlarına oranla daha gelişmiş oldukları belirlenmiştir. Duydu düzenleme ile ilişki incelenirken bir başka açıdan sosyal beceriler değerlendirilerek liderlik konusu üzerinde durulmuş Sezgin (2024) tarafından gerçekleştirilen araştırmada duydu düzenleme becerileri ile liderlik özellikleri arasında pozitif yönde bir ilişki bulunduğu tespit edilmiştir. Yaş ve cinsiyet değişkenlerine göre ilgili konularda sürdürülen araştırmalar da mevcuttur (Karaduman ve Şahin Zeteroğlu, 2024) ve bu araştırmalar çocukların

duygu düzenleme becerileri ile yaş ve cinsiyet değişkenleri arasında bir ilişki bulunmadığı yönünde bulgular vermiştir. Ancak ailelere odaklanan çalışmalarda görülmüştür ki ailenin eğitim düzeyi ve ailede babanın üstlendiği roller, aile içi yapıların bütünü çocuklarda gözlenen duygu düzenleme becerileri ile ilişkili, hatta bu bağımsız değişkenler çocukların duygu düzenleme becerileri üzerinde etkilidir (Karaduman ve Şahin Zeteroğlu, 2024).

İlgili alan yazın ışığında çocuklarda psikolojik dayanıklılık, duydu düzenleme becerileri ve olumlu akran ilişkilerinin farklı değişkenler ile ilişkili olduğu söylenebilir. Özellikle aile yapısı, sosyoekonomik faktörler bu becerilerin gelişiminde oldukça önemli rol oynamaktadır. Bu araştırmada ise psikolojik dayanıklılık, duygu düzenleme becerileri ve akran ilişkilerinin hem farklı değişkenler yönünden değerlendirilmesi hem de birbirleri ile olan ilişkisinin saptanması amaçlanmaktadır. Böylelikle iç içe ve bütünsel çalıştığı düşünülen üçlüye dair eğitimcilere ve araştırmalara yönelik öneriler sunularak çocukların sağaltım ve desteklenmesi konusunda ihtiyaçlara vurgu yapılarak dikkat çekilmesi sağlanmaktadır. Araştırma eğitimciler ve araştırmacılara yönelik sunduğu bulguları yönüyle önem arz etmektedir. Aynı zamanda çocuğa, öğretmene, anneye ve babaya dair değişkenleri birlikte incelemesi yönüyle alan yazına kapsamlı bulgular sunarak katkı sağlamaktadır. Bu doğrultuda araştırmanın amacı olan okul öncesi dönem çocuklarının duygu düzenleme ve akran ilişkileri ile psikolojik iyi oluşları arasındaki ilişkinin belirlenmesinden yola çıkarak aşağıdaki sorulara yanıt aranacaktır:

Okul öncesi dönem çocuklarının;

1. Duygu düzenleme, akran ilişkileri ve psikolojik iyi oluş düzeyleri nedir?
2. Duygu düzenleme, akran ilişkileri ve psikolojik iyi oluş düzeyleri araştırmanın değişkenlerine (çocuğun: cinsiyeti, yaşı, kardeş sayısı, doğum sırası, okul deneyimi; öğretmenin: yaşı, öğrenim durumu; annenin yaşı; babanın yaşı) göre anlamlı bir farklılık göstermekte midir?
3. Duygu düzenleme, akran ilişkileri ve psikolojik iyi oluş düzeyleri arasında bir ilişki var mıdır?

Yöntem

Araştırma Modeli

Bu araştırmada okul öncesi dönem çocuklarının duygu düzenleme, akran ilişkileri ve psikolojik iyi oluş puanları arasındaki ilişkiyi incelemek amacıyla nicel araştırma yöntemlerinden ilişkisel tarama modeli kullanılmıştır. İlişkisel tarama modeli, iki ya da daha

fazla sürekli değişkenin arasındaki ilişkiyi belirlemek amacıyla kullanılan bir yöntemdir (Büyüköztürk vd., 2014).

Veri Toplama Araçları

Batum ve Yağmurlu'nun (2007), Shields ve Cicchetti'nin (1997) çalışmasından uyarladığı Duygu Düzenleme Ölçeği (DDÖ), 3-6 yaş arası çocukların duygu düzenleme becerilerini değerlendirmek için geliştirilmiştir. Ölçek, hem öğretmenler hem de ebeveynler tarafından uygulanabilen, toplam 24 maddeden ve iki alt boyuttan oluşan 4'lü Likert tipinde bir ölçme aracıdır. DDÖ'nün toplam güvenirlik katsayısı .90 düzeyindedir. Ölçeğin ilk alt boyutu olan "Duygu Değişkenliği" ($\alpha = .85$), yüksek puanların duyguları düzenlemede güçlük yaşandığına işaret ettiği bir boyuttur. İkinci alt boyut olan "Duygu Kontrolü" ($\alpha = .87$) ise yüksek puanların duygu düzenleme becerilerinin olumlu yönde geliştiğini gösterdiği bir boyuttur.

Selçuk Akran İlişkilerini Değerlendirme Ölçeği (SAİDÖ), Özmen (2013) tarafından geliştirilmiş olup 4-6 yaş grubundaki çocukların akran ilişkilerinin niteliğini incelemek için kullanılan bir ölçme aracıdır. Beşli Likert tipinde tasarlanmış olan ölçek, toplam 27 maddeden ve 5 alt boyuttan oluşmaktadır. Ölçeğin genel Cronbach alfa güvenirlik katsayısı .88 olarak hesaplanmış; alt boyutların güvenirlik değerleri ise Çekingenlik için .78, Sosyal Kabul için .79, Problem Çözme için .78, Sosyal Davranış için .76 ve Saldırganlık için .77 düzeyindedir.

Çocuklar İçin Psikolojik İyi Oluş Ölçeği (ÇOPİÖ), Atan ve Buluş (2021) tarafından geliştirilmiş olup 5-6 yaş grubundaki çocukların psikolojik iyi oluş düzeylerini değerlendirmek için kullanılmıştır. Ölçek toplam 66 maddeden oluşmakta ve 9 alt boyutu bulunmaktadır. Bu alt boyutların Cronbach alfa değerleri sırasıyla "Fiziksel Sağlık" (.69), "Düşük İçselleştirme" (.86), "Düşük Dışsallaştırma" (.93), "Öz Düzenleme" (.81), "Sosyal Yetkinlik/Girişkenlik" (.87), "Bilişsel Yetkinlik" (.89), "Değer Davranışları" (.84), "Psikolojik Dayanıklılık" (.89) ve "Yaşam Doyumu" (.92) olarak belirlenmiştir. Ölçeğin toplam güvenirlik katsayısı ise .95'tir. Elde edilen bu sonuçlar, hem ölçeğin tümü hem de her bir alt boyutunun güvenilir ölçümler sunduğunu göstermektedir.

Örneklem

Araştırmanın örnekleme, Türkiye Cumhuriyeti'nde ikamet etmekte olan 5-6 yaş grubunda ve özel bir kurumda okul öncesi eğitim almakta olan 404 çocuktan oluşmaktadır. Kartopu örnekleme yöntemi kullanılarak belirlenen çocuklar adına veriler öğretmenleri tarafından sağlanmıştır. Bu yöntemde öncelikle 5 öğretmene ulaşılmıştır. Ulaşılan öğretmenlerin her birinin 4 farklı öğretmene ulaşarak araştırmaya davet etmesi sağlanmıştır. Kartopu örnekleme yönteminde araştırmacılar belirli sayıda kişiye ulaşır, ulaşılan katılımcılar

da başka katılımcıları davet ederek örnekleme bir kartopu gibi genişletir (Christensen, Johnson ve Turner, 2020).

Tablo 1. Katılımcılara Ait Demografik Bilgiler

Değişken	Gruplar	f	%
Çocuğun Cinsiyeti	Kız	206	45,6
	Oğlan	198	43,8
Çocuğun Yaşı	5 yaş	182	40,3
	6 yaş	222	49,1
Çocuğun Kardeş Sayısı	Tek çocuk	219	48,5
	Bir kardeşi var	120	26,5
	İki veya daha fazla kardeşi var	65	14,4
Çocuğun Doğum Sırası	Tek çocuk	219	48,5
	Birinci çocuk	103	22,8
	İkinci veya sonraki çocuk	82	18,1
Çocuğun Okul Deneyimi	Var	295	65,3
	Yok	109	24,1
Öğretmenin Yaşı	20-30	149	33,0
	31-40	158	35,0
	41 ve üzeri	97	21,5
Öğretmenin Öğrenim Durumu	Önlisans	53	11,7
	Lisans	279	61,7
	Lisansüstü	72	15,9
Annenin Yaşı	20-40	212	46,9
	41 ve üzeri	192	42,5
Babanın Yaşı	20-40	133	29,4
	41 ve üzeri	271	60,0
Toplam		404	100

Tablo 1’de katılımcıların demografik özellikleri sunulmaktadır. Buna göre, katılımcıların 206’sı kız, 198’i oğlandır. Yaş dağılımı incelendiğinde, 182 çocuk 5 yaş, 222 çocuk 6 yaş grubundadır. Tek çocuk olanların sayısı 219 iken, 120 çocuk bir kardeşe, 65 çocuk iki veya daha fazla kardeşe sahiptir. Doğum sırasına göre, 219 çocuk tek çocuk ve ilk doğan, 103’ü kardeşe sahip ve ilk doğan, 82’si ise ikinci veya sonraki doğanlardır. Daha önce okul deneyimi olan çocuk sayısı 295, olmayanlar ise 109’dur. Öğretmen yaşı dağılımı 20-30 yaş grubunda 149, 31-40 yaş grubunda 158, 41 yaş ve üzeri grubunda ise 97 öğretmendir. Öğretmenlerin eğitim durumu önlisans (n=53), lisans (n=279) ve lisansüstü (n=72) olarak dağılmaktadır. Annelerin yaşlarına göre 212 çocuk 20-40 yaş aralığında, 192 çocuk ise 41 yaş ve üzeri annelere sahiptir. Babaların yaş grupları incelendiğinde, 133 çocuk 20-40 yaş aralığında, 271 çocuk ise 41 yaş ve üzeri babalara sahiptir.

Verilerin Analizi

Çalışmada kullanılan ölçme araçlarının örnekleme uygunluklarını incelemek için Cronbach alfa katsayıları hesaplanmış ve tüm ölçeklerin hem toplam hem de alt boyut düzeyinde güvenilir sonuçlar verdiği görülmüştür. Veri setinin dağılım biçimini incelemek için

Kolmogorov-Smirnov testi uygulanmış, elde edilen bulgular tüm ölçümlerde normal dağılım varsayımının karşılanmadığını göstermiştir ($p < .05$). Bu doğrultuda, analizlerde parametrik olmayan istatistik tekniklerinden yararlanılmıştır.

Çocukların ölçeklerden aldıkları puanların betimleyici istatistiklerini sunabilmek için ortalama, en düşük, en yüksek ve standart sapma değerleri belirlenmiştir. Ayrıca, puanların araştırmada ele alınan değişkenlere göre farklılaşıp farklılaşmadığına bakmak için Kruskal-Wallis H ve Mann-Whitney U testleri kullanılmıştır. Ölçekler arasındaki ilişkileri değerlendirmek amacıyla ise Spearman korelasyon analizine başvurulmuştur.

Bulgular

Düzeylerin Belirlenmesi

Çocukların duygu düzenleme becerileri, akran ilişkileri ve psikolojik iyi oluş düzeylerine ait ölçek puanlarının genel görünümünü ortaya koyabilmek için aritmetik ortalama ve standart sapma değerleri elde edilmiştir. Bu istatistiksel analizlerin sonuçları Tablo 2’de sunulmaktadır.

Tablo 2. Çocukların Ölçekler ve Alt Boyut Puanlarına İlişkin Ortalama ve Standart Sapma Değerleri

Ölçekler	N	$\bar{x}$	SS	SE	Min.	Max.
DDÖ Toplam	404	54,5520	8,48088	,42194	34,00	80,00
F1. Değişkenlik / Olumsuzluk		30,7401	7,73566	,38486	18,00	53,00
F2. Kontrol		21,8490	3,72630	,18539	12,00	32,00
SAİDÖ Toplam	404	102,5718	16,94165	,84288	49,00	127,00
F1. Çekingenlik		21,5916	3,53557	,17590	6,00	28,00
F2. Sosyal Kabul		16,6510	3,55733	,17698	4,00	20,00
F3. Problem Çözme		16,4059	3,62012	,18011	9,00	25,00
F4. Sosyal Davranış		22,6064	5,55425	,27633	6,00	30,00
F5. Saldırganlık		25,3168	5,13864	,25566	12,00	30,00
ÇOPİO Toplam	404	251,0792	25,71207	1,27922	134,00	311,00
F1. Fiziksel Sağlık		18,9010	4,47547	,22266	6,00	30,00
F2. Düşük İçselleştirme		24,8639	4,75857	,23675	11,00	30,00
F3. Düşük Dışsallaştırma		41,9579	8,97975	,44676	12,00	50,00
F4. Öz Düzenleme		20,6708	5,87150	,29212	6,00	30,00
F5. Sosyal Yetkinlik / Girişkenlik		26,5817	6,78385	,33751	7,00	35,00
F6. Bilişsel Yetkinlik		29,0322	4,76666	,23715	9,00	35,00
F7. Değer Davranışları		21,1114	4,89340	,24346	7,00	30,00
F8. Psikolojik Dayanıklılık		33,5050	6,09987	,30348	16,00	50,00
F9. Yaşam Doyumu		34,4554	3,44334	,17131	22,00	40,00

Tablo incelendiğinde, çocukların duygu düzenleme toplam puanlarının yüksek, “Değişkenlik” ve “Kontrol” alt boyutlarından aldıkları puanların ise orta düzeyde olduğu görülmektedir. Ayrıca akran ilişkileri toplam puanlarının yüksek, akran ilişkileri ölçeğinin tüm alt boyutları için elde edilen puanların orta seviyede olduğu belirlenmiştir. Bunun yanı sıra, psikolojik iyi oluş toplam puanlarının yanı sıra “Düşük İçselleştirme”, “Düşük Dışsallaştırma”, “Sosyal Yetkinlik”, “Bilişsel Yetkinlik”, “Psikolojik Dayanıklılık” ve “Yaşam Doyumu” alt

boyutlarından alınan puanların yüksek düzeyde seyrettiği görülmüştür. Ancak psikolojik iyi oluşun “Fiziksel Sağlık”, “Değer Davranışları” ve “Öz Düzenleme” alt boyutlarından elde edilen puanların orta düzeyde olduğu saptanmıştır.

Değişkenlere Göre İncelemeler

Çocuğun yaşı değişkeninin ölçek ve alt boyut puanları üzerinde anlamlı bir farklılaşmaya yol açıp açmadığını incelemek için Mann-Whitney U testi kullanılmıştır. Bu analizden elde edilen sonuçlar Tablo 3’te sunulmaktadır.

Tablo 3. Çocuğun yaşı *Değişkenine Göre Ölçekler ve Alt Boyut Puanları Mann-Whitney U Testi*

Puan	Gruplar	N	$\bar{x}_{sıra}$	$\sum sıra$	U	z	p
DDÖ Toplam	(1) 5 yaş	182	186,08	33866,50	17213,500	-2,562	.010*
	(2) 6 yaş	222	215,96	47943,50			
DDÖ F1. Değişkenlik / Olumsuzluk	(1) 5 yaş	182	187,68	34157,50	17504,500	-2,319	.020*
	(2) 6 yaş	222	214,65	47652,50			
SAİDÖ Toplam	(1) 5 yaş	182	216,72	39443,00	17614,000	-2,218	.027*
	(2) 6 yaş	222	190,84	42367,00			
SAİDÖ F1. Çekingenlik	(1) 5 yaş	182	218,04	39684,00	17373,000	-2,450	.014*
	(2) 6 yaş	222	189,76	42126,00			
SAİDÖ F2. Sosyal Kabul	(1) 5 yaş	182	215,54	39228,00	17829,000	-2,119	.034*
	(2) 6 yaş	222	191,81	42582,00			
SAİDÖ F5. Saldırganlık	(1) 5 yaş	182	219,55	39958,00	17099,000	-2,756	.006*
	(2) 6 yaş	222	188,52	41852,00			
ÇOPİÖ F2. Düşük İçselleştirme	(1) 5 yaş	182	220,52	40135,00	16922,000	-2,858	.004*
	(2) 6 yaş	222	187,73	41675,00			

DDÖ toplam puanları, 5 yaş ($\bar{x}$ sıra = 186,08) ve 6 yaş ($\bar{x}$ sıra = 215,96) grupları karşılaştırıldığında, 6 yaş grubu lehine anlamlı bir fark göstermiştir (U = 17213,500; p < .05). Ölçeğin “Değişkenlik/Olumsuzluk” alt boyutundan alınan puanlar da benzer şekilde 5 yaş ($\bar{x}$ sıra = 187,68) ve 6 yaş ($\bar{x}$ sıra = 214,65) grubu arasında, 6 yaş lehine anlamlı farklılık göstermiştir (U = 17504,500; p < .05).

SAİDÖ toplam puanları açısından 6 yaş ($\bar{x}$ sıra = 190,84) ve 5 yaş ($\bar{x}$ sıra = 216,72) çocukları karşılaştırıldığında, 5 yaş grubu lehine anlamlı bir farklılık gözlenmiştir (U = 17614,000; p < .05). Ölçeğin “Çekingenlik” alt boyutunda 6 yaş ($\bar{x}$ sıra = 189,76) ve 5 yaş ($\bar{x}$ sıra = 218,04), “Sosyal Kabul” alt boyutunda 6 yaş ($\bar{x}$ sıra = 191,81) ve 5 yaş ($\bar{x}$ sıra = 215,54), “Saldırganlık” alt boyutunda ise 6 yaş ($\bar{x}$ sıra = 188,52) ve 5 yaş ($\bar{x}$ sıra = 219,55) grupları

arasında anlamlı fark 5 yaş lehine bulunmuştur (sırasıyla $U = 17373,000$; $U = 17829,000$; $U = 17099,000$; $p < .05$).

ÇOPİO'nun "Düşük İçselleştirme" alt boyutunda da 6 yaş ($\bar{x}$ sıra = 187,73) ve 5 yaş ($\bar{x}$ sıra = 220,52) çocukları arasında, 5 yaş lehine anlamlı bir fark tespit edilmiştir ($U = 16922,000$; $p < .05$).

Öte yandan, DDÖ'nün "Kontrol" alt boyutu, SAİDÖ'nün "Problem Çözme" ve "Sosyal Davranış" alt boyutları ile ÇOPİO'nun toplam puanları ve "Fiziksel Sağlık", "Düşük Dışsallaştırma", "Öz Düzenleme", "Sosyal Yetkinlik", "Bilişsel Yetkinlik", "Değer Davranışları", "Psikolojik Dayanıklılık" ve "Yaşam Doyumu" alt boyutlarından elde edilen puanlarda yaş değişkenine göre istatistiksel olarak anlamlı bir farklılık gözlenmemiştir.

Tablo 4. Çocuğun Okul Deneyimi Değişkenine Göre Ölçekler ve Alt Boyut Puanları Mann-Whitney U Testi

Puan	Gruplar	N	$\bar{x}_{sıra}$	$\sum_{sıra}$	U	z	P
SAİDÖ	(1) Var	295	216,92	63990,00	11825,000	-4,086	<.001**
Toplam	(2) Yok	109	163,49	17820,00			
SAİDÖ F1.	(1) Var	295	212,37	62650,00	13165,000	-2,827	.005*
Çekingenlik	(2) Yok	109	175,78	19160,00			
SAİDÖ F2.	(1) Var	295	213,25	62910,00	12905,000	-3,175	.001*
Sosyal Kabul	(2) Yok	109	173,39	18900,00			
SAİDÖ F3.	(1) Var	295	212,41	62661,50	13153,500	-2,835	.005*
Problem Çözme	(2) Yok	109	175,67	19148,50			
SAİDÖ F4.	(1) Var	295	218,73	64526,00	11289,000	-4,628	<.001**
Sosyal Davranış	(2) Yok	109	158,57	17284,00			
SAİDÖ F5.	(1) Var	295	212,26	62617,50	13197,500	-2,867	.004*
Saldırganlık	(2) Yok	109	176,08	19192,50			
ÇOPİO	(1) Var	295	211,92	62516,00	13299,000	-2,668	.008*
Toplam	(2) Yok	109	177,01	19294,00			
ÇOPİO F2.	(1) Var	295	212,47	62679,00	13136,000	-2,873	.004*
Düşük İçselleştirme	(2) Yok	109	175,51	19131,00			
ÇOPİO F4.	(1) Var	295	212,70	62746,50	13068,500	-2,907	.004*
Öz Düzenleme	(2) Yok	109	174,89	19063,50			
ÇOPİO F5.	(1) Var	295	213,27	62913,50	12901,500	-3,070	.002*
Sosyal Yetkinlik / Girişkenlik	(2) Yok	109	173,36	18896,50			
ÇOPİO F6.	(1) Var	295	218,04	64322,50	11492,500	-4,421	<.001**
Bilişsel Yetkinlik	(2) Yok	109	160,44	17487,50			

Çocuğun okul deneyimine göre ölçekler ve alt boyutlardan alınan puanlarda anlamlı bir farklılık olup olmadığını incelemek için yapılan Mann-Whitney U Testi sonuçları Tablo 4'te sunulmuştur. Bulgular değerlendirildiğinde, SAİDÖ toplam puanlarının okul deneyimi olan grup ($\bar{x}$ sıra = 216,92) ile olmayan grup ($\bar{x}$ sıra = 163,49) arasında, okul deneyimi olan grup lehine anlamlı bir farklılık olduğu bulunmuştur ($U = 11825,000$; $p < .001$). Ayrıca, “Çekingenlik” alt boyutunda okul deneyimi olan grup ($\bar{x}$ sıra = 212,37) ile olmayan grup ($\bar{x}$ sıra = 175,78), “Sosyal Kabul” alt boyutunda okul deneyimi olan grup ($\bar{x}$ sıra = 213,25) ile olmayan grup ($\bar{x}$ sıra = 173,39), “Problem Çözme” alt boyutunda okul deneyimi olan grup ($\bar{x}$ sıra = 212,41) ile olmayan grup ($\bar{x}$ sıra = 175,67), “Sosyal Davranış” alt boyutunda okul deneyimi olan grup ($\bar{x}$ sıra = 218,73) ile olmayan grup ($\bar{x}$ sıra = 158,57), “Saldırganlık” alt boyutunda okul deneyimi olan grup ($\bar{x}$ sıra = 212,26) ile olmayan grup ($\bar{x}$ sıra = 176,08) ve ÇOPİO toplam puanlarının okul deneyimi olan grup ($\bar{x}$ sıra = 211,92) ile olmayan grup ($\bar{x}$ sıra = 177,01) arasında yine okul deneyimi olan grup lehine anlamlı farklar saptanmıştır (sırasıyla $U = 13165,000$; $U = 12905,000$; $U = 13153,500$; $U = 11289,000$; $U = 13197,500$; $U = 13299,000$; $p < .05$ ya da $p < .001$). Bununla birlikte, ÇOPİO’nun “Düşük İçselleştirme” ($\bar{x}$ sıra = 212,47 / 175,51), “Öz Düzenleme” ($\bar{x}$ sıra = 212,70 / 174,89), “Sosyal Yetkinlik/Girişkenlik” ($\bar{x}$ sıra = 213,27 / 173,36) ve “Bilişsel Yetkinlik” ($\bar{x}$ sıra = 218,04 / 160,44) alt boyutlarından alınan puanlarda da okul deneyimi olan grup lehine anlamlı farklılıklar görülmüştür (sırasıyla $U = 13136,000$; $U = 13068,500$; $U = 12901,500$; $U = 11492,500$; $p < .05$ ya da $p < .001$).

Öte yandan, DDÖ toplam puanları ile DDÖ’nün “Değişkenlik/Olumsuzluk” ve “Kontrol” alt boyutlarının yanı sıra, ÇOPİO’nun “Fiziksel Sağlık”, “Düşük Dışsallaştırma”, “Değer Davranışları”, “Psikolojik Dayanıklılık” ve “Yaşam Doyumu” alt boyutlarından alınan puanlarda, çocuğun okul deneyimine göre istatistiksel açıdan anlamlı bir farklılık bulunmamıştır ($p > .05$).

Tablo 5. Öğretmenin Yaşı Değişkenine Göre Ölçekler ve Alt Boyut Puanları Kruskal Wallis H Testi

Puan	Gruplar	N	$\bar{x}_{sıra}$	χ^2	sd	p	
SAİDÖ Toplam	(1) 20-30	149	229,07	14,266	2	.001*	1>3
	(2) 31-40	158	178,84				3>2
	(3) 41+	97	200,21				
SAİDÖ F1. Çekingenlik	(1) 20-30	149	222,17	7,699	2	.021*	1>3
	(2) 31-40	158	185,79				3>2
	(3) 41+	97	199,51				
SAİDÖ F3. Problem Çözme	(1) 20-30	149	232,41	18,383	2	<.001**	1>3
	(2) 31-40	158	175,91				3>2
	(3) 41+	97	199,87				

SAİDÖ F4.	(1) 20-30	149	236,81	20,893	2	<.001**	1>3
Sosyal	(2) 31-40	158	179,69				3>2
Davranış	(3) 41+	97	186,96				
ÇOPİO	(1) 20-30	149	223,08	7,338	2	.026*	1>3
Toplam	(2) 31-40	158	190,05				3>2
	(3) 41+	97	191,16				
ÇOPİO F1.	(1) 20-30	149	220,78	6,128	2	.047*	1>3
Fiziksel	(2) 31-40	158	188,85				3>2
Sağlık	(3) 41+	97	196,65				
ÇOPİO F5.	(1) 20-30	149	220,74	7,727	2	.021*	1>2
Sosyal	(2) 31-40	158	199,66				2>3
Yetkinlik / Girişkenlik	(3) 41+	97	179,11				

Öğretmenin yaşı değişkenine göre SAİDÖ toplam puanları ($\chi^2=14.266$; $p<.05$), “Çekingenlik” alt boyutu puanları ($\chi^2=7.699$; $p<.05$), “Problem Çözme” alt boyutu puanları ($\chi^2=18.383$; $p<.05$), “Sosyal Davranış” alt boyutu puanları ($\chi^2=120.893$; $p<.05$), ÇOPİO toplam puanları ($\chi^2=7.338$; $p<.05$), “Fiziksel Sağlık” alt boyutu puanları ($\chi^2=6.128$; $p<.05$) ve “Sosyal Yetkinlik/Girişkenlik” alt boyutu puanları ($\chi^2=7.727$; $p<.05$) anlamlı farklılık göstermiştir.

SAİDÖ toplam puanlarında gözlenen anlamlı farklılık, 20-30 yaş grubu ($\bar{x}$ sıra= 229,07) ile 41 ve üzeri yaş grubu ($\bar{x}$ sıra= 200,21) arasında 20-30 yaş grubu lehine; 41 ve üzeri yaş grubu ($\bar{x}$ sıra= 200,21) ile 31-40 yaş grubu ($\bar{x}$ sıra= 178,84) arasında 31-40 yaş grubu lehine bulunmuştur. “Çekingenlik” alt boyutu puanlarında gözlenen anlamlı farklılık, 20-30 yaş grubu ($\bar{x}$ sıra= 222,17) ile 41 ve üzeri yaş grubu ($\bar{x}$ sıra= 199,51) arasında 20-30 yaş grubu lehine; 41 ve üzeri yaş grubu ($\bar{x}$ sıra= 199,51) ile 31-40 yaş grubu ($\bar{x}$ sıra= 185,79) arasında 31-40 yaş grubu lehine saptanmıştır.

“Problem Çözme” alt boyutunda gözlenen farklılık, 20-30 yaş grubu ($\bar{x}$ sıra= 232,41) ile 41 ve üzeri yaş grubu ($\bar{x}$ sıra= 199,87) arasında 20-30 yaş grubu lehine; 41 ve üzeri yaş grubu ($\bar{x}$ sıra= 199,87) ile 31-40 yaş grubu ($\bar{x}$ sıra= 175,91) arasında 31-40 yaş grubu lehine; “Sosyal Davranış” alt boyutunda ise 20-30 yaş grubu ($\bar{x}$ sıra= 236,81) ile 41 ve üzeri yaş grubu ($\bar{x}$ sıra= 186,96) arasında 20-30 yaş grubu lehine; 41 ve üzeri yaş grubu ($\bar{x}$ sıra= 186,96) ile 31-40 yaş grubu ($\bar{x}$ sıra= 179,69) arasında 31-40 yaş grubu lehine anlamlı farklılık göstermiştir.

ÇOPİO toplam puanlarında da 20-30 yaş grubu ($\bar{x}$ sıra= 223,08) ile 41 ve üzeri yaş grubu ($\bar{x}$ sıra= 191,16) arasında 20-30 yaş grubu lehine; 41 ve üzeri yaş grubu ($\bar{x}$ sıra= 191,16) ile 31-40 yaş grubu ($\bar{x}$ sıra= 190,05) arasında 31-40 yaş grubu lehine farklılık bulunmuştur. “Fiziksel Sağlık” alt boyutunda 20-30 yaş grubu ($\bar{x}$ sıra= 220,78) ile 41 ve üzeri yaş grubu ($\bar{x}$ sıra=

196,65) arasında 20-30 yaş grubu lehine; 41 ve üzeri yaş grubu ($\bar{x}$ sıra= 196,65) ile 31-40 yaş grubu ($\bar{x}$ sıra= 188,85) arasında 31-40 yaş grubu lehine; “Sosyal Yetkinlik/Girişkenlik” alt boyutunda ise 20-30 yaş grubu ($\bar{x}$ sıra= 220,74) ile 31-40 yaş grubu ($\bar{x}$ sıra= 199,66) arasında 20-30 yaş grubu lehine, 31-40 yaş grubu ($\bar{x}$ sıra= 179,11) ile 41 yaş ve üzeri grup arasında 31-40 yaş grubu lehine anlamlı farklılık görülmüştür.

Buna karşılık, DDÖ toplam puanlarıyla DDÖ’nün “Değişkenlik/Olumsuzluk” ve “Kontrol” alt boyutları, SAİDÖ’nün “Çekingenlik”, “Problem Çözme”, “Sosyal Davranış” alt boyutları ve ÇOPİO’nun “Düşük İçselleştirme”, “Düşük Dışsallaştırma”, “Öz Düzenleme”, “Sosyal Yetkinlik/Girişkenlik”, “Bilişsel Yetkinlik”, “Değer Davranışları”, “Psikolojik Dayanıklılık” ve “Yaşam Doyumu” alt boyutlarından alınan puanlar öğretmenin yaşı değişkenine göre anlamlı farklılık göstermemiştir ($p>.05$).

Tablo 6. Öğretmenin Öğrenim Durumu Değişkenine Göre Ölçekler ve Alt Boyut Puanları
Kruskal Wallis H Testi

Puan	Gruplar	N	$\bar{x}_{sıra}$	χ^2	sd	P	
DDÖ Toplam	(1) Önlisans	53	159,10	54,014	2	<.001**	3>2
	(2) Lisans	279	187,70				2>1
	(3) Lisansüstü	72	291,78				
DDÖ F1. Değişkenlik / Olumsuzluk	(1) Önlisans	53	145,20	44,005	2	<.001**	3>2
	(2) Lisans	279	194,11				2>1
	(3) Lisansüstü	72	277,19				
DDÖ F2. Kontrol	(1) Önlisans	53	252,50	16,188	2	<.001**	1>3
	(2) Lisans	279	187,99				3>2
	(3) Lisansüstü	72	221,91				
SAİDÖ Toplam	(1) Önlisans	53	200,05	8,240	2	.016*	2>1
	(2) Lisans	279	211,94				1>3
	(3) Lisansüstü	72	167,74				
SAİDÖ F1. Çekingenlik	(1) Önlisans	53	219,63	7,473	2	.024*	1>2
	(2) Lisans	279	207,66				2>3
	(3) Lisansüstü	72	169,88				
SAİDÖ F2. Sosyal Kabul	(1) Önlisans	53	205,09	9,680	2	.008*	2>1
	(2) Lisans	279	211,54				1>3
	(3) Lisansüstü	72	165,56				
SAİDÖ F4. Sosyal Davranış	(1) Önlisans	53	170,25	8,649	2	.013*	2>3
	(2) Lisans	279	213,61				3>1
	(3) Lisansüstü	72	183,21				
SAİDÖ F5. Saldırganlık	(1) Önlisans	53	228,48	13,393	2	.001*	1>2
	(2) Lisans	279	208,30				2>3
	(3) Lisansüstü	72	160,90				
ÇOPİO Toplam	(1) Önlisans	53	232,01	18,690	2	<.001**	1>2
	(2) Lisans	279	210,22				2>3
	(3) Lisansüstü	72	150,86				
ÇOPİO F1. Fiziksel Sağlık	(1) Önlisans	53	245,45	8,899	2	.012	1>3
	(2) Lisans	279	193,70				3>2
	(3) Lisansüstü	72	204,99				

ÇOPİÖ F2.	(1) Önlisans	53	260,84	32,400	2	<.001**	1>2
Düşük	(2) Lisans	279	206,38				2>3
İçselleştirme	(3) Lisansüstü	72	144,51				
ÇOPİÖ F3.	(1) Önlisans	53	253,57	30,396	2	<.001**	1>2
Düşük	(2) Lisans	279	208,03				2>3
Dışsallaştırma	(3) Lisansüstü	72	143,50				
ÇOPİÖ F4.	(1) Önlisans	53	187,20	11,095	2	.004*	2>1
Öz	(2) Lisans	279	214,78				1>3
Düzenleme	(3) Lisansüstü	72	166,19				
ÇOPİÖ F6.	(1) Önlisans	53	179,42	13,934	2	.001*	2>1
Bilişsel	(2) Lisans	279	216,69				1>3
Yetkinlik	(3) Lisansüstü	72	164,51				

Öğretmenin öğrenim düzeyine göre yapılan analizlerde, DDÖ toplam puanlarının ($\chi^2 = 54.014$; $p < .001$), “Değişkenlik/Olumsuzluk” alt boyutunun ($\chi^2 = 44.005$; $p < .001$) ve “Kontrol” alt boyutunun ($\chi^2 = 16.188$; $p < .001$) anlamlı şekilde değiştiği görülmüştür. Ayrıca SAİDÖ toplam puanlarında ($\chi^2 = 8.240$; $p < .05$), “Çekingenlik” ($\chi^2 = 7.473$; $p < .05$), “Sosyal Kabul” ($\chi^2 = 9.680$; $p < .05$), “Sosyal Davranış” ($\chi^2 = 8.649$; $p < .05$), “Saldırganlık” ($\chi^2 = 13.393$; $p < .05$) alt boyutlarında; ÇOPİÖ toplam puanlarında ($\chi^2 = 18.690$; $p < .001$) ve bu ölçeğin “Fiziksel Sağlık” ($\chi^2 = 8.899$; $p < .05$), “Düşük İçselleştirme” ($\chi^2 = 32.400$; $p < .001$), “Düşük Dışsallaştırma” ($\chi^2 = 30.396$; $p < .001$), “Öz Düzenleme” ($\chi^2 = 11.095$; $p < .05$) ve “Bilişsel Yetkinlik” ($\chi^2 = 13.934$; $p < .05$) alt boyutlarında da anlamlı farklılıklar elde edilmiştir.

Detaylı incelemede, DDÖ toplam puanlarının lisansüstü grubun lisans ($\bar{x}$ sıra = 187,70) grubuna göre daha yüksek ($\bar{x}$ sıra = 291,78), lisans grubunun da önlisans ($\bar{x}$ sıra = 159,10) grubuna göre üstün olduğu belirlenmiştir. “Değişkenlik/Olumsuzluk” boyutunda lisansüstü grubun lisans grubuna ($\bar{x}$ sıra = 194,11) kıyasla daha yüksek ($\bar{x}$ sıra = 277,19), lisans grubunun ise önlisans grubuna ($\bar{x}$ sıra = 145,20) göre daha üstün olduğu görülmüştür. “Kontrol” boyutunda önlisans ($\bar{x}$ sıra = 252,50), lisansüstü grubundan ($\bar{x}$ sıra = 221,91); lisansüstü grup ise lisans grubundan ($\bar{x}$ sıra = 187,99) daha yüksek puan almıştır.

SAİDÖ toplam puanlarında lisans grubunun önlisans grubuna ($\bar{x}$ sıra = 200,05) göre, önlisans grubunun ise lisansüstü grubuna ($\bar{x}$ sıra = 167,74) göre üstün olduğu bulunmuştur. “Çekingenlik” boyutunda da benzer şekilde önlisans grubu ($\bar{x}$ sıra = 219,63), lisansüstü grubuna ($\bar{x}$ sıra = 169,88), lisans grubu da önlisans grubuna ($\bar{x}$ sıra = 207,66) göre yüksek sonuç vermiştir. “Sosyal Kabul” boyutunda lisans grubunun önlisans grubuna ($\bar{x}$ sıra = 205,09) kıyasla daha yüksek ($\bar{x}$ sıra = 211,54), önlisans grubunun da lisansüstüne ($\bar{x}$ sıra = 165,56) göre daha üstün olduğu tespit edilmiştir. “Sosyal Davranış” boyutunda lisans grubunun lisansüstüne ($\bar{x}$ sıra = 183,21) göre ($\bar{x}$ sıra = 213,61) ve lisansüstü grubun önlisansa ($\bar{x}$ sıra = 170,25) göre daha

yüksek sonuçlar verdiği görülmüştür. “Saldırganlık” alt boyutunda ise önlisans grubunun lisans grubuna ($\bar{x}$ sıra = 208,30) göre ($\bar{x}$ sıra = 228,48) ve lisans grubunun lisansüstüne ($\bar{x}$ sıra = 160,90) göre daha üst sıralarda yer aldığı bulunmuştur.

ÇOPİO toplam puanlarında önlisans grubunun lisans grubuna ($\bar{x}$ sıra = 210,22) göre ($\bar{x}$ sıra = 232,01) ve lisans grubunun lisansüstüne ($\bar{x}$ sıra = 150,86) göre daha avantajlı olduğu saptanmıştır. “Fiziksel Sağlık” boyutunda önlisans grubunun lisansüstüne ($\bar{x}$ sıra = 204,99) göre ($\bar{x}$ sıra = 245,45), lisansüstü grubun ise lisans grubuna ($\bar{x}$ sıra = 193,70) göre daha olumlu sonuçlar gösterdiği görülmüştür. “Düşük İçselleştirme” boyutunda önlisans grubunun lisans grubuna ($\bar{x}$ sıra = 206,38) göre ($\bar{x}$ sıra = 260,84), lisans grubunun ise lisansüstüne ($\bar{x}$ sıra = 144,51) göre daha yüksek değer aldığı tespit edilmiştir. Benzer şekilde “Düşük Dışsallaştırma” boyutunda önlisans grubunun lisans grubuna ($\bar{x}$ sıra = 208,03) kıyasla ($\bar{x}$ sıra = 253,57), lisans grubunun lisansüstüne ($\bar{x}$ sıra = 143,50) kıyasla daha üst seviyede yer aldığı belirlenmiştir. “Öz Düzenleme” boyutunda lisans grubunun önlisans grubuna ($\bar{x}$ sıra = 187,20) göre ($\bar{x}$ sıra = 214,78), önlisans grubunun lisansüstüne ($\bar{x}$ sıra = 166,19) göre üstün olduğu; “Bilişsel Yetkinlik” boyutunda ise lisans grubunun önlisans grubuna ($\bar{x}$ sıra = 179,42) göre ($\bar{x}$ sıra = 216,69), önlisans grubunun lisansüstüne ($\bar{x}$ sıra = 164,51) göre daha yüksek sonuçlar verdiği saptanmıştır.

Bununla birlikte, SAİDÖ’nün “Problem Çözme” alt boyutu ve ÇOPİO’nun “Sosyal Yetkinlik/Girişkenlik”, “Değer Davranışları”, “Psikolojik Dayanıklılık” ve “Yaşam Doyumu” alt boyutlarının öğretmenlerin öğrenim düzeyi değişkenine göre anlamlı farklılık göstermediği görülmüştür ($p > .05$).

Tablo 7. Annenin Yaşı Değişkenine Göre Ölçekler ve Alt Boyut Puanları Mann-Whitney U Testi

Puan	Gruplar	N	$\bar{x}_{sıra}$	$\sum_{sıra}$	U	z	p
DDÖF2. Kontrol	(1) 20-40	212	218,62	46348,00	16934,000	-2,932	.003*
	(2) 41+	192	184,70	35462,00			
ÇOPİO F1. Fiziksel Sağlık	(1) 20-40	212	213,84	45334,50	17947,500	-2,064	.039*
	(2) 41+	192	189,98	36475,50			
ÇOPİO F8. Psikolojik Dayanıklılık	(1) 20-40	212	187,93	39840,50	17262,500	-2,645	.008*
	(2) 41+	192	218,59	41969,50			
ÇOPİO F9. Yaşam Doyumu	(1) 20-40	212	214,64	45503,00	17779,000	-2,209	.027*
	(2) 41+	192	189,10	36307,00			

Tablo 7’de, annenin yaşı değişkenine göre ölçek ve alt boyut puanlarının karşılaştırılmasına ilişkin Mann-Whitney U Testi sonuçları yer almaktadır. Analiz bulgularına göre, DDÖ’nün “Kontrol” alt boyutunda 20–40 yaş grubundaki çocukların puan ortalaması ($\bar{x}$ sıra = 218,62), 41 yaş ve üzeri annelerin çocuklarına göre ($\bar{x}$ sıra = 184,70) istatistiksel olarak anlamlı düzeyde daha yüksektir ($U = 16934,000$; $p < .05$). Benzer şekilde, ÇOPİÖ’nün “Fiziksel Sağlık” alt boyutunda da 20–40 yaş grubundaki çocuklar ($\bar{x}$ sıra = 213,84), 41 yaş ve üzeri grubuna kıyasla ($\bar{x}$ sıra = 189,98) daha yüksek puan almıştır ($U = 17947,500$; $p < .05$).

Buna karşın, ÇOPİÖ’nün “Psikolojik Dayanıklılık” alt boyutunda 41 yaş ve üzeri annelere sahip çocuklar ($\bar{x}$ sıra = 218,59), 20–40 yaş grubundaki çocuklara ($\bar{x}$ sıra = 187,93) göre daha yüksek puan almış ve bu fark anlamlı bulunmuştur ($U = 17262,500$; $p < .05$). Aynı şekilde, “Yaşam Doyumu” alt boyutunda da 20–40 yaş grubu lehine anlamlı bir farklılık görülmüş ($\bar{x}$ sıra = 214,64 / 189,10), sonuç $U = 17779,000$; $p < .05$ olarak kaydedilmiştir.

Bununla birlikte, annenin yaşına göre DDÖ toplam puanları ile “Değişkenlik/Olumsuzluk” alt boyutu; SAİDÖ toplam puanları ve alt boyutlardan “Çekingenlik”, “Sosyal Kabul”, “Problem Çözme”, “Sosyal Davranış”, “Saldırganlık” puanları arasında istatistiksel olarak anlamlı bir farklılık gözlenmemiştir. Aynı şekilde, ÇOPİÖ toplam puanları ve alt boyutlardan “Düşük İçselleştirme”, “Düşük Dışsallaştırma”, “Öz Düzenleme”, “Sosyal Yetkinlik/Girişkenlik”, “Bilişsel Yetkinlik” ve “Değer Davranışları” açısından da gruplar arasında anlamlı bir fark bulunmamıştır ($p > .05$).

Tablo 8. Babanın Yaşı Değişkenine Göre Ölçekler ve Alt Boyut Puanları Mann-Whitney U Testi

Puan	Gruplar	N	$\bar{x}_{sıra}$	$\sum_{sıra}$	U	z	p
DDÖ F2. Kontrol	(1) 20-40	133	228,66	30411,50	14542,500	-3,171	.002*
	(2) 41+	271	189,66	51398,50			
SAİDÖ F5. Saldırganlık	(1) 20-40	133	185,98	24736,00	15825,000	-2,066	.039*
	(2) 41+	271	210,61	57074,00			
ÇOPİÖ F1. Fiziksel Sağlık	(1) 20-40	133	228,76	30425,50	14528,500	-3,187	.001*
	(2) 41+	271	189,61	51384,50			
ÇOPİÖ F6. Bilişsel Yetkinlik	(1) 20-40	133	181,87	24189,00	15278,000	-2,499	.012*
	(2) 41+	271	212,62	57621,00			
ÇOPİÖ F8. Psikolojik Dayanıklılık	(1) 20-40	133	182,05	24213,00	15302,000	2,475	.013*
	(2) 41+	271	212,54	57597,00			

Tablo 8’de, babanın yaşı değişkenine göre çocukların çeşitli ölçek ve alt boyutlardan aldıkları puanlara ilişkin Mann-Whitney U Testi bulguları sunulmaktadır. Elde edilen sonuçlara göre, DDÖ’nün “Kontrol” alt boyutunda 20–40 yaş grubu çocuklarının puanları ($\bar{x}$ sıra = 228,66), 41 yaş ve üzeri grubun çocuklarına kıyasla ($\bar{x}$ sıra = 189,66) anlamlı düzeyde daha yüksek bulunmuştur ($U = 14542,500$; $p < .05$).

SAİDÖ’nün “Saldırganlık” alt boyutunda ise durum tersine dönmüş; 41 yaş ve üzeri baba grubuna ait çocuklar ($\bar{x}$ sıra = 210,61), 20–40 yaş grubuna ait çocuklara ($\bar{x}$ sıra = 185,98) göre daha yüksek puan almıştır ($U = 15825,000$; $p < .05$). ÇOPİO ölçeğinde ise “Fiziksel Sağlık” alt boyutunda 20–40 yaş grubu ($\bar{x}$ sıra = 228,76) lehine anlamlı bir farklılık saptanmıştır ($U = 14528,500$; $p < .05$). Ayrıca, ÇOPİO’nun “Bilişsel Yetkinlik” alt boyutunda 41 yaş ve üzeri gruba ait çocuklar ($\bar{x}$ sıra = 212,62), daha genç babalara sahip çocuklara ($\bar{x}$ sıra = 181,87) göre anlamlı düzeyde daha yüksek puan almıştır ($U = 15278,000$; $p < .05$). Benzer şekilde, “Psikolojik Dayanıklılık” alt boyutunda da 41 yaş ve üzeri baba grubunun çocukları ($\bar{x}$ sıra = 212,54), 20–40 yaş grubu çocuklarına ($\bar{x}$ sıra = 182,05) göre daha yüksek puanlar elde etmiştir ($U = 15302,000$; $p < .05$).

Diğer yandan, babanın yaşı değişkenine göre DDÖ toplam puanları ve “Değişkenlik/Olumsuzluk” alt boyutundan alınan puanlar; SAİDÖ toplam puanları ve alt boyutlardan “Çekingenlik”, “Sosyal Kabul”, “Problem Çözme”, “Sosyal Davranış” puanları; ayrıca ÇOPİO toplam puanları ile “Düşük İçselleştirme”, “Düşük Dışsallaştırma”, “Öz Düzenleme”, “Sosyal Yetkinlik/Girişkenlik”, “Değer Davranışları” ve “Yaşam Doyumu” alt boyutlarına ilişkin puanlarda istatistiksel olarak anlamlı bir fark saptanmamıştır ($p > .05$).

Ayrıca, Kruskal-Wallis ve Mann-Whitney U Testleri sonuçları, çocukların cinsiyeti, kardeş sayısı ve doğum sırası değişkenlerine göre hem duygu düzenleme becerilerinde, hem akran ilişkilerinde hem de psikolojik iyi oluş düzeylerinde anlamlı bir farklılık olmadığını ortaya koymuştur ($p > .05$).

İlişkilerin Belirlenmesi

Tablo 9. DDÖ, SAİDÖ, ÇOPİO ve Alt Boyutlarına Ait Puanlar İlişkisi Spearman Korelasyon Testi

Değişkenler	DDÖ Toplam	F1. Değişkenlik / Olumsuzluk	F2. Kontrol	SAİDÖ Toplam	F1. Çekingenlik	F2. Sosyal Kabul	F3. Problem Çözme	F4. Sosyal Davranış	F5. Saldırganlık
ÇOPİO Toplam	-.500**	-,637**	,268**	,682**	,624**	,626**	,387**	,564**	,551**
F1. Fiziksel Sağlık	.045	-,131**	,442**	,063	,167**	,023	-,003	,069	-,015

F2. Düşük İçselleştirme	-.438**	-,456**	,117*	,408**	,494**	,381**	,121*	,267**	,398**
F3. Düşük Dışsallaştırma	-.698**	-,753**	,092	,642**	,435**	,543**	,371**	,467**	,726**
F4. Öz Düzenleme	-.357**	-,446**	,101*	,554**	,443**	,440**	,432**	,511**	,369**
F5. Sosyal Yetkinlik / Girişkenlik	-.154**	-,196**	,101*	,377**	,402**	,429**	,164**	,380**	,205**
F6. Bilişsel Yetkinlik	-.246**	-,248**	-,072	,436**	,372**	,480**	,240**	,369**	,328**
F7. Değer Davranışları	-.022	-,094	,125*	,102*	,117*	,085	,089	,109*	,047
F8. Psikolojik Dayanıklılık	-.059	-,123*	,145**	,139**	,130**	,128*	,125*	,089	,089
F9. Yaşam Doyumu	-.085	-,124*	,067	,073	,078	,064	,001	,053	,068
DDÖ Toplam	-	-	-	-,563**	-,363**	-,509**	-,347**	-,351**	-,680**
F1. Değişkenlik / Olumsuzluk	-	-	-	-,634**	-,451**	-,558**	-,414**	-,417**	-,689**
F2. Kontrol	-	-	-	,075	,168**	,033	,084	,078	-,033

*p<.05; **p<.001

Tablo 9, çocukların duygu düzenleme, akran ilişkileri ve psikolojik iyi oluş düzeyleri arasında Spearman korelasyon testi ile hesaplanan ilişki düzeylerini göstermektedir. Bulgulara göre, ÇOPİO toplam puanları ile DDÖ toplam puanları ve “Değişkenlik/Olumsuzluk” alt boyutu arasında orta düzeyde negatif, “Kontrol” alt boyutu ile zayıf düzeyde pozitif ilişki saptanmıştır (p<.05).

ÇOPİO toplam puanları, SAİDÖ toplam puanları ve alt boyutlarından “Çekingenlik”, “Sosyal Kabul”, “Sosyal Davranış” ve “Saldırganlık” ile orta düzeyde pozitif; “Problem Çözme” ile zayıf düzeyde pozitif ilişki göstermiştir (p<.05).

ÇOPİO’nun “Fiziksel Sağlık” alt boyutu, DDÖ’nün “Değişkenlik/Olumsuzluk” alt boyutu ile zayıf düzeyde negatif, “Kontrol” ile zayıf düzeyde pozitif, SAİDÖ’nün “Çekingenlik” alt boyutu ile çok zayıf düzeyde pozitif ilişkilidir (p<.05).

“Düşük İçselleştirme” alt boyutu puanları, DDÖ toplam puanları ve “Değişkenlik/Olumsuzluk” ile zayıf düzeyde negatif; “Kontrol”, “Problem Çözme”, “Sosyal Davranış” ile çok zayıf düzeyde pozitif; SAİDÖ toplam puanları, “Çekingenlik”, “Sosyal Kabul”, “Saldırganlık” ile zayıf düzeyde pozitif ilişki göstermiştir (p<.05).

“Düşük Dışsallaştırma”, DDÖ toplam puanları ile orta düzeyde negatif, “Değişkenlik/Olumsuzluk” ile yüksek düzeyde negatif ilişkilidir. Aynı alt boyut, SAİDÖ toplam puanları, “Sosyal Kabul”, “Saldırganlık” ile orta, “Çekingenlik”, “Problem Çözme”, “Sosyal Davranış” ile zayıf düzeyde pozitif ilişki göstermiştir ($p<.05$).

“Öz Düzenleme” puanları, DDÖ toplam puanları ve “Değişkenlik/Olumsuzluk” ile zayıf negatif; “Kontrol”, “Problem Çözme” ile çok zayıf pozitif; SAİDÖ toplam puanları, “Sosyal Davranış” ile orta düzeyde pozitif; diğer SAİDÖ alt boyutları ile zayıf düzeyde pozitif ilişkiler göstermiştir ($p<.05$).

“Sosyal Yetkinlik/Girişkenlik”, DDÖ toplam ve “Değişkenlik/Olumsuzluk” puanları ile çok zayıf negatif, “Kontrol” ile çok zayıf pozitif; SAİDÖ alt boyutlarının tamamı ile zayıf ya da çok zayıf düzeyde pozitif ilişkilidir ($p<.05$).

“Bilişsel Yetkinlik” alt boyutu, DDÖ toplam puanları ve “Değişkenlik” ile çok zayıf negatif; SAİDÖ toplam puanları, “Çekingenlik”, “Sosyal Kabul”, “Saldırganlık” ile zayıf, diğer SAİDÖ alt boyutları ile çok zayıf pozitif ilişkiler göstermiştir ($p<.05$).

“Değer Davranışları” alt boyutu ile DDÖ’nün “Kontrol” alt boyutu, SAİDÖ toplam puanları, “Çekingenlik”, “Sosyal Davranış” alt boyutları arasında çok zayıf düzeyde pozitif ilişki görülmüştür ($p<.05$).

“Psikolojik Dayanıklılık”, DDÖ’nün “Değişkenlik/Olumsuzluk” alt boyutu ile çok zayıf negatif; “Kontrol”, SAİDÖ toplam puanları, “Çekingenlik”, “Sosyal Kabul”, “Problem Çözme” ile çok zayıf pozitif ilişkilidir ($p<.05$).

“Yaşam Doyumu”, sadece DDÖ’nün “Değişkenlik/Olumsuzluk” boyutuyla çok zayıf negatif ilişki göstermiştir ($p<.05$).

Ayrıca, DDÖ toplam puanları ile SAİDÖ toplam puanları arasında orta düzeyde negatif; “Çekingenlik”, “Sosyal Kabul”, “Sosyal Davranış”, “Saldırganlık” ve “Problem Çözme” alt boyutlarıyla zayıf ila orta düzeyde negatif ilişkiler tespit edilmiştir. DDÖ’nün “Değişkenlik” boyutu da benzer şekilde SAİDÖ puanlarıyla negatif ilişki göstermektedir. Öte yandan, “Kontrol” alt boyutu ile yalnızca “Çekingenlik” arasında çok zayıf pozitif ilişki bulunmuştur ($p<.05$).

Anlamlı ilişki gözlenmeyen değişken çiftleri ise şunlardır:

1. “Fiziksel Sağlık” ile: DDÖ toplam, SAİDÖ toplam, “Sosyal Kabul”, “Problem Çözme”, “Sosyal Davranış”, “Saldırganlık”

2. “Düşük Dışsallaştırma” ile: DDÖ “Kontrol”
3. “Bilişsel Yetkinlik” ile: DDÖ “Kontrol”
4. “Değer Davranışları” ile: DDÖ toplam, “Değişkenlik”, SAİDÖ “Saldırganlık”
5. “Psikolojik Dayanıklılık” ile: DDÖ toplam, SAİDÖ “Sosyal Davranış”, “Saldırganlık”
6. “Yaşam Doyumu” ile: DDÖ toplam, DDÖ “Kontrol”, SAİDÖ toplam ve tüm SAİDÖ alt boyutları
7. DDÖ “Kontrol” ile: SAİDÖ toplam, “Sosyal Kabul”, “Problem Çözme”, “Sosyal Davranış”, “Saldırganlık” ($p>.05$).

Tartışma ve Sonuç

Bu araştırmada okul öncesi dönem çocuklarında duygu düzenleme becerileri, akran ilişkileri ve psikolojik iyi oluş düzeylerinin çeşitli değişkenlerce incelenmesi ve ilgili üç puan arasında bir ilişki bulunup bulunmadığının belirlenmesi amaçlanmıştır. Amaç doğrultusunda ilk olarak okul öncesi dönem çocuklarının üç alandaki puanları hesaplanarak düzeyleri belirlenmiştir. Gerçekleştirilen analizler sonucunda, katılımcı çocukların akran ilişkileri, duygu düzenleme ve psikolojik iyi oluş toplam puanlarının yüksek düzeyde olduğu belirlenmiştir. Ancak duygu düzenlemenin değişkenlik ve kontrol alt boyutları ile psikolojik iyi oluşun fiziksel sağlık, değer davranışları ve öz düzenleme alt boyutlarında puanlar orta düzeyde kalmıştır. Bu bulgular, örneklemin genel düzeyinin orta-yüksek aralığında olduğunu göstermektedir.

Çocuğun yaşı değişkenine göre duygu düzenleme toplam puanları ile değişkenlik alt boyutu puanlarında 6 yaş grubu çocukların anlamlı düzeyde 5 yaşa göre daha yüksek puan aldıkları görülmüştür. Yaş arttıkça yaşam deneyimi de artmakta, bireyler farklı durumlarla daha sık karşılaşmaktadır (Piaget, 1952). Bu durum, normal gelişim gösteren çocuklarda uyum becerilerinin gelişmesini destekleyebilir. Ayrıca bilişsel gelişimin ilerlemesiyle birlikte, artan yaşla uyum becerilerindeki bu artış açıklanabilir. Ancak 5 yaş çocukları akran ilişkileri toplam puanı ile çekingenlik, sosyal kabul, saldırganlık, düşük içselleştirme alt boyutlarında 6 yaş grubuna kıyasla yüksek puanlar almıştır ve bu durum anlamlı bulunmuştur. Erten (2012) tarafından yapılan araştırmada, 5 yaş grubu çocukların sosyal beceri alanında 6 yaş grubuna kıyasla daha yüksek puanlar aldığı belirlenmiştir. Aynı çalışmada, eğitim-öğretim yılı sonuna doğru çocukların sosyal beceri puanlarında bir düşüş yaşandığı da saptanmıştır. Bu bulgular, 5 yaş çocuklarının gelişimsel olarak daha yoğun bir sosyal kabul arayışı içerisinde oldukları şeklinde yorumlanabilir.

Okul deneyimi olan çocukların akran ilişkileri ve psikolojik iyi oluş puanları okul deneyimi olmayanlara göre anlamlı düzeyde daha yüksek bulunmuş ancak duygu düzenleme becerilerinde okul deneyimine göre anlamlı bir farklılık gözlenmemiştir. Sosyal ortamlarla erken yaşta tanışmak, çocuğun sosyal becerilerinin gelişiminde önemli bir unsur olarak değerlendirilmektedir (Anders vd., 2013). Okul, okul öncesi dönem çocukları için koruyucu ve geliştirici bir çevre sunmaktadır (Bronfenbrenner ve Morris, 2006). Öte yandan, Thompson'a (1994) göre duygu düzenleme oldukça karmaşık bir yapıya sahiptir ve bu yapının gelişiminde yalnızca okul deneyimi değil, aile ve diğer çevresel faktörler de etkili olmaktadır. Bu doğrultuda, araştırma bulgularının alan yazın ile uyumlu olduğu söylenebilir.

Öğretmenin yaşına göre çocukların akran ilişkileri ve psikolojik iyi oluş puanlarında anlamlı farklılıklar gözlemlenmiş; özellikle 20–30 yaş grubundaki öğretmenlerin öğrencilerinin bu alanlarda daha yüksek puanlar aldığı belirlenmiştir. Ancak duygu düzenleme becerilerinde öğretmen yaşı değişkenine göre anlamlı bir fark bulunmamıştır. Bu bulgu, Cui'nin (2022) araştırmasıyla paralellik göstermektedir. Söz konusu çalışmada, genç öğretmenlerin çocuklara karşı daha sevecen ve iletişime açık bir tutum sergilediği, bu durumun da çocukların sosyal becerileri ve psikolojik iyi oluşlarıyla pozitif yönde ilişkili olduğu belirtilmiştir. Öte yandan duygu düzenleme becerileriyle anlamlı bir ilişki bulunmaması, Thompson'ın (1994) duygu düzenlemenin çok boyutlu ve karmaşık bir yapıya sahip olduğunu vurgulayan görüşüyle örtüşmektedir. Nitekim, duygu düzenleme genellikle birden fazla çevresel ve bireysel değişkenin etkileşimiyle açıklanabilmektedir.

Öğretmenlerin öğrenim durumuna göre öğrencilerin çeşitli psikososyal becerilerinde anlamlı farklılıklar gözlenmiştir. Lisansüstü mezunu öğretmenlere sahip öğrenciler duygu düzenleme (özellikle değişkenlik) alanında daha yüksek puan alırken, lisans mezunu öğretmenlere sahip öğrenciler akran ilişkileri (sosyal kabul ve davranış) ile psikolojik iyi oluşun (öz düzenleme, bilişsel yetkinlik) alt boyutlarında daha yüksek puanlara ulaşmıştır. Daha yüksek eğitim düzeyine sahip öğretmenlerin, çocukların duygusal ihtiyaçlarını daha iyi anlayabildikleri belirlenmiştir (Jennings ve Greenberg, 2009). Ayrıca, bu öğretmenlerin sosyal-duygusal öğrenme alanında daha yetkin oldukları ve sınıf ortamında duygusal farkındalık, empati ve ilişki kurma becerilerini daha etkili şekilde destekleyebildikleri tespit edilmiştir (Brackett vd., 2011). Bu durum, öğretmen eğitiminin niteliğinin çocukların sosyal-duygusal gelişiminde belirleyici bir rol oynadığını göstermektedir.

Önlisans mezunu öğretmenlere sahip öğrenciler ise duygu düzenlemenin kontrol boyutu, akran ilişkilerinin çekingenlik ve saldırganlık alt boyutları ile psikolojik iyi oluş genel

puanları ve davranışsal problemler (düşük içselleştirme ve dışsallaştırma) açısından daha yüksek düzeyde puan almıştır. Önlisans mezunu öğretmenlerin daha kontrolcü tutumlar sergilediği ve bu tutumların, çocuklardaki saldırganlık düzeyinin azalmasıyla ilişkili olabileceği belirlenmiştir (Hughes ve Kwok, 2006). Bu ilişkinin, çocuklarda artan çekingenlik düzeyiyle açıklanabileceği düşünülmektedir. Kontrolcü öğretmen davranışları, çocukların sosyal etkileşimlerde daha temkinli ve içe dönük bir tutum geliştirmelerine neden olarak saldırgan davranışların görülme sıklığını azaltabilir. Ayrıca, daha az eğitilmiş öğretmenlerin çocuklarla daha az olumlu ilişki kurduğu; bu nedenle çocukların çekingen, içe yönelen (içselleştirme) ya da aşırı dışa yönelen (dışsallaştırma) davranışlar sergilemeye daha yatkın oldukları da araştırmalarla ortaya konmuştur (Baker, 2006; Raver vd., 2011). Bu bulgular, öğretmenin eğitim düzeyi ile sınıf içi etkileşim kalitesi ve çocukların davranışsal uyumu arasında önemli bir ilişki olabileceğine işaret etmektedir.

Annenin yaşı ve babanın yaşına ilişkin analizlere sonuç olarak 41 yaş ve üzeri grupta bir anne ve babaya sahip çocukların daha yüksek psikolojik dayanıklılığa sahip olduğu, 20-40 yaş grubunda anne babaya sahip çocukların ise daha yüksek kontrol ve fiziksel sağlık puanına sahip olduğu bulunmuştur. Aynı zamanda 20-40 yaş grubunda anneye sahip olan çocuklar daha yüksek yaşam doyumu gösterirken 41 yaş ve üzeri babaya sahip olan çocuklar daha yüksek bilişsel yetkinlik göstermiştir. Alan yazın incelendiğinde ebeveynin yaşı ile çocuğun sosyal duygusal ve psikolojik iyi oluşunun ilişkili olduğu görülmektedir ve bu ilişki genellikle ileri yaş grubunda olan anne babaların çocuklarının daha yüksek psikolojik iyi oluşa sahip olduğu yönündedir (Trillingsgaard ve Sommer, 2016).

Çocukların psikolojik iyi oluş puanları ile akran ilişkileri arasında ilişki olduğu, orta düzeyli bu ilişkinin pozitif yönlü olduğu belirlenmiştir. Bu iki puan türü birlikte yüksek ya da düşük olarak gözlenmektedir. Sosyal destek teorisi (Cohen ve Wills, 1985) doğrultusunda, olumlu akran ilişkileri aracılığıyla sosyal destek ve kabul gören çocukların psikolojik iyi oluş düzeylerinin artış göstermesi beklenen bir durumdur. Benzer şekilde, Kendilik Algısı Teorisi'ne (Harter, 2012) göre bu çocukların kendilik algısı ve özsaygı becerilerinin daha gelişmiş olması da literatürle örtüşmektedir. Ayrıca Maslow'un (1943) ihtiyaçlar hiyerarşisinde ait olma ve sevgi ihtiyacını temel gereksinimler arasında konumlandırması, bu duyguların karşılanmasının daha üst düzey psikolojik ihtiyaçların temeli olduğunu ortaya koymaktadır. Bu bağlamda, psikolojik iyi oluşun gelişiminde aidiyet hissi ve sevgi görmenin temel belirleyici unsurlar olduğu söylenebilir.

Akran ilişkileri ve psikolojik iyi oluş puanları ve duygu düzenleme becerilerinin orta düzeyde negatif yönlü ilişkili olduğu tespit edilmiştir. Bu durumda bir puan türünde yükselme gözlenirken diğer puan türünde düşüş olduğu görülmüştür. Akran ilişkileri ve psikolojik iyi oluş puanları ve duygu düzenleme becerilerinin ilişkisi incelendiğinde ise orta düzeyli negatif yönlü anlamlı sonuç elde edilmiştir. Bu durum, bir değişkende artış gözlenirken diğerinde azalma yaşandığını göstermektedir. Gross ve John (2003), aşırı duygu kontrolünün duyguların otantikliğini azaltabileceğini, bunun da bireyin duygularını bastırmasına ve içsel stres düzeyinin artmasına yol açabileceğini öne sürmektedir. Nitekim, Tsujimoto vd. (2024) de bu sürecin uzun vadede psikolojik iyi oluş üzerinde olumsuz etkiler yaratabileceğini belirtmiştir. Bu bulgular, duygu düzenleme becerilerinin belirli düzeyin üzerinde olmasının her zaman avantaj sağlamayabileceğini, özellikle sosyal ilişkiler ve psikolojik iyilik haliyle karmaşık bir etkileşim içinde olduğunu göstermektedir. Öte yandan, bazı çocukların akran kabulü sağlamak amacıyla dışsal motivasyon kaynaklarına yöneldiği bilinmektedir (Ryan ve Deci, 2000). Bu çocuklar, başkalarını memnun etme gibi dışa dönük beklentileri karşılama çabası içinde olduklarında, özgünlüklerinde azalma gözlenebilmekte ve bu durum yeterli düzeyde duygu farkındalığı geliştirememeye ile ilişkilendirilmektedir (Goleman, 1995). Bu süreç, bireyin kendi duygusal ihtiyaçlarını arka plana atarak sosyal onaya odaklanmasına ve uzun vadede psikolojik dengeyi olumsuz etkilemesine neden olabilir.

Özetle; bu araştırmada, okul öncesi dönem çocuklarında duygu düzenleme, akran ilişkileri ve psikolojik iyi oluş düzeyleri incelenmiş; genel olarak bu alanlarda yüksek, alt boyutlarda ise orta düzeyde puanlar elde edilmiştir. Yaş, okul ve öğretmen özellikleri gibi değişkenlere göre anlamlı farklar gözlenmiş; özellikle 6 yaş grubunda duygu düzenleme, 5 yaş grubunda ise akran ilişkileri daha güçlü bulunmuştur. Okul deneyimi, genç ve daha yüksek eğitilmiş öğretmenler ile olumlu akran ilişkileri, çocukların psikolojik iyi oluşunu destekleyici faktörler olarak öne çıkarken; duygu düzenleme, karmaşık yapısı gereği bu değişkenlerden anlamlı düzeyde etkilenmemiştir. Ayrıca, psikolojik iyi oluş ve akran ilişkileri ile duygu düzenleme ilişkisinin mevcut ve negatif yönde olduğu tespit edilmiştir, bu durum literatürdeki aşırı kontrolün otantiklik ve içsel denge üzerindeki olumsuz etkileriyle açıklanmıştır. Bulgular, sosyal-duygusal gelişimin çok boyutlu olduğunu ve bireysel, ailesel ve eğitsel faktörlerin birlikte ele alınması gerektiğini göstermektedir. Bulgular ışığında aşağıdaki öneriler sunulmuştur:

1. Çocukların psikolojik iyi oluş, duygu düzenleme ve akran ilişkileri puanlarının genel düzeyde yüksek; ancak alt boyutlarda orta düzeyde seyrettiği görülmüştür. Bu durumu daha

kapsamlı deęerlendirebilmek adına, rneklemenin daha eřitli tutulduęu ve karma desenin kullanıldıęı, derinlemesine grřmelere yer ve ren arařtırma tasarımlarının uygulanması nerilmektedir. Bylece, Trkiye genelinde ocukların bu alanlardaki dzeyleri daha saęlıklı biimde deęerlendirilebilir; ayrıca alt boyutlardaki orta dzey puanların altında yatan nedenler daha ayrıntılı olarak aıklanabilir.

2. Alan yazın, sosyal duygusal ğrenme temelli eęitimlerin ocuklarda olumlu beceri gelişimini destekledięini gstermektedir. Bu arařtırma, farklı okullardan elde edilen ve rilerle yrtlmřtr. Gelecek arařtırmalarda, sosyal duygusal ğrenme programı uygulayan okullar ile genel eęitim ve ren okullarda ğrenim gren ocukların ilgili puan dzeylerinin karřılařtırılması nerilmektedir. Bu tr karřılařtırmalar, sosyal duygusal ğrenmenin ocuk gelişimi zerindeki etkilerini daha net ortaya koyabilir.

3. ğretmenlerin yksek eęitim dzeyinin ocuk gelişiminde olumlu sonularla iliřkili olduęu literatrde yer almaktadır (Brackett vd., 2011). Ancak bu alıřmada, lisans mezunu ğretmenlerin ğrencileri, lisansst ğretmenlerin ğrencilerine gre daha yksek z dzenleme ve biliřsel yetkinlik puanları almıřtır. Bu farklılık, ğretmen eęitim dzeyi ile ğrenci ıktıları arasındaki iliřkinin, mesleki kıdem ve tkenmiřlik gibi ek deęiřkenlerle birlikte incelenmesini gerektirmektedir.

4. Bu arařtırmada ocuklara iliřkin ve riler, sınıf ğretmenlerinin deęerlendirmeleri doęrultusunda elde edilmiřtir. lekler ğretmenler tarafından doldurulmuř olup, ğretmenlerin soruları tarafsız bir řekilde yanıtladıkları varsayılmaktadır. Gelecek arařtırmalarda, ocuklara ynelik gzlem formlarının kullanılması ve lmlere hem ğretmen hem de aile grřlerinin dahil edilmesi, elde edilecek sonuların kapsamlılıęını artırmak aısından nerilmektedir.

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Evaluation of the 4th Grade Mathematics Curriculum Within the Framework of the Illuminative Program Evaluation Model: Maarif Model

Halil KAMIŞLI

Hakkari University, e-mail: halilkamisli@hakkari.edu.tr, Orcid No: <http://orcid.org/0000-0001-6715-431X>, TURKEY

Abstract

The aim of this study is to examine how well teachers, as the implementers of the curriculum, internalize the curriculum, whether it is applied correctly, and to what extent it is implemented as intended. This study evaluates the 2024 revised 4th grade mathematics curriculum in terms of objectives, content, teaching-learning processes, and assessment and evaluation dimensions based on the opinions of classroom teachers within the framework of the illuminative evaluation model. A mixed-methods approach was used in this study, combining both qualitative and quantitative data to provide a comprehensive evaluation. The quantitative part of the study consists of 178 primary school 4th-grade teachers, while the qualitative part includes 22 4th-grade teachers. In the qualitative phase, semi-structured interviews were conducted to gain in-depth insights into the experiences and perspectives of teachers, while in the quantitative phase, a questionnaire was administered to assess their overall opinions and challenges. The findings indicate that teachers do not identify theoretical problems in the objectives, content, teaching-learning process, or assessment and evaluation aspects of the curriculum; however, they face difficulties in its practical implementation due to factors such as insufficient instructional time, inadequate resources, and varying student abilities. Additionally, the teachers generally believe that the curriculum is designed to meet educational needs and aligns with contemporary pedagogical approaches. However, they experience challenges due to crowded classrooms, the high number of learning objectives, and limited opportunities for individualized instruction. Many teachers also expressed concerns about the feasibility of implementing differentiated instruction and formative assessment methods effectively in large and diverse classrooms. As a result, this study highlights the need for ongoing professional development programs, improved resource allocation, and more flexible instructional strategies to enhance the practical application of the 4th grade mathematics curriculum. Future research could further explore the long-term impact of these challenges on student learning outcomes and teacher satisfaction.

Keywords: Curriculum evaluation, 4th grade mathematics curriculum, classroom implementation challenges, instructional strategies.

Aydınlatıcı Program Değerlendirme Modeli Çerçevesinde 4. Sınıf Matematik Dersi Öğretim Programının Değerlendirilmesi: Maarif Modeli Örneği

Özet

Bu çalışmanın amacı, öğretim programının uygulayıcıları olan öğretmenlerin programı ne ölçüde içselleştirdiğini, programın doğru şekilde uygulanıp uygulanmadığını ve hedeflendiği biçimde hayata geçirilip geçirilmediğini incelemektir. Bu bağlamda çalışma, 2024 yılında güncellenen 4. sınıf matematik dersi öğretim programını amaçlar, içerik, öğretme-öğrenme süreçleri ile ölçme ve değerlendirme boyutları açısından, Aydınlatıcı Program Değerlendirme Modeli çerçevesinde sınıf öğretmenlerinin görüşlerine dayalı olarak değerlendirmeyi amaçlamaktadır. Araştırmada, nitel ve nicel verilerin bir arada kullanıldığı karma yöntem deseni benimsenmiştir. Nicel boyut, 178 ilkokul 4. sınıf öğretmeni ile gerçekleştirilirken; nitel boyutta, 22 öğretmenle yarı yapılandırılmış görüşmeler yapılmıştır. Nitel aşamada, öğretmenlerin deneyimlerine ve algılarına derinlemesine ulaşmak amacıyla görüşmeler gerçekleştirilmiş; nicel aşamada ise öğretmenlerin genel görüşleri ve karşılaştıkları güçlükleri belirlemeye yönelik anket uygulanmıştır. Bulgular, öğretmenlerin öğretim programının amaç, içerik, öğretme-öğrenme süreci ile ölçme ve değerlendirme boyutlarında kuramsal bir sorun görmediklerini; ancak uygulamada öğretim süresinin yetersizliği, kaynak eksikliği ve öğrenci farklılıkları gibi nedenlerle çeşitli güçlüklerle karşılaştıklarını ortaya koymuştur. Ayrıca öğretmenler genel olarak programın eğitim ihtiyaçlarına yanıt verdiğini ve çağdaş pedagojik yaklaşımlarla uyumlu olduğunu düşünmektedir. Bununla birlikte, kalabalık sınıflar, öğrenme hedeflerinin fazlalığı ve bireyselleştirilmiş öğretim fırsatlarının sınırlılığı nedeniyle uygulamada zorlandıklarını belirtmişlerdir. Pek çok öğretmen, farklılaştırılmış öğretim ve biçimlendirici değerlendirme yöntemlerinin büyük ve heterojen sınıflarda etkin biçimde uygulanabilirliğine dair kaygılarını dile getirmiştir. Sonuç olarak, bu çalışma; 4. sınıf matematik öğretim programının etkili şekilde uygulanabilmesi için sürekli mesleki gelişim programlarının, kaynakların daha iyi dağıtımının ve daha esnek öğretim stratejilerinin gerekliliğine işaret etmektedir. Gelecekte yapılacak araştırmalar, bu zorlukların uzun vadede öğrenci öğrenme çıktıları ve öğretmen memnuniyeti üzerindeki etkilerini daha ayrıntılı olarak inceleyebilir.

Anahtar Kelimeler: Program değerlendirme, 4. sınıf matematik programı, sınıf içi uygulama güçlükleri, öğretim stratejileri.

Giriş

Eğitim programlarının başarısı, yalnızca teorik olarak ne kadar nitelikli tasarlandıklarıyla değil, aynı zamanda bu programların sınıf içi ortamlarda ne ölçüde işlevsel ve uygulanabilir olduğu ile doğrudan ilişkilidir (Stufflebeam ve Coryn, 2014). Öğretim programlarının tasarımında kuramsal bütünlük kadar, bu programların sahadaki uygulayıcıları olan öğretmenlerin programı anlama, benimseme ve etkili bir şekilde uygulayabilme kapasiteleri de büyük önem taşımaktadır (Fullan, 2007; Ornstein ve Hunkins, 2018). Eğitim sisteminde istenilen dönüşüm ve öğrenme çıktılarındaki kalite artışı, programın sadece merkezi düzeyde yazılı bir belge olmasından çok, okul ve sınıf düzeyinde nasıl yaşandığı ile ilişkilidir. Bu bağlamda, Türkiye Cumhuriyeti Millî Eğitim Bakanlığı tarafından 2023 yılında kamuoyuna tanıtılan Türkiye Yüzyılı Maarif Modeli, eğitim sisteminin tüm bileşenlerinde köklü bir paradigma değişimini hedeflemektedir (MEB, 2023). Bu model doğrultusunda 2024 yılında güncellenen İlkokul 4. Sınıf Matematik Dersi Öğretim Programı, hem içerik hem pedagojik yönelim açısından önemli yenilikler içermektedir. Programda; düşünme becerilerine dayalı matematiksel okuryazarlık, günlük yaşamla ilişkilendirilmiş problem çözme, disiplinler arası bütünlük ve bireyselleştirilmiş öğrenme yaklaşımları öne çıkarılmıştır (MEB, 2024). Ancak eğitimde reform niteliği taşıyan bu tür programların başarısı, yalnızca yazılı içeriklerin niteliğiyle değil, öğretmenlerin söz konusu programı ne ölçüde içselleştirdiği, uygulamada ne gibi zorluklarla karşılaştığı ve programın amaçlanan hedeflere ne ölçüde ulaştığı ile değerlendirilmelidir (Guskey, 2002; Cuban, 1990). Dolayısıyla program değişikliklerinin gerçek etkilerinin anlaşılması, öğretmen deneyimlerinin ve sınıf içi uygulama süreçlerinin sistematik biçimde değerlendirilmesini gerektirir. Bu noktada, Aydınlatıcı Program Değerlendirme Modeli (Illuminative Evaluation Model), klasik hedefe dayalı değerlendirme modellerinden farklı olarak, yalnızca önceden belirlenmiş çıktıların değil, bağlam, süreç ve uygulayıcı etkileşimlerinin de analiz edilmesini önererek daha esnek ve açıklayıcı bir değerlendirme yaklaşımı sunar (Parlett ve Hamilton, 1976; Alkin ve Christie, 2004). Bu model, öğretmenlerin uygulama sürecinde yaşadığı deneyimleri, ortaya çıkan zorlukları ve bağlamsal değişkenleri dikkate alarak programın sahadaki gerçekliğini ortaya koymayı hedefler. Özellikle gelişmekte olan ülkelerde, uygulama-çıktı arasındaki boşluğun belirlenmesinde bu modelin değerli katkılar sunduğu literatürde vurgulanmaktadır (Fitzpatrick, Sanders ve Worthen, 2011).

Bu araştırmanın temel amacı, 2024 yılında yürürlüğe giren 4. Sınıf Matematik Öğretim

Programını, Aydınlatıcı Program Değerlendirme Modeli çerçevesinde değerlendirerek, programın sınıf öğretmenleri tarafından nasıl algılandığını, uygulamada ne tür deneyimlerin yaşandığını ve uygulama sürecinde ne gibi sorunlarla karşılaşıldığını karma yöntem yaklaşımıyla ortaya koymaktır. Araştırma, bu yönüyle yalnızca mevcut programın değerlendirilmesine değil, gelecekte yapılacak program geliştirme çalışmalarına da öğretmen temelli ve bağlama duyarlı öneriler sunarak katkı sağlamayı hedeflemektedir.

Yöntem

Bu çalışma, karma yöntem (mixed methods) yaklaşımı kapsamında açıklayıcı sıralı desen (explanatory sequential design) kullanılarak yapılandırılmıştır. Açıklayıcı sıralı desen, ilk aşamada nicel verilerin toplanması ve analiz edilmesi, ardından bu bulguların nitel verilerle desteklenerek daha derinlemesine yorumlanması esasına dayanır (Creswell ve Plano Clark, 2018). Bu yöntem, sayısal verilerle ortaya çıkan eğilimlerin, öğretmenlerin deneyim ve görüşleriyle desteklenerek daha anlamlı bir şekilde yorumlanmasına olanak tanımaktadır. Bu modelin tercih edilmesinin nedeni, 2024 yılında güncellenen 4. sınıf matematik öğretim programının öğretmenler tarafından nasıl algılandığını yalnızca ölçümlerle değil, aynı zamanda öğretmenlerin bağlam-temelli deneyimleriyle de bütüncül biçimde değerlendirme gerekliliğidir. Nitel bulgular, nicel verilerdeki eğilimlerin gerekçelendirilmesini ve daha bağlamsal analizlerin yapılmasını mümkün kılmıştır.

Çalışma Grubu

Araştırmanın nicel bölümünü, 2023–2024 eğitim-öğretim yılında Türkiye'nin yedi coğrafi bölgesinde devlet veya özel ilkokullarda görev yapan 178 sınıf öğretmeni oluşturmaktadır. Tabakalı örnekleme (stratified sampling) tekniği ile her bölgeden eşit sayıda öğretmen seçilmesine özen gösterilmiş, bölgesel temsil yetisinin artırılması amaçlanmıştır (Büyüköztürk ve ark., 2022). Katılımcıların %72'si devlet okulunda, %28'i özel okulda çalışmaktadır; %58'i kırsal, %42'si kentsel bölgede görev yapmaktadır.

Araştırmanın nitel bölümünde, maksimum çeşitlilik örnekleme yöntemiyle seçilmiş 22 sınıf öğretmeni yer almıştır. Bu yöntem, farklı okul türlerinde (merkez-köy, taşınmalı sistem, özel okul vb.) çalışan öğretmenlerin görüşlerinin alınmasını sağlayarak elde edilen verilerin

çeşitliliğini ve geçerliliğini artırmaktadır (Patton, 2015). Katılımcıların yaş, mesleki kıdem, okul türü, öğrenci sayısı gibi değişkenlerde çeşitlilik göstermesi dikkate alınmıştır.

Veri Toplama Araçları

Anket Formu

Nicel veriler, araştırmacı tarafından geliştirilen ve uzman görüşü ile geçerlik-güvenirlik sürecinden geçirilen **20 maddelik 5’li Likert tipi bir ölçek** aracılığıyla toplanmıştır. Ölçekte dört temel boyut yer almaktadır:

- **Program hedeflerine ilişkin algılar** (5 madde),
- **İçerik ve kapsam yeterliliği** (5 madde),
- **Öğretim-öğrenme süreci uygulamaları** (5 madde),
- **Ölçme-değerlendirme uygulamaları** (5 madde).

Yarı Yapılandırılmış Görüşme Formu

Nitel veriler için kullanılan yarı yapılandırılmış görüşme formu, literatür taraması ve uzman görüşleri doğrultusunda oluşturulmuş **6 açık uçlu sorudan** oluşmaktadır. Sorular; öğretim programının anlaşılabilirliği, uygulanabilirliği, kazanım yoğunluğu, öğretim materyalleri, sınıf içi uyarlama ve ölçme-değerlendirme zorlukları gibi temalara yöneliktir. Görüşmeler ses kayıt cihazı ile kayıt altına alınmış, ortalama 20–25 dakika sürmüştür.

Veri Analizi

Nicel Veri Analizi

Katılımcılardan elde edilen nicel veriler üzerinde betimsel istatistikler (frekans ve yüzde dağılımları) yapılmıştır.

Nitel Veri Analizi

Nitel veriler, **betimsel analiz** ve **tematik kodlama** yöntemi ile çözümlenmiştir. Öncelikle ses kayıtları yazıya dökülmüş, ardından araştırma sorularına uygun olarak temalar oluşturulmuş ve veriler bu temalara göre sınıflandırılmıştır. Kodlama süreci iki bağımsız araştırmacı tarafından yürütülmüş ve kodlar arası uyum oranı %87 olarak hesaplanmıştır. Bu oran, nitel analizde geçerli sayılan eşik değerin üzerindedir (Miles ve Huberman, 1994).

Bulgular

Bu bölümde, 2024 yılında güncellenen 4. sınıf matematik öğretim programına ilişkin olarak öğretmenlerden elde edilen nicel ve nitel verilerin çözümlenmesine dayalı bulgulara yer verilmiştir. İlk olarak, öğretim programının dört temel bileşeni olan hedefler-kazanımlar, içerik ve öğrenme alanları, öğretim-öğrenme süreçleri ile ölçme-değerlendirme uygulamalarına ilişkin nicel veriler tablolar hâlinde sunulmuş; öğretmenlerin görüşlerine dayalı yüzdelik dağılımlar yorumlanmıştır. Ardından, yarı yapılandırılmış görüşmeler yoluyla elde edilen nitel veriler analiz edilerek öğretmenlerin deneyim, gözlem ve değerlendirmeleri temalar altında sınıflandırılmış ve her bir tema kapsamlı şekilde tartışılmıştır. Sunulan bulgular, programın kuramsal yeterliliği ile uygulamadaki karşılığı arasında ortaya çıkan durumu çok boyutlu olarak ortaya koymayı amaçlamaktadır.

Nicel Bulgular

Tablo 1’de öğretmenlerin programın hedef ve kazanımlarına ilişkin algıları, her madde ifadesi düzeyinde incelenmiştir. Aşağıdaki tabloda, bu boyutta yer alan 5 maddeye verilen yanıtların yüzdelik dağılımı yer almaktadır.

Tablo 1. Hedef ve Kazanımlar Boyutuna İlişkin Yüzde Dağılımları

Maddeler	Kesinlikle Katılıyorum (%)	Katılmıyorum (%)	Kararsızım (%)	Katılıyorum (%)	Kesinlikle Katılıyorum (%)
Madde 1	5	10	25	85	53
Madde 2	2	14	27	89	46
Madde 3	3	11	24	90	50
Madde 4	4	13	22	88	51
Madde 5	6	17	26	83	46

Hedef ve kazanımlara ilişkin değerlendirmelerde öğretmenlerin büyük çoğunluğu (%85'e varan oranlarla) bu boyutu olumlu bulmuştur. Özellikle programın hedeflerinin çağdaş matematik eğitimi anlayışını yansıttığı ve öğrencilerin düşünme becerilerini geliştirmeye yönelik olduğu yönündeki ifadeler, “Katılıyorum” ve “Kesinlikle katılıyorum” düzeylerinde yüksek oranlarda desteklenmiştir. Bununla birlikte, “programda yer alan kazanımların sayıca fazla olması nedeniyle uygulamada zaman yönetiminin zorlaştığı” yönündeki ifadeye verilen “Kesinlikle katılıyorum” oranının %46’ya düşmesi, bazı öğretmenlerin programdaki kazanımların yoğunluğu nedeniyle uygulama zorluğu yaşadığını göstermektedir. Bu durum, hedeflerin kuramsal olarak güçlü ve çağın gerekliliklerine uygun biçimde yazılmış olmasına rağmen, uygulamada süre sınırlılığı, içerik fazlalığı ve sınıf ortamına ilişkin bazı yapısal faktörlerin bu hedeflerin etkili biçimde gerçekleştirilmesini zorlaştırdığını düşündürmektedir. Bu bulgu, özellikle nitel verilerde sıkça dile getirilen "zaman yetmeme", "kazanım fazlalığı", "programın sıkışıklığı" gibi eleştirilerle örtüşmektedir.

Öğretim programının içerik yapısı ve öğrenme alanlarına yönelik öğretmen görüşleri aşağıdaki tabloda sunulmuştur. Her madde, içerik uygunluğu ve uygulanabilirliği açısından değerlendirilmiştir.

Tablo 2. İçerik ve Öğrenme Alanları Boyutuna İlişkin Yüzde Dağılımları

Madde İfadesi	Kesinlikle Katılıyorum (%)	Katılmıyorum (%)	Kararsızım (%)	Katılıyorum (%)	Kesinlikle Katılıyorum (%)

Madde 1	4	12	28	87	47
Madde 2	3	13	23	89	50
Madde 3	2	15	29	84	48
Madde 4	5	18	30	80	45
Madde 5	3	14	27	85	49

İçerik boyutu da genelde olumlu değerlendirilmiş, özellikle “içeriklerin öğrencinin gelişim düzeyine uygun olarak yapılandırıldığı” ve “kazanımlarla içerik arasında anlamlı bir ilişki kurulduğu” gibi ifadelerle öğretmenlerin %85’in üzerinde “Katılıyorum” düzeyinde görüş bildirdiği görülmüştür. Bununla birlikte, “somut materyal kullanımına yönelik örneklerin yeterli olmadığı” ve “öğrenme alanlarındaki içeriklerin sınıf içi uygulamalarla ilişkilendirilmesinde eksiklik yaşandığı” yönündeki ifadelerle öğretmenlerin yaklaşık üçte biri kararsız kalmış ya da katılmadığını belirtmiştir. Bu durum, içerikte yer verilen temaların güncel ve yaşamla ilişkili olduğunun kabul edildiğini; ancak içeriklerin sınıf içi uygulamaya entegrasyonunda materyal desteği ve uygulama rehberliği açısından eksiklikler yaşandığını göstermektedir. Öğretmenlerin içerik uygunluğunu genel olarak olumlu değerlendirmesine rağmen, bunu sınıf içinde destekleyecek araç-gereçlerin, etkinlik örneklerinin ya da kılavuzların yetersiz oluşu, içerik ile pedagojik uygulama arasında bir boşluk oluşturmakta ve programın etkili şekilde uygulanmasını sınırlamaktadır.

Aşağıdaki tablo, öğretmenlerin öğretim-öğrenme sürecine dair deneyimlerini ve programın sınıf içi uygulanabilirliğine ilişkin algılarını göstermektedir.

Tablo 3. Öğretim-Öğrenme Süreci Boyutuna İlişkin Yüzde Dağılımları

Madde İfadesi	Kesinlikle Katılmıyorum (%)	Katılmıyorum (%)	Kararsızım (%)	Katılıyorum (%)	Kesinlikle Katılıyorum (%)
Madde 1	6	20	25	80	47
Madde 2	5	22	28	77	46
Madde 3	9	25	27	75	42
Madde 4	7	21	29	76	45
Madde 5	6	23	26	78	45

Bu boyut, genel olarak öğretmenlerin daha temkinli yaklaştığı bir alan olmuştur. Özellikle “bireysel farklılıklara göre öğretimin planlanmasının zor olduğu” ve “öğretim sürecinde yapılandırmacı yaklaşımın gerektirdiği öğrenci etkinliklerinin sınıf ortamında uygulanmasının güç olduğu” yönündeki ifadelerle verilen “Katılmıyorum” ve “Kararsızım” oranlarının %50’nin üzerine çıkması dikkat çekicidir. Bu durum, öğretmenlerin aktif öğrenme, işbirliğine dayalı öğrenme ve bireyselleştirme gibi çağdaş öğretim yaklaşımlarını kuramsal olarak olumladıklarını; ancak uygulamada sınıf mevcutlarının yüksekliği, ders saatlerinin sınırlılığı ve öğrenciler arası düzey farklılıklarının fazla oluşu gibi faktörler nedeniyle bu süreçleri etkili biçimde hayata geçiremediklerini ortaya koymaktadır. Ayrıca “öğrenci merkezli yöntem ve tekniklerin öğretim sürecine entegrasyonunda zorlanıldığı” yönündeki görüşlerin de kararsızlık oranlarının yüksekliğiyle öne çıkması, öğretmenlerin pedagojik inançları ile sınıf içi gerçeklik arasında sıkıştığını göstermektedir. Bu bulgu, özellikle programın öğretim süreci boyutunun sahada daha fazla desteklenmesi gerektiğine işaret etmektedir.

Programın ölçme ve değerlendirme yaklaşımına ilişkin öğretmen görüşleri aşağıdaki tabloda maddeler temelinde özetlenmiştir.

Tablo 4. Ölçme ve Değerlendirme Boyutuna İlişkin Yüzde Dağılımları

Madde İfadesi	Kesinlikle Katılmıyorum (%)	Katılmıyorum (%)	Kararsızım (%)	Katılıyorum (%)	Kesinlikle Katılıyorum (%)
Madde 1	4	15	26	85	48
Madde 2	6	13	24	88	47
Madde 3	3	14	27	84	50
Madde 4	5	16	25	86	46
Madde 5	7	18	28	80	45

Ölçme-değerlendirme boyutu, öğretmenler tarafından genel anlamda olumlu değerlendirilmiştir. Özellikle “programda değerlendirme süreçlerinin öğrencilerin düşünme süreçlerine odaklandığı” ve “ölçme ve değerlendirme yöntemlerinin öğrencinin gelişimini izlemeye olanak tanıdığı” gibi ifadelere %85’in üzerinde “Katılıyorum” düzeyinde yanıt verilmesi, çağdaş değerlendirme anlayışının öğretmenlerce pedagojik olarak benimsendiğini göstermektedir. Bununla birlikte, “sürece dayalı ve açık uçlu ölçme araçlarının uygulanmasında zaman ve kaynak eksikliği yaşandığı” yönündeki ifadeye verilen “Kesinlikle katılıyorum” oranının görece düşük olması, öğretmenlerin bu tür araçları uygulamada güçlük yaşadıklarını ortaya koymaktadır. Özellikle çoklu sınıf ortamlarında, bireysel değerlendirme yapma gerekliliği öğretmenler için zaman açısından ciddi bir yük oluşturmaktadır. Ayrıca bazı öğretmenlerin ölçme-değerlendirme uygulamalarında hâlâ geleneksel sınav tekniklerine yöneldiği; bunun bir nedeninin de yenilikçi ve dijital ölçme araçlarına erişim sınırlılığı olduğu ifade edilebilir. Bu bulgular, çağdaş değerlendirme yöntemlerinin kuramsal düzeyde benimsenmesine rağmen, uygulamada yeterince desteklenmediğini ortaya koymaktadır.

Nitel Bulgular

Aşağıda katılımcılardan yarı yapılandırılmış görüşme formu ile elde edilen bulgulara yer verilmiştir.

Programın Anlaşılabilirliği

Görüşme yapılan öğretmenlerin büyük çoğunluğu (n=16), 2024 yılında güncellenen 4. sınıf matematik öğretim programının dil açısından sadeleştirilmiş ve önceki versiyonlara kıyasla daha anlaşılır olduğunu ifade etmiştir. Katılımcılar, özellikle kazanımların ve açıklayıcı örneklerin daha açık biçimde yazıldığını vurgulamıştır. Bir öğretmen bu durumu şu ifadeyle dile getirmiştir:

“Program daha sade bir dille yazılmış, önceki programa göre ne anlatmak istediğini daha iyi anlıyoruz. Bu bizim hazırlık süremizi de kısaltıyor.” (Öğretmen 10)

Ancak bazı katılımcılar, özellikle ölçme-değerlendirme ve üst düzey becerilerle ilişkili kazanımlarda hâlâ soyut kavramların bulunduğunu ve bu durumun bazı öğretmenler için açıklık sorununa neden olabileceğini belirtmiştir.

Kazanım Yoğunluğu

Programın kapsam açısından zengin olduğu ifade edilmekle birlikte, katılımcıların büyük bir bölümü (n=18), kazanım sayısının fazlalığının sınıf içi uygulamaları zorlaştırdığını belirtmiştir. Öğretmenler, haftalık matematik ders saatinin tüm kazanımları etkin bir şekilde işlemek için yetersiz olduğunu vurgulamıştır:

“Kazanımlar oldukça fazla, haftalık saatler yeterli değil. Hepsini yetiştiremiyoruz. Sürekli hız yapmak zorunda kalıyoruz.” (Öğretmen 17)

Bu durum, öğretmenlerin hem derinlemesine öğretim yapmasını engellemekte hem de öğrencilerde kavramların kalıcılığı açısından sorun yaratmaktadır.

Öğretim Materyalleri ve Uygulama Araçları

Katılımcıların çoğu (n=14), programda önerilen öğretim materyalleri ve araçlarının sınıf içi uygulamalar açısından önemli bir gelişme olduğunu kabul etmekle birlikte, tüm okulların bu materyallere erişim sağlayamadığını ifade etmiştir. Özellikle kırsal bölgelerde görev yapan öğretmenler bu konuda ciddi eksiklik yaşandığını vurgulamıştır:

“Bazı konular için somut materyal önerileri var ama bunlar tüm okullarda ulaşılabilir değil. Biz kendi imkanlarımızla çözümler bulmaya çalışıyoruz.” (Öğretmen 13)

Bu bulgu, program tasarımı ile uygulama koşulları arasında bir eşitsizlik olduğunu göstermektedir.

Sınıf İçi Uyum ve Öğretim Süreci

Katılımcıların neredeyse tamamı (n=20), öğretim sürecinin bireyselleştirilmiş, öğrenci merkezli ve aktif öğrenmeyi destekleyici bir yapıya sahip olduğunu belirtmiştir. Ancak uygulamada bu süreci gerçekleştirmekte ciddi zorluklar yaşadıklarını ifade etmişlerdir:

“Öğrenci seviyeleri çok farklı. Aynı sınıfta farklı yöntem uygulamak zorunda kalıyoruz ama zaman yetmiyor.” (Öğretmen 1)

Bu bulgular, programın pedagojik olarak güçlü olduğu ancak uygulama ortamlarının bu gücü destekleyemediği durumlara işaret etmektedir.

Ölçme ve Değerlendirme Zorlukları

Programın ölçme-değerlendirme yaklaşımında açık uçlu sorulara, süreç değerlendirmeye ve öz değerlendirme uygulamalarına yer verilmesi öğretmenler tarafından yenilikçi bulunmuştur. Ancak bu süreçlerin uygulamaya geçirilmesinde başta zaman olmak üzere çeşitli zorluklar yaşanmaktadır (n=17):

“Açık uçlu değerlendirmeler öneriliyor ama sınıf sayısı çok fazla, hepsine bireysel geri bildirim veremiyoruz.” (Öğretmen 6)

Bu durum, öğretmenlerin alternatif değerlendirme araçlarına olan olumlu tutumlarını gölgeleme riski taşımaktadır.

Genel Uygulanabilirlik Değerlendirmesi

Genel değerlendirme açısından öğretmenler (n=19), programın çağdaş yaklaşımları yansıtması, öğrenci merkezli anlayışı benimsemesi ve kazanım-materyal uyumu açısından gelişmiş olmasını olumlu bulmuştur. Ancak uygulama koşullarındaki zorluklar bu olumlu yönlerin etkisini azaltmaktadır:

“Genel olarak olumlu ama bazı konular fazla soyut. Özellikle kırsalda anlatmak zor oluyor.” (Öğretmen 14)

Bu ifadeler, öğretim programlarının sadece içerik ve yöntem açısından değil, aynı zamanda uygulama bağlamı dikkate alınarak geliştirilmesi gerektiğini ortaya koymaktadır.

Tartışma ve Sonuç

Bu araştırma, 2024 yılı itibarıyla Türkiye Yüzyılı Maarif Modeli kapsamında güncellenen 4. sınıf matematik öğretim programının uygulayıcıları olan öğretmenlerin deneyimlerini, algılarını ve karşılaştıkları zorlukları aydınlatıcı program değerlendirme modeli bağlamında incelemiştir. Bulgular, öğretmenlerin programın temel felsefesi, hedef yapısı, içerik bütünlüğü ve pedagojik yönelimi konusunda büyük oranda olumlu düşünceler taşıdığını göstermektedir. Bu sonuç, güncel öğretim programlarının 21. yüzyıl becerileri ve öğrenci merkezli öğrenme anlayışına yakınsadığını ve kuramsal temelde güçlü biçimde tasarlandığını ortaya koymaktadır. Ancak, öğretmen görüşlerinin ayrıntılı incelenmesi, programın uygulanması sürecinde ciddi bağlamsal, yapısal ve operasyonel sınırlılıkların yaşandığını da göstermektedir. Özellikle kazanım sayısının fazlalığı, sınıf mevcudunun yüksekliği, ders süresinin yetersizliği ve öğretim materyali eksikliği gibi faktörler, öğretmenlerin programı bütüncül ve etkili biçimde uygulamalarını zorlaştırmaktadır. Bu durum, eğitimde sıkça

karşılaşılan bir çelişkiyi gündeme getirmektedir: Merkezi düzeyde yapılan yapısal reformların, sahadaki uygulama gerçekliğiyle tam anlamıyla örtüşmemesi (Fullan, 2007; Cuban, 1990).

Aydınlatıcı Program Değerlendirme Modeli (Parlett & Hamilton, 1976), bu çalışmada yalnızca öğretim programının içerik analizini yapmakla kalmayıp, aynı zamanda programın sınıf içi bağlamda nasıl yaşandığını ve uygulayıcılarla nasıl etkileşime girdiğini anlamayı mümkün kılmıştır. Bu modelin ortaya koyduğu bakış açısıyla, öğretim programının yalnızca bir planlama belgesi değil, aynı zamanda öğretmenlerin pedagojik kararlılıkları ve uygulama kapasitesi ile şekillenen canlı bir yapı olduğu görülmüştür. Öğretmenlerin programla kurduğu ilişki, onların yalnızca uygulayıcı değil, aynı zamanda anlam yükleyici ve uyarlayıcı olduklarını da göstermektedir (Guskey, 2002).

Aşağıdaki tablo, tartışma bölümünde ele alınan başlıca sorun alanlarını, bu sorunların ortaya çıkış nedenlerini ve önerilen çözüm yollarını özetlemektedir:

Tablo 5. Özet

Karşılaşılan Sorun	Temel Neden	Önerilen Çözüm
Kazanım sayısının fazla olması	Haftalık ders süresinin yetersizliği	Kazanım sayısının sadeleştirilmesi veya ders süresinin artırılması
Aktif öğrenmenin sınırlı uygulanması	Kalabalık sınıflar, fiziksel altyapı eksikliği	Sınıf mevcutlarının azaltılması, öğretim ortamlarının iyileştirilmesi
Öğretim materyallerinin yetersizliği	Programın materyal destekli kılavuzlarla yeterince bütünleşmemesi	MEB tarafından programla uyumlu materyal setlerinin geliştirilmesi
Biçimlendirici değerlendirme yöntemlerinin uygulanamaması	Zaman yetersizliği, öğrenci sayısının fazlalığı	Alternatif değerlendirme araçları ve dijital formlarla desteklenmesi
Programın bireysel farklılıklara tam cevap verememesi	Esneklik ilkesinin yeterince tanımlanmamış olması	Programın yerelleştirilmesine olanak tanıyan uyarlanabilir kazanımlar sunulması

Bu tablo aracılığıyla görüldüğü üzere, öğretim programlarının etkili uygulanabilmesi yalnızca içeriksel kaliteyle değil, aynı zamanda uygulama bağlamlarının desteklenmesiyle mümkündür. Öğretmenlerin programın gerektirdiği pedagojik yaklaşımları uygulayabilmeleri için sistem düzeyinde desteklenmeleri şarttır.

Sonuç olarak, öğretim programının sahadaki etkililiğini artırmaya yönelik bazı stratejik öneriler geliştirilmiştir. Bu öneriler, yalnızca öğretmenlerin ihtiyaçlarını karşılamakla kalmayıp, aynı zamanda program geliştirme süreçlerine sahadan gelen geri bildirimlerin etkin biçimde entegre edilmesine olanak tanıyacaktır:

1. Sürekli mesleki gelişim programları düzenlenmelidir.
2. Öğretim materyal ve kaynakları artırılmalıdır.
3. Ders süresi gözden geçirilmeli ve sınıf mevcudu azaltılmalıdır.
4. Programda esneklik ilkesine yer verilmelidir.

Bu araştırma, program geliştirme süreçlerinde öğretmen geri bildirimlerinin dikkate alınmasının önemini bir kez kez daha ortaya koymuştur. Gelecekte yapılacak çalışmalarda, öğrenci performans verilerinin de sürece entegre edilmesi, öğretim programlarının etkililiğini artırmaya yönelik daha derinlemesine önerilerin geliştirilmesine katkı sağlayacaktır.

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Designing a Program to Enhance Learning Outcome-Based Question Writing and Assessment Skills Using Artificial Intelligence Tools

Halil KAMIŞLI

Hakkari University, e-mail: halilkamisli@hakkari.edu.tr, Orcid No: <http://orcid.org/0000-0001-6715-431X>, TURKEY

Arzu UÇAR

Hakkari University, e-mail: arzuucar@hakkari.edu.tr, Orcid No: <https://orcid.org/0000-0002-0099-1348>, TURKEY

Abstract

Today, artificial intelligence (AI) technologies are increasingly integrated into educational settings and are being utilized across various domains to enhance the quality of teaching and learning processes. The effective use of these technologies in developing pedagogical competencies holds critical importance, particularly within teacher education programs. Although the potential of AI-supported tools in education has been widely acknowledged in the literature, studies focusing on their integration into the development of learning outcome-oriented question writing and assessment skills among pre-service teachers remain limited. In this context, it becomes essential to support teacher candidates' assessment and evaluation competencies through AI-enhanced learning environments. The aim of this study is to design a training program that supports teachers' and teacher candidates' ability to write and assess learning outcome-based questions using AI-supported tools. The program to be developed will be structured to include both cognitive and practical components. Within the scope of the program, it is aimed to engage participants in activities such as writing open-ended and multiple-choice questions based on different taxonomies, analyzing the questions in terms of content and difficulty level, evaluating AI-generated questions, and revising their own questions. This study intends to restructure teacher candidates' assessment and evaluation competencies in alignment with the demands of the digital age. Furthermore, it is expected to contribute to the development of participants' critical thinking, digital literacy, and pedagogical design skills. The proposed program is anticipated to offer a novel and applicable model for integration into teacher education programs, thereby making a unique contribution to both academic literature and educational practice.

Keywords: Artificial intelligence, teacher education, assessment and evaluation, digital pedagogical skills.

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Öğrenme Kazanımı Temelli Soru Yazma ve Değerlendirme Becerilerini Geliştirmeye Yönelik Yapay Zekâ Destekli Bir Eğitim Programı Tasarımı

Özet

Günümüzde yapay zekâ (YZ) teknolojileri, eğitim ortamlarına giderek daha fazla entegre edilmekte ve öğretim süreçlerinin niteliğini artırmak amacıyla çeşitli alanlarda kullanılmaktadır. Bu teknolojilerin pedagojik yeterliklerin geliştirilmesinde etkili biçimde kullanılması, özellikle öğretmen yetiştirme programları bağlamında kritik bir öneme sahiptir. Literatürde YZ destekli araçların eğitimdeki potansiyeli sıklıkla vurgulanmasına rağmen, bu araçların öğretmen adaylarının öğrenme kazanımı temelli soru yazma ve değerlendirme becerilerinin gelişimine entegrasyonu üzerine yapılan çalışmalar sınırlıdır. Bu bağlamda, öğretmen adaylarının ölçme ve değerlendirme yeterliklerinin yapay zekâ destekli öğrenme ortamları aracılığıyla desteklenmesi gerekliliği ortaya çıkmaktadır. Bu çalışmanın amacı, öğretmen ve öğretmen adaylarının öğrenme kazanımı temelli sorular yazma ve bu soruları değerlendirme becerilerini YZ destekli araçlar kullanarak geliştirmeyi hedefleyen bir eğitim programı tasarlamaktır. Geliştirilecek program, bilişsel ve uygulamalı bileşenleri içerecek şekilde yapılandırılacaktır. Program kapsamında katılımcıların; farklı taksonomilere dayalı açık uçlu ve çoktan seçmeli sorular yazma, soruları içerik ve zorluk düzeyine göre analiz etme, yapay zekâ tarafından üretilen soruları değerlendirme ve kendi yazdıkları soruları yeniden düzenleme gibi etkinliklere katılmaları hedeflenmektedir. Bu çalışma, öğretmen adaylarının ölçme ve değerlendirme yeterliklerini dijital çağın gerekliliklerine uygun olarak yeniden yapılandırmayı amaçlamaktadır. Ayrıca katılımcıların eleştirel düşünme, dijital okuryazarlık ve pedagojik tasarım becerilerinin gelişimine de katkı sağlaması beklenmektedir. Tasarlanan bu programın, öğretmen eğitimi programlarına entegre edilebilecek yenilikçi ve uygulanabilir bir model sunarak hem akademik literatüre hem de eğitim pratiğine özgün katkılar sağlaması öngörülmektedir.

Anahtar Kelimeler: Yapay zekâ, öğretmen eğitimi, ölçme ve değerlendirme, dijital pedagojik beceriler.

Giriş

Günümüz eğitim ortamlarında, teknolojik dönüşüm yalnızca öğrenme ortamlarını değil, öğretmen rolleri ve öğretim süreçlerinin doğasını da yeniden tanımlamaktadır. Bu dönüşümde yapay zekâ (YZ) destekli araçlar, öğretim tasarımı, bireyselleştirilmiş öğrenme, içerik oluşturma, ölçme ve değerlendirme gibi birçok boyutta önemli fırsatlar sunmaktadır (Luckin ve ark., 2016; Holmes ve ark., 2022). Eğitimde yapay zekânın etkili kullanımı, öğretmenlerin dijital becerilerini artırmakla kalmamakta; aynı zamanda öğrencilerin düşünme becerileri, öz düzenleme ve geri bildirim alma süreçlerini de daha nitelikli hâle getirmektedir (Zawacki-Richter ve ark., 2019).

Bununla birlikte, ölçme ve değerlendirme boyutu, yapay zekânın henüz sistematik olarak yeterince entegre edilemediği alanlardan biri olarak öne çıkmaktadır. Özellikle öğretmen adaylarının ölçme-değerlendirme yeterlikleri incelendiğinde, çoğunlukla klasik bilgi düzeyi sorularına yöneldikleri, üst düzey bilişsel becerilere hitap eden sorular üretme, madde analiz etme veya dijital ölçme araçlarını kullanma konusunda yeterince donanımlı olmadıkları görülmektedir (Karakaya ve Karakaya, 2021; Çakan ve Altun, 2020). Bu durum, öğretmen adaylarının sadece geleneksel ölçme uygulamalarını değil, aynı zamanda çağın gerektirdiği eleştirel düşünme, taksonomik analiz, YZ destekli değerlendirme gibi alanlarda da eksiklik yaşadığını göstermektedir.

Öte yandan, Türkiye Yüzyılı Maarif Modeli ile birlikte öğrenme kazanımlarının merkezde yer aldığı, beceri temelli, analitik düşünmeyi teşvik eden bir öğretim anlayışı benimsenmiştir (MEB, 2023). Bu dönüşüm, öğretmenlerin sadece öğretim içeriğini sunmakla yetinmeyip, aynı zamanda bu içeriklerin doğru biçimde değerlendirilmesini sağlayacak araçları etkili biçimde kullanmalarını da zorunlu kılmaktadır. Öğrenme çıktısı (kazanım) temelli soru yazımı, hem öğrenci başarısının izlenmesi hem de öğretim sürecinin yönlendirilmesi açısından kritik bir beceridir. Ancak öğretmen adaylarının bu becerileri edinmelerini sağlayacak yapılandırılmış ve dijital destekli uygulama programlarının eksikliği, sahada nitelikli ölçme süreçlerinin oluşmasını engellemektedir.

Bu bağlamda, yapay zekâ destekli araçlarla öğretmen adaylarının kazanım odaklı madde yazma ve değerlendirme becerilerini geliştirmeye yönelik bir eğitim programının tasarımı, hem bilimsel literatüre hem de öğretmen eğitimi uygulamalarına önemli katkılar sunma potansiyeline sahiptir. Özellikle GPT tabanlı sistemler (örneğin ChatGPT), soru üretme, zorluk analizi yapma ve öğretmenlere anında geri bildirim sağlama gibi işlevlerle öğretmen adaylarının aktif öğrenme sürecine katılımını artırabilir. Bu program aracılığıyla, öğretmen

adaylarının sadece teknik becerileri değil; aynı zamanda eleştirel düşünme, pedagojik yargı ve dijital ölçme okuryazarlığı gibi üst düzey yetkinlikleri geliştirmesi amaçlanmaktadır.

Sonuç olarak bu çalışma, öğretmen eğitiminde yapay zekâ destekli araçların entegrasyonunu somutlaştırarak, öğretmen adaylarının ölçme-değerlendirme yeterliklerini güçlendirecek özgün ve bütüncül bir eğitim programı önerisi sunmayı amaçlamaktadır.

Yöntem

Bu çalışma, öğretmen ve öğretmen adaylarının kazanım odaklı madde yazma ve değerlendirme yeterliklerinin artırılmasına yönelik yapay zekâ destekli bir eğitim programı tasarlamayı amaçlayan bir tasarım temelli araştırmadır (design-based research - DBR). Tasarım temelli araştırmalar, hem kuram hem de uygulama arasında köprü kurmayı hedefleyen, gerçek bağlamlarda gerçekleştirilen müdahalelerin etkilerini inceleyerek eğitsel yeniliklerin geliştirilmesini sağlayan bir araştırma yaklaşımıdır (Reeves, 2006; Anderson ve Shattuck, 2012).

Araştırma Aşamaları

Tasarım temelli araştırmalar genellikle dört temel aşamadan oluşur:

1. **Analiz ve keşif (analysis and exploration)**
2. **Tasarım ve geliştirme (design and construction)**
3. **Uygulama ve revizyon (implementation and refinement)**
4. **Genelleme ve kuramsallaştırma (evaluation and reflection)**

Bu çalışmada söz konusu aşamalar aşağıdaki şekilde uygulanmıştır:

- **İhtiyaç Analizi:** İlk aşamada, öğretmen adaylarının ölçme-değerlendirme yeterlikleri ile ilgili mevcut durumları ortaya koymak amacıyla hem literatür taraması yapılmış hem de 30 öğretmen adayı ile ön görüşmeler gerçekleştirilmiştir. Bu analiz, programın hedeflerini ve bileşenlerini şekillendirmiştir.
- **Tasarım Geliştirme:** Program, Bloom'un Yenilenmiş Taksonomisi (Anderson ve Krathwohl, 2001), Haladyna'nın madde yazma kuralları (2002), YÖK yeterlikler çerçevesinde yapılandırılmıştır. Ayrıca ChatGPT, Quillionz, Testportal gibi yapay zekâ destekli araçların işlevsel analizleri yapılmış ve eğitsel değerlerine göre seçilmiştir.
- **Pilot Uygulama:** Program, Eğitim Fakültesi'nde öğrenim gören 12 öğretmen adayı ile 3 hafta süresince yürütülmüş, her oturumda bireysel ve grup temelli uygulamalara yer verilmiştir. Sürece katılan öğretmen adaylarının yazdığı sorular, akran değerlendirmesi ve öğretmen eğitmeni tarafından içerik analizine tabi tutulmuştur.

- **Revizyon ve Sonuçların Yorumlanması:** Pilot uygulama sonunda alınan nitel geri bildirimler ve uygulama sürecine ilişkin gözlemler doğrultusunda programın modül içerikleri, etkinlik örnekleri ve yönergeleri yeniden düzenlenmiştir.

Katılımcılar

Pilot uygulamaya, bir devlet üniversitesinin Eğitim Fakültesi Sınıf Öğretmenliği ve Türkçe Öğretmenliği programlarında öğrenim gören 12 öğretmen adayı gönüllü olarak katılmıştır. Katılımcı seçiminde maksimum çeşitlilik örnekleme kullanılmış; cinsiyet, başarı düzeyi ve teknoloji kullanımı açısından çeşitlilik gözetilmiştir.

Veri Toplama Araçları

Çalışma kapsamında hem nitel hem de nicel veriler toplanmıştır:

- **Yarı yapılandırılmış görüşme formu:** Katılımcıların programla ilgili deneyimlerini ve algılarını derinlemesine anlamak amacıyla hazırlanmış; 6 ana sorudan oluşmaktadır.
- **Madde analiz formları:** Katılımcıların yazdığı soruların taksonomik düzeyi, kapsam geçerliği ve dilsel doğruluk açısından değerlendirildiği rubrikler kullanılmıştır.
- **Ön test / son test başarı ölçütleri:** Programın etkisini izlemek için uygulama öncesi ve sonrası yazılan maddeler sayıca ve nitelikçe karşılaştırılmıştır.

Veri Analizi

- **Nitel veriler,** betimsel analiz ve içerik analizi yöntemiyle çözümlenmiş; her katılımcının görüşleri tematik olarak gruplandırılmıştır (Yıldırım & Şimşek, 2021).
- **Nicel veriler,** yazılan soruların sayısı, Bloom düzeyi, yapay zekâ ile üretilmiş maddelere verilen değerlendirme puanları gibi kategorilere göre sınıflandırılmış ve frekans dağılımları hesaplanmıştır.

2.5 Geçerlik ve Güvenirlik

Araştırmada yöntemsel bütünlüğü sağlamak amacıyla çoklu veri kaynağına (veri triangülasyonu) yer verilmiştir. Görüşme soruları ve madde analiz rubrikleri, iki alan uzmanı tarafından incelenmiş, içerik geçerliği sağlanmıştır. Kodlamalar bağımsız iki araştırmacı tarafından yapılmış, uyum oranı %88 olarak hesaplanmıştır.

Program Tasarımı

Bu çalışma kapsamında geliştirilen "Yapay Zekâ Destekli Kazanım Odaklı Madde Yazma ve Değerlendirme Eğitimi Programı", hem bilişsel hem uygulamalı bileşenleri içeren 5 modülden oluşmaktadır. Her modül, öğretmen adaylarının ölçme-değerlendirme yeterliklerini artırmayı hedefleyen kuramsal bilgilerle uygulamalı deneyimleri harmanlamaktadır.

Modül 1: Kazanım Analizi ve Taksonomik Sınıflama

- Öğrenme kazanımlarının analiz edilmesi
- Bloom'un Yenilenmiş Taksonomisi ve YÖK yeterlilikleri ile eşleştirme
- Etkinlik: Öğrenme kazanımlarının sınıflandırılması ve taksonomik düzeylerin belirlenmesi

Modül 2: Madde Yazım İlkeleri

- Açık uçlu ve çoktan seçmeli sorulara ilişkin yazım kuralları
- Haladyna'nın 27 maddelik ilkesel çerçevesi
- Etkinlik: Uygunsuz hazırlanmış soruların incelenmesi ve düzenlenmesi

Modül 3: Yapay Zekâ Destekli Soru Üretimi

- ChatGPT, Quillionz, Testportal gibi araçların tanıtımı
- Belirli kazanımlar doğrultusunda araçlarla soru üretimi
- Etkinlik: Aynı kazanıma yönelik farklı araçlarla soru yazımı ve karşılaştırılması

Modül 4: Soru Analizi ve Revizyon

- Soruların içerik, kapsam, taksonomi ve zorluk düzeyine göre değerlendirilmesi
- Yapay zekâ destekli maddelerin pedagojik açıdan incelenmesi
- Etkinlik: Akran değerlendirme ve madde revizyonu

Modül 5: Dijital Ortamda Değerlendirme Uygulamaları

- Testportal, Google Forms gibi araçlarla dijital test hazırlama
- Uygulanan testlerin otomatik analiz ve geri bildirim süreçleri
- Etkinlik: Bireysel dijital test tasarımı ve sınıf içi uygulama senaryoları

Programın her modülü, hedef, içerik, öğrenme çıktısı, etkinlik ve değerlendirme boyutlarıyla detaylandırılmıştır. Öğretmen adaylarının program sonunda kazanım odaklı düşünme, taksonomi bilgisi, dijital araç kullanımı ve madde analizi gibi çok yönlü beceriler geliştirmesi amaçlanmıştır.

Beklenen Kazanımlar ve Katkıları (Genişletilmiş)

Bu programın sonunda öğretmen adaylarının aşağıdaki yeterlikleri edinmesi hedeflenmektedir:

- Öğrenme kazanımlarını analiz ederek bu kazanımlara uygun ölçme maddeleri yazar.
- Farklı bilişsel düzeylerde açık uçlu ve çoktan seçmeli soru hazırlar.
- YZ araçlarıyla üretilen soruları pedagojik açıdan değerlendirir.
- Soruların kapsam geçerliği, dilsel doğruluğu, taksonomik uygunluğu ve zorluk düzeyini analiz eder.
- Dijital ölçme platformlarında test hazırlayarak uygulama yapar.

Programın öğretmen adaylarına sağlayacağı katkılar şu şekilde özetlenebilir:

1. **Dijital Pedagojik Yeterlik Gelişimi:** Program, dijital araçları pedagojik amaçlarla etkili kullanabilme becerisi kazandırır.
2. **Ölçme-Değerlendirme Kalitesinin Artırılması:** Kazanım odaklı ve taksonomik temelli madde yazımı yoluyla değerlendirmenin geçerliliği ve güvenirliliği artar.
3. **Eleştirel Düşünme ve Akran Öğrenmesi:** Katılımcılar, hem kendi maddelerini hem de başkalarının sorularını analiz ederek eleştirel düşünme becerilerini geliştirir.
4. **Yenilikçi Öğretmen Profili:** Yapay zekâ destekli teknolojileri kullanan ve değerlendirmeye çağdaş bir perspektifle yaklaşan öğretmen adayları yetiştirilmiş olur.

Sonuç ve Öneriler

Bu çalışmada, öğretmen adaylarının ölçme ve değerlendirme alanındaki becerilerini geliştirmeyi amaçlayan yenilikçi ve teknoloji entegrasyonlu bir eğitim programı sunulmuştur. Yapay zekâ destekli araçların program içine entegre edilmesiyle, klasik değerlendirme uygulamalarının ötesine geçilerek öğretmen adaylarının çağın gereklerine uygun dijital yeterlikler geliştirmesi sağlanmıştır.

Programın uygulanabilirliği ve öğretici değeri, pilot uygulama sonuçları ve katılımcı geri bildirimleriyle desteklenmiştir. Katılımcıların çoğu, YZ araçlarıyla çalışmanın soru üretiminde kolaylık sağladığını; ancak pedagojik kaliteyi korumak için öğretmen müdahalesinin hâlâ gerekli olduğunu vurgulamıştır. Bu durum, YZ'nin öğretmenlik mesleğini destekleyen fakat ikame etmeyen bir araç olduğunu ortaya koymaktadır.

Öneriler:

- Programın daha geniş gruplarda ve farklı branşlardaki öğretmen adaylarıyla uygulanması
- Öğretim teknolojileri ve ölçme-değerlendirme derslerine bu tür modüllerin entegre edilmesi
- Yapay zekâ destekli soru bankaları oluşturulması ve sürekli güncellenmesi
- YZ araçlarının etik kullanımı konusunda farkındalık kazandırılması

Bu çalışma, öğretmen eğitiminin yeniden yapılandırılmasında yapay zekâ teknolojilerinin yaratıcı ve pedagojik temelli bir şekilde nasıl kullanılabileceğine dair somut bir model sunmakta; hem akademik literatüre hem de uygulayıcı eğitimlere katkı sağlamaktadır.

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Yaşam Doyumunun Duygusal Zekâ ve Sosyo-Demografik Değişkenler Açısından İncelenmesi

Bedriye YILMAZ ALICI

Kıbrıs Aydın Üniversitesi, bedriyealici3@gmail.com, <https://orcid.org/0000-0002-2509-3376>,
KKTC

Tuba KOLTAN MEMİLİ

Kıbrıs Aydın Üniversitesi, t_koltan@hotmail.com, <https://orcid.org/0009-0007-3886-5148>,
KKTC

Özet

Duygusal zekâ ve yaşam doyumu günümüzün önemli ve gerekli konuları arasında yer almaktadır. Duygusal zekâ kavramı içinde tanımlanan duyguları işleme ve kullanma bireyler arasında farklılık göstermektedir. Yaşam doyumu ise bireyin yaşamından duyduğu memnuniyet derecesinin bilişsel olarak ifadesidir. Duygusal zekâ yaşamda doyum ve başarı için gereklilik arz etmektedir. Bu çalışmanın amacı duygusal zekâ, yaşam doyumu ve sosyo-demografik değişkenler arasındaki ilişki ve farklılıkları tespit etmektir. Bu çalışma nicel araştırma yöntemlerinden ilişkisel tarama yöntemi ile yürütülmüştür. Çalışmanın örneklemini 18-70 yaş arası (ort.=26,26+10,51) Türkçe konuşan yetişkin bireyler oluşturmuştur (n=175). Veri toplamak amacıyla demografik bilgi formu, Riverside Yaşam Doyumu Ölçeği ve Duygusal Zekâ Özelliği Ölçeği-Kısa Formu kullanılmıştır. Yapılan normallik analizi sonucu verilerin normal dağılım gösterdiği tespit edilmiştir. Katılımcıların duygusal zekâ puan ortalaması 4,05+0,64, yaşam doyumu puan ortalaması 4,10+1,27 olarak hesaplanarak ortalama olarak bulunmuştur. Bu çalışmada duygusal zekâ ile yaşam doyumu arasında ilişki olmadığı saptanmıştır. Sosyo-demografik değişkenler açısından incelendiğinde, yaşam doyumu ve duygusal zekâ puan ortalamalarının cinsiyete, çalışma durumuna ve ilişki durumuna göre farklılaşmadığı tespit edilmiştir. Buna karşın katılımcıların yaşam doyumu ve duygusal zekâ puan ortalamalarının sosyo-ekonomik düzeye göre anlamlı olarak farklılaştığı bulunmuştur. Buna göre, sosyo-ekonomik düzeyinin normal düzeyde olduğunu ve iyi olmadığını belirten bireylerin duygusal zekâ puan ortalamalarının çok iyi olduğunu belirtenlerden anlamlı düzeyde daha düşük olduğu saptanmıştır. Sonuçlar yaşam doyumu puan ortalamaları açısından değerlendirildiğinde, sosyo-ekonomik düzeyinin normal düzeyde olduğunu ve iyi olmadığını belirten bireylerin yaşam doyumu puan ortalamalarının iyi ve çok iyi olduğunu belirtenlerden anlamlı düzeyde daha düşük olduğu saptanmıştır. Çalışmanın bulguları ilgili literatür kapsamında tartışılarak öneri bölümünde önerilere yer verilmiştir.

Anahtar kelimeler: Duygusal Zekâ, Yaşam Doyumu, Nicel Araştırma, Ölçek

Abstract

Emotional intelligence and life satisfaction are among the important and necessary issues today. Processing and using emotions defined within the concept of emotional intelligence varies among individuals. Life satisfaction is the cognitive expression of the degree of satisfaction of life. Emotional intelligence is necessary for satisfaction and success in life. The aim of this study is to determine the relationships and differences between emotional intelligence, life satisfaction and socio-demographic variables. This study was conducted with the relational screening method, which is one of the quantitative research methods. The sample of the study consisted of Turkish-speaking adults ($n=175$) aged between 18-70 ($\text{mean}=26.26\pm10.51$). Demographic information form, Riverside Life Satisfaction Scale and Emotional Intelligence Trait Scale-Short Form were used to collect data. As a result of the normality analysis, it was determined that the data showed a normal distribution. The participants' emotional intelligence score average was calculated as 4.05 ± 0.64 , and the life satisfaction score average was calculated as 4.10 ± 1.27 . In this study, it was determined that there was no relationship between emotional intelligence and life satisfaction. When examined in terms of socio-demographic variables, it was determined that the life satisfaction and emotional intelligence score averages did not differ according to gender, employment status and relationship status. On the other hand, it was found that the participants' life satisfaction and emotional intelligence score averages differed significantly according to socio-economic level. Accordingly, it was determined that the emotional intelligence score averages of individuals who stated that their socio-economic level was normal and not good were significantly lower than those who stated that it was very good. When the results were evaluated in terms of life satisfaction score averages, it was determined that the life satisfaction score averages of individuals who stated that their socio-economic level was normal and not good were significantly lower than those who stated that it was good and very good. The findings of the study were discussed within the scope of the relevant literature and suggestions were included in the suggestion section.

Keywords: Emotional Intelligence, Life Satisfaction, Quantitative Research, Scale

Giriş

Duygusal zekâ ve yaşam doyumu günümüzün önemli konuları arasında yer almaktadır. Bireyin yaşamında duyguları işlemesi ve kullanmasının farklılık gösterdiği belirtilmektedir. Duygusal zekâ yaşamda doyum ve başarı için gereklilik arz etmektedir.

Yaşam doyumu ile ilgili farklı tanımlar bulunmaktadır. Yaşam doyumu bireyin bir şeyden beklentisi sonucu elde ettiği ile arzusunu karşılaştırması sonucu duyduğu haz, mutluluktur

(Neugarten, 1961). Bireyin yaşamı karşısında hissettiği pozitif duygusal tepkiler, yaşamdan memnuniyet derecesi (Recepoglu, 2013) olarak tanımlanmıştır. Duygusal zekâ ile ilgili yapılan tanımlamalara bakıldığında, duygusal zekâ duyguları değerlendirip ifade etme, duyguları düzenleyerek duyguları kullanabilme gibi boyutları kapsadığı ve kişinin kendisiyle ve insanlarla arasındaki ilişkiyi ifade ettiği belirtilmiştir (Deniz, Özer ve Işık, 2013). Bir diğer tanımda ise duygusal zekâ bireyin kendi duygularını ve diğer insanların duygularını doğru anlaması, değerlendirmesi ve yönlendirip davranışa dönüştürmesi olarak açıklanmıştır (Bakan ve Güler, 2017).

Yapılmış olan çalışmaların sonuçları incelendiğinde yaşam doyumu ile duygusal zekânın pozitif yönde ilişkili yapılar olduğu belirtilmiştir (Bakan ve Güler, 2017; Cenkseven-Önder ve Yalnızca-Yıldırım, 2020). Duygusal zekânın yaşam doyumu üzerindeki etkisini inceleyen çalışmaların yapılmasının alana sağlayacağı katkılar (Cenkseven-Önder ve Yalnızca-Yıldırım, 2020) bu çalışmanın itici gücü olmuştur. Bilişsel zekânın yanında duygusal zekânın gelişimi bireysel ve toplumsal anlamda önemli görülmekte ve bu konuda daha çok çalışmaya ihtiyaç olduğu belirtilmektedir (Bakan ve Güler, 2017). Pozitif psikoloji yaklaşımına atıf yapılan bir başka çalışmada, yaşamın önemli dönemlerinden biri olarak görülen üniversite döneminde karşılaşılan birçok durum ve problemle başa çıkabilmede önemli görülen duygusal zekânın bu süreci başarılı bir şekilde yürütmede ve nihayetinde yaşam doyumunun yükseltilmesi açısından önem taşıdığı belirtilmiştir (Akdeniz Öksüz ve Yayıcı, 2024). Yaşam doyumu açısından önem arz eden ve erken yaşlardan itibaren geliştirilmesi gerekli görülen duygusal zekâ bireyin çevresine uyumunda, karşılaştığı zorluklar ile baş edebilmesinde etkilidir (Kartol vd., 2024) ve bu konu ile ilgili farklı kültürlerde ve örneklemelerde daha fazla çalışmaya ihtiyaç bulunmaktadır. Bireylerin ruh sağlığını geliştirmek açısından katkı sağlayacak duygusal zeka ile yaşam doyumu arasındaki ilişkiyi ve bu ilişkiye aracılık eden diğer değişkenleri araştıran çalışmaların önemli olduğu belirtilmiştir (Kartol vd., 2024; Fernandes vd., 2024). Bu çalışmanın duygusal zekâ ile yaşam doyumunu Kuzey Kıbrıs örneğinde incelemesi açısından literatüre katkı sağlayacağı düşünülmektedir.

Bu çalışmanın amacı duygusal zekânın yaşam doyumu üzerindeki etkisini tespit etmektir. Bu amaçla aşağıdaki araştırma sorularına cevap aranmıştır:

1. Demografik değişkenlere göre duygusal zekâ farklılaşmakta mıdır?
2. Demografik değişkenlere göre yaşam doyumu farklılaşmakta mıdır?
3. Duygusal zekâ ile yaşam doyumu arasında ilişki var mıdır?
4. Duygusal zekâ yaşam doyumunu anlamlı düzeyde yordamakta mıdır?

Yöntem

Bu çalışma nicel araştırma modellerinden ilişkisel tarama modeli ile yürütülmüştür. Bu bölümde çalışmanın katılımcıları, kullanılan ölçüm araçları ve veri analizi ile ilgili bilgiler sunulmuştur.

Katılımcılar

Çalışmanın örneklemini 18-70 yaş arası (ort.=26,26±10,51) Türkçe konuşan yetişkin bireyler oluşturmuştur (n=175). Çalışmanın örneklemini kolay ulaşılabilir örnekleme yöntemi ile oluşturulmuştur. Tablo 1, katılımcıların sosyo-demografik bilgilerini özetlemektedir.

Tablo 1: Katılımcıların Sosyo-Demografik Özellikleri

Değişkenler	N	%
Cinsiyet		
Kadın	104	59,4
Erkek	71	40,6
Çalışma durumu		
Çalışıyor	64	36,6
Çalışmıyor	111	63,4
Sosyo-ekonomik düzey		
İyi değil	20	11,4
Normal	88	50,3
İyi	53	30,3
Çok iyi	14	8
İlişki durumu		
İlişkisi var	94	53,7
İlişkisi yok	81	46,3
Toplam	175	100

Katılımcıların %59,4'ü (n=104) kadındır, %63,4'ü (n=111) çalışmamakta, %50,3'ü (n=88) sosyo-ekonomik durumunu normal olarak belirtmiştir ve %53,7'si (n=53) bir ilişkisi olduğunu ifade etmiştir.

Veri Toplama Araçları

Demografik Bilgi Formu: Katılımcıların demografik bilgilerini toplayabilmek amacıyla 5 sorudan oluşmaktadır. Bu sorular yaş, cinsiyet, çalışma durumu, sosyo-ekonomik düzey ve ilişki durumunu sorgulamaktadır.

Riverside Yaşam Doyumu Ölçeği: Margolis vd. (2018) tarafından geliştirilmiştir. Üçü tersten puanlanan (2, 4, 6) toplamda 6 maddesi bulunmaktadır. Yedili likert tipi bir ölçektir. Yüksek puanlar yaşam doyumu düzeyindeki artışı göstermektedir. Cronbach Alpha katsayısı .78 olarak hesaplanmıştır. Türkçe geçerlik ve güvenirlik çalışması Alıcı ve Seçim (2020) tarafından yapılmış ve Cronbach Alpha katsayısı .78, testi yarılama yönteminde iki yarı test arasında elde edilen korelasyon katsayısı .77 olarak hesaplanmıştır. Bu çalışma kapsamında ise ölçeğin

güvenirlik katsayısı .73 olarak hesaplanmıştır. Bu değerin kabul edilebilir aralıkta olduğu değerlendirilmiştir (Hair et. al., 2010; Konting et. al., 2009).

Duygusal Zekâ Özelliği Ölçeği-Kısa Formu (DZÖÖ-KF): Petrides ve Furnham (2000a, 2001) tarafından geliştirilmiştir. Türkçe geçerlik ve güvenirlik çalışması Deniz, Özer ve Işık (2013) tarafından gerçekleştirilmiştir. 20 maddeli ve dört boyutlu bir ölçektir. İç tutarlık katsayısı ölçeğin geneli için .81, iyi oluş, özkontrol, duygusallık ve sosyallik boyutları için sırasıyla .72, .70, .66 ve .70, test-tekrar test güvenirlik katsayısı ise .86 olarak rapor edilmiştir. Bu çalışma kapsamında ise ölçeğin güvenirlik katsayısı .63 olarak hesaplanmıştır. Bu değerin kabul edilebilir aralıkta olduğu değerlendirilmiştir (Hair et. al., 2010; Konting et. al., 2009).

Veri Analizi

Toplanan verilerin analizinde SPSS 25.0 kullanılmıştır. Öncelikle normallik analizi yapılmış, sonrasında betimsel istatistiklere gidilmiştir. Korelasyon ve varyans analizlerinin ardından yordayıcı istatistiklere başvurulmuştur.

Bulgular

Bu bölümde toplanan veriler üzerinde yapılan istatistiki analizler sonucunda elde edilen çalışmanın sonuçları sunulmuştur.

Tablo 2: Katılımcıların Cinsiyetlerine Göre Duygusal Zekâ Ölçeği Puan Ortalamaları

Ölçekler	N	$\bar{X}$	Ss	Min.	Max.	α	Skewness	Kurtosis
DZÖÖ-KF	175	4,04	,64	1,60	6,20	,626	-,078	1,65
RYDÖ	175	4,10	1,27	1,17	6,67	,734	-,081	-,497

Çalışmada kullanılan ölçeklerin puan ortalamaları, standart sapmaları, ölçek puanları (min. ve max.), çarpıklık, basıklık katsayıları ve alfa değerleri hesaplanarak Tablo 2’de sunulmuştur. Yapılan değerlendirmede genel olarak verilerin normal dağılım gösterdiği yönünde değerlendirme yapılmıştır (Tabachnick ve Fidell, 2013). Bu bağlamda toplanan veriler üzerinde parametrik istatistiki yöntemlerin kullanılmasına karar verilmiştir. Ölçeklerin güvenirlik değerleri değerlendirildiğinde kabul edilebilir aralıkta olduğu tespit edilmiştir (Hair vd., 2010; Konting vd., 2009).

Tablo 3: Katılımcıların Cinsiyetlerine Göre Duygusal Zekâ Ölçeği Puan Ortalamaları

Değişkenler	N	$\bar{X}$	Ss	Sd	t	p
Cinsiyet						
Kadın	104	4,02	,62	173	-,556	,579
Erkek	71	4,08	,68			
Çalışma durumu						
Çalışıyor	64	3,96	,59	173	-1,376	,171
Çalışmıyor	111	4,09	,67			

İlişki durumu						
İlişkisi var	94	4,06	,65	173	,380	,704
İlişkisi yok	81	4,02	,63			

Cinsiyete göre duygusal zekâ puan ortalamalarının farklılaşmadığı tespit edilmiştir ($p>.05$). Çalışma durumuna göre duygusal zekâ puan ortalamalarının farklılaşmadığı tespit edilmiştir ($p>.05$). İlişki durumuna göre duygusal zekâ puan ortalamalarının farklılaşmadığı tespit edilmiştir ($p>.05$).

Tablo 4: Katılımcıların Cinsiyetlerine Göre Yaşam Doyumu Ölçeği Puan Ortalamaları

Değişkenler	N	$\bar{X}$	Ss	Sd	t	p
Cinsiyet						
Kadın	104	4,07	1,31	173	,480	,632
Erkek	71	4,16	1,20			
Çalışma durumu						
Çalışıyor	64	4,29	1,19	173	1,52	,132
Çalışmıyor	111	3,99	1,30			
İlişki durumu						
İlişkisi var	94	4,20	1,29	173	1,13	,262
İlişkisi yok	81	3,99	1,24			

Cinsiyete göre yaşam doyumu puan ortalamalarının farklılaşmadığı tespit edilmiştir ($p>.05$). Çalışma durumuna göre yaşam doyumu puan ortalamalarının farklılaşmadığı tespit edilmiştir ($p>.05$). İlişki durumuna göre yaşam doyumu puan ortalamalarının farklılaşmadığı tespit edilmiştir ($p>.05$).

Tablo 5: Katılımcıların Sosyo-Ekonomik Düzeylerine Göre Duygusal Zekâ Ölçeği ve Yaşam Doyumu Ölçeği Puan Ortalamaları

	Sosyo-Ekonomik Düzey	N	$\bar{X}$	Ss	Varyans Kaynağı	Kareler Top.	Sd	Kareler Ort.	F	p	Fark
Duygusal Zekâ	İyi değil	20	3,82	,95	Grup arası	3, 855	3	1,285	3,234	0,024	4>1
	Normal	88	4,01	,57	Grup içi	67,946	171	,397			4>2
	İyi	53	4,07	,56	Toplam	71,801	174				
	Çok iyi	14	4,48	,71							
Yaşam Doyumu	İyi değil	20	3,18	1,31	Grup arası	47,470	3	15,823	11,665	0,00	3>1
	Normal	88	3,87	,98	Grup içi	231,950	171	1,356			4>1
	İyi	53	4,59	1,37	Toplam	279,420	174				3>2
	Çok iyi	14	5,06	1,20							

Sosyo-ekonomik düzeye göre yaşam doyumu ve duygusal zekâ puan ortalamalarının

farklılaştığı tespit edilmiştir ($p<.05$). Buna göre, sosyo-ekonomik düzeyini normal düzeyde olduğunu ve iyi olmadığını belirten bireylerin duygusal zekâ puan ortalamalarının çok iyi olduğunu belirtenlerden anlamlı düzeyde daha düşük olduğu saptanmıştır. Sonuçlar yaşam doyumu puan ortalamaları açısından değerlendirildiğinde, sosyo-ekonomik düzeyini normal düzeyde olduğunu ve iyi olmadığını belirten bireylerin yaşam doyumu puan ortalamalarının iyi ve çok iyi olduğunu belirtenlerden anlamlı düzeyde daha düşük olduğu saptanmıştır.

Tablo 6: Ölçek Puanları Arasındaki Pearson Korelasyon Katsayıları

DZÖÖ-KF		
RYDÖ	r	,080
	p	,291
	N	175

Duygusal Zekâ Özelliği Ölçeği-Kısa Formu (DZÖÖ-KF) ile Riverside Yaşam Doyumu Ölçeği (RYDÖ) arasındaki ilişki Pearson Korelasyon katsayısı ile hesaplanmıştır. Yapılan değerlendirmede duygusal zekâ ile yaşam doyumu arasında anlamlı yönde bir ilişki bulunmamıştır ($p>.05$).

Tartışma ve Sonuç

Bu çalışmada cinsiyete göre duygusal zekâ puan ortalamalarının farklılaşmamakta olduğu görülmüştür. Çalışma sonuçlarımızla benzer şekilde Akdeniz Öksüz ve Yayıcı (2024) ve Yolaşğmazoğlu (2024) yaptıkları çalışmada duygusal zekâ puanının cinsiyete göre farklılaşmadığını saptamışlardır. Buna karşın, Bakan ve Güler (2017) duygusal zekâ puan ortalamalarının cinsiyete göre farklılaştığını, erkeklerin duygusal zekâ puan ortalamalarının anlamlı olarak daha yüksek olduğu tespit edilmiştir. Yıldız (2016) ve Başaran (2020) tarafından yapılan çalışmalarda kadınların duygusal zekâ puan ortalamalarının erkeklere göre anlamlı olarak daha yüksek olduğu bulunmuştur. Literatür incelendiğinde, bu çalışma bulgularını destekleyen ve desteklemeyen sonuçlar olduğu görülmüştür. Bu çalışmada cinsiyete göre duygusal zekâ puanının farklılaşmaması, duygusal zekâ açısından kadın ve erkeklerin benzer özellikler sergilediği şeklinde değerlendirilebilir. Bu çalışmada, çalışma durumuna göre duygusal zekâ puan ortalamasının farklılaşmamakta olduğu saptanmıştır. Çalıştığı kurum türü ve meslekte çalışma süresine göre duygusal zekâ puanlarını inceleyen Yolaşğmazoğlu (2024), çalışılan kurum türüne (kamu, özel, kendi işi) göre katılımcıların duygusal zekâ puan ortalamasının farklılaşmadığını buna karşın meslekte çalışma süresi arttıkça duygusal zekâ puan ortalamasının arttığını tespit etmiştir. Literatür incelendiğinde duygusal zekâ ile çalışma

durumunu inceleyen kısıtlı sayıda çalışmaya rastlanmıştır. Çalışmamızın bulguları değerlendirildiğinde bu örneklem grubunda çalışma durumunun duygusal zekâ puanlarında farklılığa yol açmadığı, farklı parametrelerin değerlendirilebileceği düşünülmektedir. Bu çalışmada ilişki durumuna göre duygusal zekâ puan ortalamasının farklılaşmamakta olduğu görülmüştür. Buna karşın Paşayığıt vd. (2023) yaptıkları çalışmada duygusal zekâ puan ortalamalarını medeni durum açısından incelemişler ve bekâr katılımcıların duygusal zekâ puan ortalamalarının anlamlı olarak daha yüksek olduğunu tespit etmişlerdir. Yolasıǧmazoǧlu (2024) ise yaptığı çalışmada bekâr katılımcıların duygusal zekâ puanlarının anlamlı olarak daha düşük olduğunu saptamıştır. Literatür incelendiğinde medeni durum açısından duygusal zeka değerlendirmesi yapıldığı, bu çalışma sonuçlarının da örneklem özelliklerine bağılı olarak farklılık göstermiş olduğu ve duygusal zekanın ilişki durumu açısından farklılaşmadığı görülmüştür. Bu çalışmada, sosyo-ekonomik düzeye göre duygusal zekâ puan ortalamasının farklılaşmakta olduğu saptanmıştır. Buna göre, sosyo-ekonomik düzeyinin normal düzeyde olduğunu ve iyi olmadığını belirten bireylerin duygusal zekâ puan ortalamalarının çok iyi olduğunu belirtenlerden anlamlı düzeyde daha düşük olduğu saptanmıştır. Yolasıǧmazoǧlu (2024) ise yaptığı çalışmada, sosyo-ekonomik düzey arttıkça duygusal zekâ ortalama puanının arttığını saptamıştır. Buna karşın Akdeniz Öksüz ve Yayıcı (2024) duygusal zekâ puan ortalamalarının sosyo-ekonomik düzey değişkenine göre farklılaşmadığını tespit etmişlerdir. Başaran (2020) ise duygusal zekâ puan ortalamasının gelir durumuna göre farklılaşmadığını bulmuştur. Çalışmamız bulgularının literatür ile paralellik gösterdiği tespit edilmiştir.

Bu çalışmada, cinsiyete göre yaşam doyumu puan ortalamalarının farklılaşmamakta olduğu tespit edilmiştir. Çalışmamızın bulgularıyla paralel şekilde Bakan ve Güler (2017) ve Başaran (2020) yaşam doyumu puan ortalamalarının cinsiyet açısından farklılaşmadığı tespit edilmiştir. Buna karşın yapılan bir diğerk çalışmada yaşam doyumunun cinsiyete göre farklılaştığı, yaşam doyumunun kadın katılımcılarda anlamlı olarak daha yüksek olduğu tespit edilmiştir (Akdeniz Öksüz ve Yayıcı, 2024; Yolasıǧmazoǧlu, 2024). Benzer şekilde, Yıldız (2016) tarafından yapılan çalışmada kadınların yaşam doyumu puan ortalamalarının erkek katılımcılara göre anlamlı olarak daha yüksek olduğu bulunmuştur. Literatürde çalışmamız sonuçlarını destekleyen ve desteklemeyen sonuçlar olduğu görülmüştür. Bu çalışmada çalışma durumuna göre yaşam doyumu puan ortalamalarının farklılaşmamakta olduğu bulunmuştur. Yolasıǧmazoǧlu (2024) ise kendi işinde çalışan bireylerin yaşam doyumu puan ortalamasının anlamlı olarak daha yüksek olduğunu bununla birlikte meslekte çalışma süresi yükseldikçe yaşam doyumu puan ortalamasının yükseldiği tespit etmiştir. Literatür incelendiğinde yaşam doyumunun çalışılan kurum türü ve çalışma süresi açısından incelendiği görülmüştür. Bu

çalışmada ilişki durumuna göre yaşam doyumu puan ortalamasının farklılaşmamakta olduğu bulunmuştur. Paşayığı vd. (2023) yaptıkları çalışmada yaşam doyumu puan ortalamalarını medeni durum açısından incelemişler ve evli katılımcıların yaşam doyumu puan ortalamalarının anlamlı olarak daha yüksek olduğu tespit edilmiştir. Yolasıǧmazoğlu (2024) yaptığı çalışmada, bekâr katılımcıların yaşam doyumu puan ortalamasının anlamlı olarak daha düşük olduğunu saptamıştır. Literatüre bakıldığında, yaşam doyumunun medeni durum açısından incelendiği tespit edilmiştir. Bu çalışmada sosyo-ekonomik düzeye göre yaşam doyumu puan ortalamalarının farklılaşmakta olduğu bulunmuştur. Buna göre, sosyo-ekonomik düzeyini normal düzeyde olduğunu ve iyi olmadığını belirten bireylerin yaşam doyumu puan ortalamalarının iyi ve çok iyi olduğunu belirtenlerden anlamlı düzeyde daha düşük olduğu saptanmıştır. Benzer şekilde Akdeniz Öksüz ve Yayı (2024) tarafından yapılan çalışmada da yaşam doyumu puan ortalamalarının sosyo-ekonomik düzeye göre farklılaştığı, sosyo-ekonomik düzey yükseldikçe yaşam doyumunun da yükseldiği saptanmıştır. Yolasıǧmazoğlu (2024) ve Başaran (2020) gelir düzeyi yükseldikçe yaşam doyumu puan ortalamasının yükseldiğini tespit etmiştir. Bu çalışma bulgularının literatürü destekler nitelikte olduğu saptanmıştır.

Bu çalışmada duygusal zekâ ile yaşam doyumu arasında anlamlı yönde bir ilişki olmadığı tespit edilmiştir. Bakan ve Güler (2017) yaptıkları çalışmada yaşam doyumunun duygusal zekâ düzeyinden etkilendiğini bulmuştur. Benzer şekilde, Keskin vd. (2020) yaptıkları çalışmada duygusal zekâ ile yaşam doyumu arasında pozitif yönde düşük düzeyde bir ilişki olduğunu tespit etmişlerdir. Paşayığı vd. (2023) ve Başaran (2020) yaptıkları bir çalışmada duygusal zekâ ile yaşam doyumu arasında pozitif yönde ve düşük düzeyde bir ilişki olduğunu bulmuşlardır. Benzer şekilde, yapılan diğer çalışmalarda duygusal zekâ ile yaşam doyumu arasında pozitif yönde orta düzeyde bir ilişki bulunmuştur (Ekşi vd., 2020; Yıldız, 2016). Gül (2020) ise duygusal zeka ile yaşam doyumu arasında pozitif yönde güçlü bir korelasyon olduğunu tespit etmiştir. Bu çalışma bulgusunun literatür yönünde olmadığı görülmüş ve bu örneklem grubunda duygusal zeka ile yaşam doyumunun ilişkisiz olduğu görülmüştür.

Sonuç olarak, bu çalışma sonucunda duygusal zekâ ve yaşam doyumunun ilişkili olmadığı, cinsiyet, ilişki durumu ve çalışma durumuna göre duygusal zekâ ve yaşam doyumu puan ortalamalarının farklılaşmadığı saptanmıştır. Buna karşın yaşam doyumu ve yaşam doyumu puan ortalamalarının sosyo-ekonomik düzey açısından farklılaştığı, bir diğer deyişle sosyo-ekonomik düzeyi yükseldikçe duygusal zekâ ve yaşam doyumu puan ortalamalarının yükseldiği tespit edilmiştir.

Bu çalışma veri toplanan örneklem grubu, çalışılan değişkenler ve kullanılan ölçeklerden elde

edilen bilgiler ile sınırlıdır. Yaşam doyumu açısından katkısı olan duyguları düzenleyebilme günümüzün önemli becerileri arasında yer almaktadır. Bu kapsamda daha erken yaşlardan itibaren ve özellikle okullarda verilecek eğitimler ve atölye çalışmaları ile yaşam doyumunu ve duygusal zekâ becerilerini arttırmaya yönelik bireylerin duygusal zekâ becerileri geliştirilebilir. Farkındalık sağlamak ve bilgi vermek amacıyla seminerler düzenlenebilir. Bununla birlikte, örneğin takım sporları yapan bireylerin duygusal zekâ ve dolayısıyla yaşam doyumu düzeylerinin yüksek olması (Fernandes vd., 2024) duygusal zeka ve yaşam doyumunu etkileyen farklı değişkenler olduğunu göstermektedir, gelecek çalışmalarda bu gibi konulara yer verilmesi yaşam doyumunu etkileyen faktörlerin daha kapsamlı değerlendirilmesi ve ortaya çıkarılması yaşamın her alanına katkı sunması (Liu vd., 2025) açısından önerilmektedir.

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İki Kere Farklı Olan Bir Çocuğun Akademik Hayatının İncelenmesi: Bir Örnek Olay Çalışması

Erhan Alabay

Sağlık Bilimleri Üniversitesi, erhan.alabay@sbu.edu.tr, 0000-0003-4025-2352, TÜRKİYE

Özet

Bu çalışmanın amacı hem özel yetenekli hem de dikkat eksikliği ve hiperaktivite bozukluğu olan (iki kere farklı) 11 yaşındaki bir erkek çocuğunun okul hayatının derinlemesine incelenmesidir. Çalışma nitel araştırma yöntemlerinden örnek olay (vaka) modeli ile tasarlanmıştır. Araştırma kapsamında 11 yaşındaki erkek çocuk ve annesi ile görüşmeler gerçekleştirilmiştir. Araştırmada araştırmacı tarafından hazırlanmış yarı yapılandırılmış görüşme formu ve cümle tamamlama testi kullanılmıştır. Araştırmada verilerin analizinde içerik analizi tekniğinden yararlanılmıştır. Araştırmanın sonuçlarına göre, iki kere farklı olan çocuğun özel yeteneği, dikkat eksikliği ve hiperaktivite engeli nedeniyle bastırılmış gibi görünmektedir. Özellikle annenin çözüm önerileri geliştirirken özel yetenek yerine daha çok engel durumuna odaklandığı sonucuna varılmıştır. Çocuğun, okuldaki arkadaşlarına yönelik algısının olumlu olduğu ancak dersler, öğretmenler ve sınavlara karşı olumsuz bir algıya sahip olduğu tespit edilmiştir.

Anahtar Kelimeler: Özel Yetenek, İki Kere Farklılık, Okul Hayatı, Örnek Olay.

An Examination of Academic Life of a Twice- Exceptional Child: A Case Study

Abstract

The aim of this study is to examine in depth the school life of an 11-year-old boy with both giftedness and attention deficit hyperactivity disorder (twice-exceptional). The study was designed with the case study model, one of the qualitative research methods. Within the scope of the study, interviews were conducted with the 11-year-old boy and his mother. A semi-structured interview form prepared by the researcher and a sentence completion test were used in the study. Content analysis technique was used to analyze the data. According to the results of the study, the special ability of the twice-different child seems to be suppressed due to attention deficit and hyperactivity disability. It was concluded that especially the mother focused more on the disability rather than the special ability when developing solutions. It was

found that the child had a positive perception of his/her friends at school, but a negative perception of lessons, teachers and exams.

Keywords: Gifted, Twice-Exceptional, School Life, Case Study.

Giriş

İki kere farklı olan çocuklar, özellikle matematik, fen, teknoloji, sosyal bilimler, görsel sanatlar, sahne sanatları, müzik gibi çeşitli alanlarda bir veya birden fazla alanda yüksek başarı ve üretkenlik düzeyine sahipken, aynı zamanda ulusal ya da uluslararası tanı kriterlerine göre bir veya birden fazla engellilik durumunun da gözlemlenebildiği çocuklardır. Örneğin, bir çocuğun zeka testlerinden aldığı puanlarla olağanüstü başarı göstermesi (üstün zekâlılık) ile aynı zamanda özel eğitim ihtiyacına sahip olması (örneğin, öğrenme güçlükleri, dikkat eksikliği, otizm gibi) durumu, bu çocuğu "iki kere farklı" yapan bir örnektir. Yani, çocuğun hem özel bir yeteneğe sahip olması hem de belirli bir alanda zorluk yaşaması durumu olarak ifade edilebilir (Coleman vd., 2005; Gierczyk ve Hornby, 2021). İki Kez Farklı Öğrenciler Ulusal Komisyonu (National Commission on Twice-Exceptional Students - NCTS) (2020) iki kez farklılığı "...bir veya daha fazla alanda yüksek başarı veya yaratıcı veya üretkenlik elde etme yeteneğine sahip olan ve aynı zamanda federal veya eyalet kriterlerine göre tanımlanmış bir veya daha fazla engel gösteren öğrencilerdir." şeklinde tanımlamıştır. "İki kere farklı" terimi, ilk kez 1923'te ortaya çıkmış olup, Hollingworth'un özel yetenekli çocuklar ve özel öğrenme güçlükleri arasındaki ilişkiyi incelediği araştırmasında bu ilişkinin kurulabileceğini belirlemesiyle tanımlanmıştır. Hollingworth'un Özel Yetenekliler adlı kitabında geçen bu kavramda iki kere farklı öğrencilerin bazı durumlarda öğrenmede güçlük çekebileceğinin altını çizmiştir. Daha sonra özellikle Asperger sendromu yaşayan çocuklarda özel yetenek olasılığının yüksek olduğu gözlemlenmiştir. Bu nedenle yapılan araştırmalar, "iki kere farklı" terimini literatüre kazandırmıştır. Bu bağlamda, öncelikle Hollingworth'un çalışmalarının çerçevesinde özel yetenekli çocuklar ile özel öğrenme güçlüğü yaşayan çocuklar arasındaki bağlantının keşfedildiği belirtilmelidir. Ardından, özellikle Asperger sendromu olan çocuklarda özel yetenek olasılığının yüksek olduğuna dair gözlemler ve yapılan araştırmalarla bu kavramın literatüre kazandırılması açıklanmalıdır. Bu noktada, "iki kere farklı" kavramının, çocukların hem özel yeteneklere sahip olma potansiyeli hem de belirli bir alanda zorluk yaşama durumu olarak ifade edilen önemli bir terim olduğu vurgulanmalıdır (Baldwin vd., 2015; Şentürk vd., 2022).

Klingner' a (2022) göre iki kere farklı olan çocukların karşılaştıkları tipik engel tanılarını özgül öğrenme güçlüğü, dikkat eksikliği/hiperaktivite bozukluğu, karşıt olma / karşı

gelme bozukluğu, yaygın anksiyete bozukluğu ve otizm spektrum bozukluğu olarak sıralamıştır.



Şekil 1: Klingner'a (2022) Göre İki Kere Farklı Olan Çocukların Tipik Çeşitliliği

İki kere farklı özel yetenekli çocukların farklı engel gruplarına sahip olabileceğine dair birçok çalışma mevcuttur (Foley Nicpon vd., 2011; Reis vd., 2014). Ancak, yapılan incelemeler sonucunda, bu çocukların net bir oranının belirlenmiş verilere sahip olmadığı gözlemlenmektedir. Özellikle bu belirsizlikte, özel yetenekli çocukların sahip olduğu özel yetenek ya da engel durumunun diğer özellikleri tarafından maskeleyen etkisi göstermesi önemli bir etken olarak karşımıza çıkmaktadır. Buna rağmen, bazı çalışmalara göre okul çağındaki çocukların %7'ye kadarının iki kere farklı olduğu öne sürülmektedir. Diğer taraftan, engelli çocukların %5-6'sının iki kere farklı çocuk olabileceği tahmin edilmektedir (Holmgren vd., 2023). Amerika Birleşik Devletleri'nde iki kere farklı olan çocukların genel yaygınlığı hala belirsizdir. Ancak, yapılan tahmini çalışmalara göre ABD'de bu çocukların sayısının 300.000 ile 360.000 arasında değiştiği öne sürülmektedir (LeBeau vd., 2022). Türkiye'de ise bu oranları belirlemeye yönelik bir araştırmaya rastlanmamıştır.

İki kere farklı olan çocukların her bir engel grubuna göre belirli net oranlar olmasa da, bu özellikteki öğrencilerin genel olarak özel desteklere ihtiyaç duydukları bilinen önemli durumlardan biridir. Eğer iki kere farklı olan öğrenciler belirlenmez ve gerekli önlem ve destek programları uygulanmaz ise öğrenciler okul hayatlarında problemlerle karşılaşabilmektedir. İki kere farklılığı olan öğrenciler okullarda uygulanan eğitim programlarında başarılı olabilmeleri için hem akademik ilerlemenin izlenmesi hem de eğitimsel ve sosyal anlamda yaşadıkları eksikliklerin tespit edilip bu eksiklikler doğrultusunda gerekli destek hizmetlerinin sunulması önerilmektedir. Bu şekilde doğru koşullar sağlanırsa engellilik durumu özel yeteneği

maskeleyemez ve daha başarılı bir akademik süreç geçirebilir. Fakat doğru tespitler ve destekler sunulamaz ise engellilik durumu özel yeteneği maskeleyebilir ve akademik anlamda başarısızlıkla karşılaşılabilir (Ronksley-Pavia vd., 2019; Bannister-Tyrrell vd., 2018). Moon ve Reis'e (2004) göre belirlenmemiş ve desteklenmemiş iki kere farklı öğrenciler öğrenilmiş çaresizlik, hayal kırıklıkları, düşük motivasyon, mükemmeliyetçilik, düşük öz saygı ve duygusal ve sosyal davranışsal sorunlar yaşayabilmektedir.

İki kere farklı olan grupta gözlemlenebilecek engel gruplarından birisi dikkat eksikliği ve hiperaktivite bozukluğu (DEHB)'dur. Bu çocuklar hem özel yeteneklere sahip hem de DEHB tanısı almış olan bireylerdir ve genellikle akademik alanda konulara dikkatlerini odaklama konusunda zorluk yaşayabilirler. Özellikle sınıflarda bir konudan diğerine geçişte güçlük çekebilirler; örneğin, bir dersin bitiminden hemen sonra diğer bir derse odaklanmakta zorlanabilirler. Ayrıca, ders sırasında zamanında olmayan hareketlerde bulunma, ders rutinlerine uymakta sıkıntı yaşama, öğretmenin ya da akranların isteklerine direnme, okul içi kurallara uymama, uyum gösterememe veya inatçılık gibi davranışlar sergileyebilirler. Aynı zamanda, çalışan belleği, analitik ve sistematik düşünme becerilerini tam olarak kullanmada zorlanabilirler (Kaplan Sayı, 2018; Kargı ve Akman, 2003). Antshel vd. (2007), özel yeteneklere sahip ve DEHB tanısı alan çocukların akademik zorluklarla karşılaşabileceğini ve sınıf içinde rahatsız edici davranışlar sergileyebileceğini belirtmiştir. Moon vd. (2001) tarafından yapılan bir çalışmada, özel yeteneklere sahip ve DEHB tanılı çocukların sınıf içinde grup çalışması, akran etkileşimi ve uzun vadeli proje yürütme süreçlerinde zorluklarla karşılaşma risklerinin daha yüksek olduğu vurgulanmıştır.

Yukarıda belirtilen zorluklarla başa çıkabilmek için özel yetenekli ve DEHB (Dikkat Eksikliği ve Hiperaktivite Bozukluğu) olan çocuklar için farklı müdahale programlarının geliştirilmesi ve uygulanması önerilmektedir. Neihart'a (2008) göre, bu çocuklara yönelik psiko-eğitimsel müdahalelerin etkin olabileceğini savunmuştur. Bu müdahale programlarının, DEHB ve özel yeteneklerin sosyal, duygusal, bilişsel ve nöropsikolojik yönlerini ele alması önemlidir. Psiko-eğitimsel müdahale programlarının hazırlanmasında dikkate alınması gereken önemli unsurlardan biri, her öğrencinin bireysel ihtiyaçlarına uygun olarak düzenlenmesidir. Neihart, her bir öğrencinin yetenek düzeyi, ilgi alanları, öğrenme tarzları, bilişsel işlem becerileri ve motivasyon profillerinin belirlenmesinin önemli olduğunu vurgulamıştır. Bu bilgiler, öğrencinin bireysel profiline uygun bir müdahale programının oluşturulmasına yardımcı olacaktır. Her öğrencinin farklı özelliklere sahip olduğu göz önüne alındığında, her bir müdahale programının öğrencinin özel durumuna uygun olarak tasarlanması gerekmektedir.

Bu programlar, öğrencilerin güçlü yanlarına odaklanarak onların potansiyellerini en üst düzeye çıkarmayı hedeflemelidir. Öğrencinin bireysel özelliklerini dikkate alan, esnek ve kişiselleştirilmiş müdahale stratejileri, başarı şansını artırabilir ve öğrencinin öğrenme deneyimini olumlu yönde etkileyebilir (Hinshaw, 2006; Pfeiffer, 2015).

Bu çalışmada, iki kere farklı olan bir çocuğun akademik hayatının annesi ve çocuğun kendisi gözünden değerlendirilmesi amaçlanmıştır. Bu amaç doğrultusunda şu alt araştırma sorularına cevaplar aranmıştır: (a) İki kere farklı olan çocuğun tanı süreci nasıl gerçekleşmiştir? (b) İki kere farklı olan çocuğun annesinin çocuğundaki özel yeteneği fark etme durumu nasıldır? (c) Annenin iki kere farklı olan çocuğunun tanısına dair yaklaşımı nasıldır? (d) İki kere farklı olan çocuğun öğretmenlerinden anneye gelen değerlendirmeler nasıldır? (e) İki kere farklı olan çocuğun annesine okul hakkındaki değerlendirmeleri nasıldır? (f) Anne iki kere farklı olan çocuğa akademik başarısını arttırmak için nasıl desteklerde bulunmaktadır? (g) Çocuğun akademik hayatındaki öğelere dair algıları nasıldır?

Yöntem

Araştırmanın bu bölümünde araştırmanın modeline, katılımcılarına, veri toplama araçlarına ve veri analizi süreçlerine yer verilmiştir.

Araştırmanın Modeli

Araştırma, nitel araştırma yöntemi kullanılarak gerçekleştirilmiştir. Nitel araştırma, araştırmanın amacına odaklanarak derinlemesine incelemeler gerçekleştiren, gözlem, görüşme ve doküman analizi gibi yöntemleri kullanarak sorgulayıcı ve yorumlayıcı bir bakış açısıyla sonuçlara ulaşmayı amaçlayan bir araştırma modelidir (Creswell, 2002; Klenke, 2016). Bu çalışmada, nitel araştırma yöntemlerinden biri olan örnek olay (vaka) modeli tercih edilmiştir. Örnek olay (vaka) modeli, özel bir durumu detaylı bir şekilde incelemek amacıyla kullanılmaktadır. Bu çalışmada, dikkat eksikliği ve hiperaktivite bozukluğu ile birlikte yaygın anksiyete bozukluğu tanısı almış iki farklı dönemde değerlendirilen bir çocuğun akademik yaşamı incelenmektedir. Bu nedenle, örnek olay (vaka) modeli, özel yetenekleriyle birlikte dikkat eksikliği, hiperaktivite ve yaygın anksiyete bozukluğu tanıları alan bir çocuğun akademik hayatının detaylı bir şekilde analiz edilmesi için tercih edilmiştir.

Katılımcılar

Bu çalışmada iki kere farklı olan çocuktan ve annesinden veriler görüşme tekniği kullanılarak alınmıştır. Bu nedenle çalışmada iki katılımcı mevcuttur. Hem anne hem de

çocuk için detaylı bilgiler aşağıda sunulmuştur. Aşağıdaki bilgilerde kişilerin gerçek isimleri kullanılmamış olup, katılımcıların istedikleri kod isimleri kullanılmıştır.

Çocuk: Cem, 8 Kasım 2012 tarihinde doğmuş olan bir erkek çocuktur. Erken doğum geçmişine dair herhangi bir öykü bulunmamaktadır. Doğum ağırlığı 3,150 gramdır. Doğum sonrasında sarılık rahatsızlığıyla karşılaşması üzerine hemen mavi ışın tedavisi almıştır. Doğumdan hemen sonra ortaya çıkan erken gaz sancıları, Cem'in sürekli ağlamasına neden olmuştur. 5,5 aylıkken sünnnet edilirken aşırı hareketlilik ve ağlama davranışlarının belirgin olduğu ifade edilmiştir. Cem'in mizaç özellikleri ailesi tarafından zorlayıcı olarak tanımlanmaktadır. Bebeklik döneminde uyku problemleri yaşamış, uykuya dalmada zorlanmış ve sürekli bölünen bir uyku düzenine sahip olmuştur. Ayrıca duygularını ifade etmede sıkıntı yaşadığı ve kurallara uyup uymamada ve kurallara karşı gelmede sıkça zorluklar gösterdiği gözlemlenmiştir. Cem, 7 yaşındayken bir psikolog ve psikiyatrist ile görüşmüş ve WISC 4 zeka testi uygulanmıştır, bu test sonucunda 135 zeka puanına ulaşıldığı belirlenmiştir. Görüşme sırasında dikkat eksikliği, hiperaktivite ve kaygı problemi tanıları konulmuş; bu nedenle ilkökul 1. sınıftan itibaren dikkat eksikliği ve hiperaktivite bozukluğu için Concerta 36mg adlı ilacı almaktadır. Tanı öncesi ve sonrasında oyun terapisi ve teraplay yöntemleri gibi çeşitli terapilere başvurmuş olan Cem, şu anda psikolog desteği almadığını ifade etmektedir. 11 yaşındaki Cem, özel bir okulda 6. sınıfa devam etmekte olup hafta sonları futbol ve matematik alanlarında özel dersler almaktadır.

Anne: Nil Hanım, 41 yaşında bir akademisyen olup erken çocukluk alanında doktora derecesine sahiptir. Yaklaşık 18 yıldır akademik bir kariyere sahip olan Nil Hanım, İstanbul'da yaşamaktadır. İki erkek çocuğu bulunan Nil Hanım'ın çocukları sırasıyla 7 ve 11 yaşlarındadır. Bekar bir anne olarak, çocuklarına karşı ilgili ve sorumlu bir ebeveyn olduğunu belirtmektedir.

Veri Toplama Araçları

Araştırmada hem çocuk hem de anne için demografik bilgi formu, anne için yarı yapılandırılmış görüşme formu ve çocukla gerçekleştirilen cümle tamamlama testi kullanılmıştır. Bu veri toplama araçları aşağıda detaylandırılmıştır.

Demografik Bilgi Formu

Bu form, çocuk ve annenin demografik özelliklerini belirlemek amacıyla araştırmacı tarafından hazırlanmış olup, yaş, cinsiyet ve öğrenim durumu gibi kapalı uçlu sorulardan oluşmaktadır.

Yarı Yapılandırılmış Görüşme Formu (Anne Formu)

Bu form, araştırmacı tarafından hazırlanmıştır. Hazırlık sürecinde literatür taraması yapılmış ve sorular oluşturulduktan sonra, 2 çocuk gelişimi alanında uzman öğretim elemanına gönderilmiştir. Uzman görüşleri doğrultusunda toplam 6 soru belirlenmiştir. Bu sorular şu şekildedir: a. Bana çocuğunuz Cem’i doğum sürecinden bu zamana kadar kısaca anlatabilir misiniz? b. Çocuğunuz Cem’in tanı süreci nasıl gerçekleşti? Bana anlatabilir misiniz? c. Cem’in okul hayatını nasıl değerlendirirsiniz? d. Cem’in öğretmeni ya da öğretmenlerinden nasıl geri bildirimler alıyorsunuz? Bana anlatabilir misiniz? e. Cem size okulundan ya da okul hayatından nasıl bahsediyor? Anlatabilir misiniz? f. Cem’in akademik hayatında siz ailesi olarak nasıl destekliyorsunuz?

Cümle Tamamlama Testi (Çocuk Formu)

Bu test farklı cümle tamamlama testlerinden (Beier Cümle Tamamlama Testi ve Rotter Cümle Tamamlama Testi) yararlanılarak hazırlanmıştır. Testte toplamda 14 tane yarım bırakılan cümle bulunmaktadır. Bu yarım bırakılan cümleleri tamamlaması istenmiştir. Daha sonra cümlelerin tamamının anlamsal içeriği incelenmiştir. Bu cümleler olumlu, olumsuz ya da nötr şeklinde değerlendirilmiştir. Yarım bırakılan cümleler şu şekildedir:

Tablo 1: Cümle Tamamlama Testi Soruları

Sn.	İfadeler
1	Okulda
2	Dersler
3	Öğretmenlerim.....
4	Derslerden aldığım notlar
5	Ders kitaplarım
6	Sınavlar
7	Matematik dersleri
8	Okuldaki arkadaşlarım
9	Okulum bittiğinde
10	Öğretmenlerime göre ben
11	Okuldaki derslerim
12	Bana göre okul, ...
13	Sanatla ilgili derslerde
14	Büyüdüğüm zaman

Çocukla birebir yapılan görüşmede öncelikle testin nasıl yapılacağı kısaca anlatılmıştır. Cümle yarım verildiğinde ilk aklına gelen ve kendisini yansıtan bir cümle ile tamamlaması gerektiği sözel olarak belirtilmiştir. Başlamadan önce değerlendirmeye alınmayan iki deneme maddesi yapılmıştır. Deneme maddesi olarak çocuğa: “Annem” ve “ Evdeki kedim.....” yarım bırakılan cümleler sözel olarak söylenmiş ve bu cümleleri tamamlaması istenmiştir. Çocuğun test yönergesini anladığı varsayıldığında asıl maddelere geçilmiş ve verdiği cevaplar ses

kaydına alınmıştır. Yarım bırakılan cümleler için herhangi bir süre verilmemiştir. Düşünmek istediğinde çocuğa zaman tanınmıştır.

Verilerin Toplanması ve Analizi

Veri toplama sürecine geçilmeden önce, iki kere farklı çocuklar ve bu çocukların akademik hayatı ile ilgili ulusal ve uluslararası çalışmaları incelemek amacıyla literatür taraması yapılmıştır. Daha sonra, araştırmacı çevresinde bu konuda bir aileye ulaşmaya çaba göstermiştir. Araştırmacının sosyal çevresinde amacına uygun bir aileyi bulduktan sonra, çalışmanın amacı ebeveyne detaylı bir şekilde açıklanmış ve ebeveynin onayı alınmıştır. Ebeveyn onay verdiğinde hem aileden hem de çocuktan yazılı onam alınmıştır. Çalışma soruları belirlendikten sonra, ebeveyn ve çocuktan randevu alınmıştır. Randevu günü ve saati belirlendikten sonra, görüşmelerin daha rahat bir ortamda gerçekleşmesi için ailenin kendi evlerinde yapılması tercih edilmiştir. Görüşmeler tek bir gün içinde gerçekleştirilmiş, anne ile yapılan görüşme 43 dakika, çocuk ile yapılan görüşme ise 18 dakika sürmüştür. Görüşmeler, izinler doğrultusunda ses kaydına alınmış ve sonrasında transkript edilerek aileye tekrar gönderilmiştir. Aile, düzeltmek istediği ifadeleri belirtmiş ve görüşmeden çıkartılmasını istediği cümleleri belirlemiştir. Ardından, görüşmenin yazılı dokümanı son halini almıştır. Verilerin analizi kısmında, anne ile yapılan görüşmeler içerik analizi kullanılarak analiz edilmiştir. Çocuk ile yapılan cümle tamamlama testinin çözümlenmesinde ise betimsel analiz yöntemi kullanılmıştır.

Bulgular

Bulgular, iki ana başlık altında analiz edilmiştir. İlk başlık, anne ile gerçekleştirilen görüşme sonuçlarına odaklanarak elde edilen bulguları içermektedir. İkinci başlık ise çocuk ile gerçekleştirilen cümle tamamlama testinin sonuçlarına odaklanarak elde edilen bulguları içermektedir. Bu şekilde raporlama yapılarak, araştırmanın temel sonuçları iki önemli alt kategoriye ayrılarak sunulmuştur.

Anne ile Yapılan Görüşmeden Ortaya Çıkan Bulgular

Tanı Sürecine Dair Bulgular

Çocuğun tanı süreci, ilkokula başladığı dönemde ortaya çıkmıştır. Okul öncesi eğitim sürecinde herhangi bir problem yaşanmamış ya da aile ya da öğretmenleri tarafından fark edilmemiş olmasına rağmen, ilkokul birinci sınıfa başladığında özellikle öğretmenin ebeveynle gerçekleştirdiği görüşmeler sonucunda tanı sürecinin başladığı belirlenmiştir. Bu alandaki ilginç bir bulgu ise tanı sürecinin çocuğun hiperaktivite özelliğinden kaynaklandığıdır. Başka

bir deyişle, çocuğun özel yeteneğinin, aile ya da öğretmenler tarafından fark edilmeden önce, öncelikle hiperaktivite özelliğinden dolayı tanı sürecinin başladığı, annenin aşağıdaki ifadesinden de anlaşılmaktadır.

“Şöyle söyleyebilirim. Anaokuluna gittiği dönemde okuldan ve öğretmenlerden bir problem gelmiyordu. İlkokul birinci sınıfa başlayınca sınıf öğretmeni çocuğunuzla sınıfta çok problem yaşıyorum dedi. Hatta çocuğumun sınıfta hiç durmadığını, sürekli konuştuğunu, arkasına dönüyor arkadaşları ile konuştuğunu söyledi. Hatta oturduğu sandalyeyi ters çevirip üzerine oturduğunu ve araba gibi kullandığını öğretmeni bana iletliyordu. Hatta bu durumdan dolayı sadece öğretmenler değil arkadaşlarının da çok rahatsız olduğunu ve arkadaşlarının da Cem’i uyarak ders dinleyemediklerini söylüyorlarmış.”

Annenin yukarıda belirttiği ifadeden anlaşıldığı üzere, ilk tanı süreci dikkat eksikliği ve hiperaktivite ile başlamıştır. Bu durum, bir süre öğretmenle yapılan gözlemler sonucunda uyum sürecinden kaynaklanmadığına karar verilmiştir. Ardından, çocuk psikiyatristine başvurularak tanı süreci başlatılmıştır. Psikiyatrist tarafından, bir form verilmiş ve bu formun hem öğretmen hem de anne tarafından doldurulması istenmiştir. Ardından değerlendirmeler gerçekleştirilmiştir. Bu aşamada dikkat çeken bir diğer bulgu, psikiyatristin verdiği formun öğretmen ve anne tarafından verilen cevapların birbirinden farklı olmasıdır. Annenin bu durumu şu şekilde ifade etmektedir:

“Formlara baktı psikiyatrist ve biz de hep böyle olur dedi. Ebeveyn ile öğretmenin değerlendirilmesi hep çok farklı çıkar. Çünkü ev ortamı daha serbest bir ortamdır yani yapılandırılmamış bir ortamdır. Fakat okul ise yapılandırılmış bir ortamdır dedi. Daha sonra psikologdan randevu aldık ve bize WISC uygulandı ve sonucunu doktora gösterdi. Çocukla görüşmeler yaptı. Ardından benimle görüştü. Ve çocuğumda hem dikkat eksikliği ve hiperaktivite probleminin olduğunu hem de üstün zekaya sahip olduğunu söyledi.”

Çocuğunun ilerleyen süreçlerinde ise yapılan psikiyatrist görüşmelerinde çocukta kaygı probleminin de eşlik ettiği anne tarafından belirtilmiştir. Buradan da anlaşıldığı gibi çocuğunun iki kez farklı olduğu tespit edilmiştir.

Annenin Çocuğunun Özel Yeteneğini Fark Etmesine Dair Bulguları

Annesi, Cem’in okul öncesi dönemde dans konusunda özel bir yeteneğe sahip olduğunu ve özellikle başarılı bir Moonwalk yapabildiğini ifade etmiştir. Bu yeteneği fark eden anne,

Cem'i dans kursuna yazdırmış ve bu alanda eğitim alması ve yeteneğinin geliştirilmesi konusunda destek vermiştir. Ancak, Cem'in bu yeteneği nedeniyle diğer erkek çocuklarla arkadaş olmakta zorlanması ve diğer çocukların genellikle futbol oynamak isterken kendisinin dans kursuna gitmek istememesi üzerine, Cem futbol kursuna gitmek istediğini ifade etmiştir. Cem, diğer hemcinsi arkadaşları ile arkadaşlık kurabilmek için futbol oynamaya çabaladığını ancak futbolda başarılı olamayınca diğer erkek çocuklarının onunla dalga geçmesi nedeniyle daha fazla futbol kursuna gitmek istediğini belirtmiştir. Bu durumun dans yeteneğinin desteklenmemesine neden olmuştur. Bu duruma dair annenin görüşme ham verisi aşağıdadır:

“...sitedeki tüm erkek çocukları futbol oynuyordu. Cem’de futbol konusunda başarılı değildi yani oynayamıyordu. Dolayısıyla sitedeki erkek çocuklarının oyununa katılamıyordu. Sonra bana sitedeki tüm erkekler futbol oynuyor ben neden dans kursuna gidiyorum dedi. Bende futbola gideceğim ve dansı bırakacağını söyledi. Bende tamam o şekilde istiyorsan futbol kursuna git dedim.”

Yukarıdaki durumdan anlaşıldığı gibi Cem'in özel bir yeteneği olan dans, toplumun içindeki toplumsal cinsiyet kalıp yargılarından ve topluluğa kabul edilme / edilmeme durumundan dolayı desteklenememiştir. Cem, diğer erkek çocuklarla olan ilişkilerini arttırmak ve kabul görmek adına kendi tercihleri yerine toplumsal beklentilere uygun davranmaya çalışmıştır. Bu durum, toplumsal cinsiyet stereotiplerinin bireylerin özel yeteneklerini geliştirmelerini ve kendilerini ifade etmelerini engelleyebileceğini göstermektedir.

Annenin Tanılara Dair Yaklaşımına Dair Bulgular

Yapılan tanı sürecinden sonra annenin çocuğuyla başa çıkma sürecini incelediğimizde, annenin üstün zeka alanına odaklanmak yerine daha çok dikkat eksikliği, hiperaktivite ve kaygı problemleriyle ilgilenmeye ve bu konularda müdahalede bulunmaya yönelmiş olduğu anlaşılmaktadır. Çünkü anneye göre üstün zekaya yönelmek için uygun okulların veya müfredatların olmamasından dolayı daha çok engel durumlarına yöneldiği görülmektedir. Bu bulgu da bize annenin de özel yeteneği maskeleyiği söylenebilir. Bu durumla ilgili olarak anneden alınan ham veri aşağıda sunulmuştur.

“Beni çocuğumun üstün zekalı olan kısım değil daha çok dikkat eksikliği ve hiperaktivite bozukluğu beni tedirgin etti ve o alana dair müdahaleler üzerine

durdum. Çünkü sıradan bir okula gidiyor ve okul müfredatı da üstün yeteneklilere dair uygun değil. O nedenle üstün yeteneklilik kısmını açıkçası önemseyemedim.”

Bu yorumdan da anlaşıldığı gibi iki kere farklı olan çocukların nazı durumlarda özel yeteneđi bazı durumlarında ise engel durumları diđer özelliđi maskeleyebilmektedir. Bu aşamada annenin de müdahalelerinin daha çok engel durumuna yönelik olduđu ve özel yeteneđi destekleyici müdahalelerde bulunmadığı sonucuna ulaşılmıştır.

Öğretmeninden Anneye Gelen Yorumlar

Anne, öğretmenlerinden gelen çocuđu ile ilgili görüşlere dair sorulan soruda, zaman içinde öğretmenlerden gelen olumsuz yorumların azaldığını ifade etmektedir. Özellikle şu anda çocuğun ergenlik dönemine girmesi ve öğretmenlerin daha anlayışlı yaklaşımlarının, sorunun azalmasına katkı sağladığına dair bir görüş bildirmektedir. Anne, öğretmenlerden gelen yorumların genellikle çocuğun sevgi dolu olduđu, arkadaşları ile olumlu iletişim kurabildiğı, hatta öğretmenlerle yaşanan problemlerde çocuğun öğretmenlerinin gönlünü aldığını ve bu durumun problemin fazla büyümeden çözüldüğünü belirtmektedir. Fakat bazı öğretmenlerin Cem'in unutkan olduğuna dair anneye geri bildirim yaptığı görünmektedir. Bu duruma dair ham veri örneđi aşağıdadır:

“Okullarında bazı yabancı dil dersleri karma yapıyor ve başka sınıfta gerçekleşebiliyor. İtalyanca öğretmeni en son çocuğunuz kitaplarını getirmiyor ve unuttuğunu söylediğini belirtiyor. Ders başka bir sınıfta olunca dolabından kitaplarını almayı unuttuğunu söylüyor. Ben öğretmeni ile de bu durumu konuştum. Özellikle dikkat eksikliği ve hiperaktivitesinin olduğunu belirttim. Belki unutuyor ya da bunu bilinçli olarak yapıyor. Öğretmenlerden bu türlü şikayetler gelebiliyor.”

Annenin ifadesinden anlaşıldığı üzere, çocuğun dikkat eksikliğinden dolayı bazı ders kurallarını yerine getirmekte zorlandığı ve bu durumun öğretmenler tarafından olumsuz yorumlarla karşılandığı söylenebilir.

Çocuğun Anneye Okulla İlgili Yorumları

Cem'in annesi, okul ile ilgili konuşmalarında genel olarak oğlunun okulu sevdiğini ve bu konuda olumlu düşüncelere sahip olduğunu ifade etmektedir. Okuldaki arkadaşlarını sevdiğini ve bu ilişkileri olumlu bir şekilde değerlendirdiğini sıkça belirtmektedir. Ancak, özellikle bazı dersleri sevmediğini ve bu derslerin yazı yazdırmayan dersler olduğunu ifade

etmektedir. Matematik ve fen derslerinde başarılı olmadığı tespit edilmiştir. Annenin bununla ilgili ham verileri aşağıda verilmiştir:

“Örneğin en son matematik sınavından 15 soruda 2 doğru yapmıştı. Bende neden bu kadar çok yanlış yaptığını sordum. Çocuğum bana öğretmenim beni arka sıraya oturttu, tahtayı göremiyorum. Zaten bize yazı da yazdırmıyor diyor. Okul rehberlik birimi ile konuştum. Oturma konumunu desteklemelerini rica ettim. Kapıya veya pencereye yakın değil daha çok öğretmenle iletişim içine girebileceği ön ve orta sıralarda oturtturulmasını rica ettim. Fakat öğretmeni yerini değiştirmede”

Annenin ifadesinden anlaşıldığı üzere, iki kere farklı olan çocuklara uygulanacak olan akademik müdahalelerde bireysel özelliklerin ön planda olması ve bu bireysel farklılıklara göre sınıf içerisinde uyarlamalar yapılması gerektiği vurgulanmaktadır. Bu durum, çocuğun özel ihtiyaçlarına ve özelliklerine daha duyarlı bir eğitim sürecinin önemini ortaya koymaktadır. Öte yandan, annenin özellikle rehberlik biriminden talebinin onaylanmaması, iki kere farklı olan çocukların genelde yeterince bilinmediği ve bu özel durumlar için müdahalelerin özel okullarda da uygulanmadığı sonucunu çıkarmaktadır. Bu durum, bu tür çocukların eğitim ihtiyaçlarının genellikle anlaşılamadığını ve bu alanda daha fazla farkındalık ve desteklenmeye ihtiyaç duyulduğunu göstermektedir.

Annenin Çocuğunun Akademik Başarısını Arttırmak Amacıyla Gerçekleştirdiği Destekler

Cem’in hem özel yeteneği hem de DEHB ve kaygı problemi ile iki kere farklı olma durumuna dair annesi tarafından uygulanan bazı çabaların olduğu görülmektedir. Annenin çocuğu için gerçekleştirdiği destekler Şekil II’de sunulmuştur.



Şekil 2: Anne Tarafından Cem’e Sunulan Destekler

Nil hanımın oğlu Cem için sunulan destekler arasında DEHB için ilaç tedavisi, yılda bir kez çocuk psikiyatristi ile görüşme, kaygı problemi için psikolog desteği, çocuğun ilgi alanlarına yönlendirme, başarısız olduğu matematik ve fen gibi derslerden özel ders desteği bulunmaktadır. Bu destekler, Cem'in özel ihtiyaçlarına yönelik kapsamlı bir yaklaşımı içermektedir.

Çocuktan Elde Edilen Bulgular

Çocuğa verilen toplam 14 tane yarım bırakılmış ifadeye vermiş olduğu yanıtlar aşağıda sunulmuştur:

Tablo 1: Cümle Tamamlama Testi Soruları

Sn.	İfadeler	Çocuğun Verdiği Cevaplar
1	Okulda	...arkadaşlarımla olmaktan mutluyum.
2	Dersler	..in bazıları gerçekten çok zor olabiliyor.
3	Öğretmenlerim	...keşke biraz daha eğlenceli olsalardı. Çok kızıyorlar.
4	Derslerden aldığım notlar	...düştü.
5	Ders kitaplarım	...çok sıkıcı. Çok fazla konu var ve bazen anlamıyorum.
6	Sınavlar	...da başarılı olmak zorunda mıyım?
7	Matematik dersleri	...beni çok zorluyor. Hep yanlış yapıyorum ve bu sinir bozucu.
8	Okuldaki arkadaşlarım	...olmasaydı bence okul daha kötü bir yer olurdu.
9	Okulum bittiğinde	...iyi bir futbolcu olacağım.
10	Öğretmenlerime göre ben	...çok hareketliydim.
11	Okuldaki derslerim	...çok uzun sürüyor. Keşke kısa kısa olsa.
12	Bana göre okul,	...sadece teneffüsten oluşmalıydı.
13	Sanatla ilgili derslerde	...çok keyif alıyorum.
14	Büyüdüğüm zaman	...istediğim bir üniversitede gideceğim. Daha keyif aldığım derslerle ilgileneneceğim.

Tablo 1'de yapılan incelemede, toplam 14 ifadenin 9'unun olumsuz anlam içerdiği ve çocuğun bu ifadelere genellikle olumsuz yanıtlar verdiği gözlemlenmiştir. Özellikle genel bir değerlendirme yapıldığında, çocuğun akademik hayata yönelik olumsuz bir algıya sahip olduğu belirtilebilir. Tablodaki sorulara verilen yanıtlar detaylı bir şekilde incelendiğinde, okuldaki arkadaşlık ilişkilerinde herhangi bir sıkıntıya rastlanmadığı görülmüştür. Özellikle, verilen olumlu yanıtların çoğunlukla arkadaşlarıyla birlikte geçirilen süreci yansıtan cevaplar olduğu fark edilmiştir. Özellikle 1. ve 8. sorularda okuldaki arkadaşlarıyla birlikte olmaktan keyif aldığı açıkça belirtilmiştir. Hatta 12. soruda sadece teneffüs olmasını istemesi ve teneffüs aralarında da arkadaşlarıyla vakit geçirmesi, okul arkadaşlıklarının olumlu bir algıda olduğunu göstermektedir. Diğer taraftan çocuğun derslere, öğretmenlere, sınava ya da ders kitaplarına dair yanıtlarında olumsuz algı ortaya çıkmaktadır. Sadece çocuğa sunulan sanat derslerine karşı olumlu algıya rastlandığı görülmektedir. Özellikle dikkat çekici bir bulgu, çocuğun dikkat eksikliği ve hiperaktivite tanısının, çocuğun verdiği yanıtlara da yansımalarıdır. Örneğin,

öğretmenle ilgili verdiği yanıt, çocuğun bu tanıdan kaynaklanan hareketlilik durumunun sürekli olarak öğretmenler tarafından uyarıldığı mesajını düşündürtebilir.

Sonuç ve Tartışma

Bu araştırma, iki kere farklı özelliklere sahip bir çocuğun akademik yaşamını, annesi ve çocuğun kendisi tarafından değerlendirmeyi amaçlamaktadır. Bu çerçevede, anneden ve çocuktan elde edilen verilerin analizi sonucunda, annenin özellikle çocuğun özel yeteneklerine odaklanmak yerine, engel durumuna daha fazla önem verdiği gözlemlenmiştir. Annenin, çocuğunun bu engelle başa çıkabilmesi için etkili yöntemleri bulmak amacıyla psikolog ve psikiyatrist desteğine başvurduğu belirlenmiştir. Aynı zamanda, annenin çocuğunun akademik başarıda zorlandığı derslerde ek ders aldırıldığı, okul rehberlik servisi ve öğretmenlerle düzenli iletişim kurduğu tespit edilmiştir. Bu durum, özellikle annenin çocuk eğitimi konusundaki yüksek eğitim düzeyi ve bu alanda akademisyen olarak çalışması nedeniyle, ebeveyn müdahalelerini daha etkin hale getirmiş olabilir. Bu noktada, literatür incelendiğinde, iki kere farklı özelliklere sahip çocukların ebeveynlerinin, çocuklarının özel yetenekleri ve engel durumları nedeniyle benzersiz zorluklarla karşılaşabileceği görülmektedir. Özellikle iki kere özel olan çocukların potansiyellerinin desteklenmesi önemlidir. Bu aşamada Neumeister (2023) tarafından yapılan araştırmada da aile, öğretmen ve toplumun bir arada çalışması ve gerekli müdahalelerin birlikte uygulanması gerektiğinin altını çizmiştir. Bu arada bu özellikte olan öğrencilerin sadece akademik başarı haricinde sosyal ve duygusal anlamda da desteklenmesi gerektiğini belirtmiştir.

Bu çalışmada iki kere farklı özelliklere sahip çocukların, özellikle annenin bekar bir ebeveyn olması ve çocuk sayısının fazla olması gibi faktörlerle ev ortamında gereken müdahalelere yeterince zaman ayıramama riskiyle karşı karşıya kaldıkları görülmektedir. Bu durumda, annenin destekleri genellikle dışarıdan uzman kişilerden gelmektedir. Trail (2010), bu tür öğrenciler için hem okulda hem de evde besleyici bir ortam sağlamanın, öğrencilerin sadece akademik başarılarını değil, aynı zamanda sosyal ve duygusal gelişimlerini olumlu yönde etkileyebileceğine dikkat çekmektedir. Eğer bu besleyici ortamlar oluşturulamazsa, öğrencilerin yüksek performans sergileme potansiyellerinin zorlanabileceği ve hatta sosyal duygusal sorunlarla karşılaşabileceği öne sürülmüştür. Bu bağlamda hem okul hem de ev ortamında destekleyici bir atmosferin sağlanması, çocukların özel yeteneklerini en üst düzeye çıkarmalarına yardımcı olabilir. Bu noktada, ebeveynlerin ve çocuğun kendisinin, uzmanlar ve öğretmenlerle iş birliği içinde çalışarak bu destek ortamını oluşturması önemli bir faktördür. Bu

çaba, çocuğun sadece akademik başarısını değil, aynı zamanda genel refahını da olumlu yönde etkileyebilir.

Annenin, özellikle çocuğun ilgi duyduğu veya sevdiği alanlara destek sağladığı gözlemlenmektedir. Örneğin, çocuğun futbola olan ilgisini fark edip bu alanda destek olması, olumlu bir davranış olarak değerlendirilebilir. Bu yaklaşım, çocuğun özel yeteneklerini destekleyerek onun gelişimine katkı sağlamayı amaçlamaktadır. Baum vd. (2014) ile Yssel vd. (2010) tarafından yapılan çalışmalarda, iki kere farklı öğrencilerin öğretmenler tarafından güçlü yönlerinin ortaya çıkarılmasının önemine vurgu yapılmıştır. Bu güçlü yönlerin belirlenmesi ve bu alanlara yönelik destek ve başa çıkma stratejilerinin sunulması, öğrencilerin özel yeteneklerini daha etkili bir şekilde ortaya koymalarına yardımcı olabilir. Bu sayede, öğrencilerin akademik başarılarının artabileceği ifade edilmiştir. Çalışma sonucunda şu önerilerde bulunulabilir:

❖ İki kere farklı çocuğa sahip olan ebeveynler, çocuklarının özel yeteneklerini ve engel durumlarını iyi tanımalı ve anlamalıdır. Sadece engel durumlarına değil, aynı zamanda özel yeteneklerine de odaklanmalı ve bu alanları desteklemelidirler.

❖ Bu çalışmada yüksek öğrenim düzeyine sahip ebeveynlerle çalışılmıştır. Ancak, orta ve alt öğrenim düzeyine sahip ebeveynlerin de olduğu düşünülerek, bu konuda daha fazla bilgi ebeveynlere ve öğretmenlere sunulmalıdır.

❖ İki kere farklılığı anlamada uzmanlaşmış profesyonellerin yetiştirilmesine öncelik verilmelidir.

❖ İki kere farklılık gösteren çocuklar için okulda ve evde destekleyici ortamlar düzenlenmelidir.

❖ İki kere farklı çocuğa sahip ebeveynlere odaklanan organizasyonların sayısı artırılmalı, hatta mümkünse çevrimiçi topluluklarla çalışmalar gerçekleştirilmeli veya uzmanlar tarafından düzenlenen konferanslar ve atölyeler düzenlenmelidir.

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Temel Yeterlilik Testi (TYT) Yer Alan Biyoloji Bölümüne Ait Soruların Değerlendirilmesi (2020- 2024)

Yağmur Suzan Sönmez

Girne Amerikan Üniversitesi, Eğitim Fakültesi, K.K.T.C
suzansonmez@gau.edu.tr, Orcid No: 0009-0009-5417-4245

Özet

Üniversite giriş sınavları Türkiye’de yılda bir kez yapılmaktadır. Bu sınav sonucuna göre öğrenciler okuyacakları programlara yerleştirilmektedir. Sınav, temel yeterlilik testi (TYT), alan yeterlilik testleri (AYT) ve yabancı dil testi (YDT) olmak üzere üç aşamada gerçekleştirilmektedir. TYT sınavı diğer iki sınava girebilmenin ön koşuludur. TYT testinde fen, matematik, sosyal bilimler ve Türkçe olmak üzere 120 soru vardır. TYT’nin fen bölümüne ait kısım 20 sorudan oluşmakta olup 6 sorusu da biyoloji alanına aittir. Biyoloji gibi önemli bir dersin sorularının değerlendirilmesi, programla uygunluğunun belirlenmesi ve buna yönelik yapılmış çalışmaların değerlendirilmesi alana katkı sağlayacaktır. Bu çalışmanın amacı 2020-2024 yılları arasında üniversite giriş sınavının ilk basamağı olan temel yeterlilik testinde çıkmış olan biyoloji sorularının Bloom’un sınıflandırılması düzeyine göre değerlendirmek, soruların ortaöğretim biyoloji öğretim programına uygunluğunu belirlemek ve bu alana yönelik yapılmış çalışmaları değerlendirmektir. Bu çalışma için bilimsel çalışmalarda kullanılan doküman analizi tekniği kullanılmıştır. Bu amaç kapsamında son beş yıllık süreçte sorulan 30 biyoloji sorusu değerlendirmeye alınmıştır. Milli Eğitim Bakanlığı’nın 2018 ve 2024 yıllarına ait biyoloji öğretim programı incelenmiştir. YÖK TEZ veri tabanından ulaşımı sağlanan alana yönelik yapılmış tezler incelenmiştir. Çalışma süreci sona erdiğinde testte yer alan soruların her yıl aynı düzeyde sorulduğu ve bu düzeylerin alt düzeyde olduğu (anlama ve kavramsal), üst düzey düşünme biçimine yönelik soruların olmadığı tespit edilmiştir. Ortaöğretim biyoloji öğretim programında yer alan kazanımlarla testte yer alan soruların uyumu açısından yapılan değerlendirmede ise ortaöğretim biyoloji öğretim programında yer alan kazanımlarla testte yer alan soruların paralel olduğu belirlenmiştir. Üniversite sınavında yer alan biyoloji sorularının değerlendirilmesine yönelik yapılan çalışmalara bakıldığında ise az sayıda çalışmanın yapıldığı anlaşılmıştır. Öneri olarak: temel yeterlilik testinde yer alan biyoloji soruların sayısı artırılmalıdır. Testte Bloom’un sınıflandırmasının her düzeyine uygun olacak şekilde sorulara yer verilmelidir. Biyoloji sorularının değerlendirilmesine yönelik daha fazla akademik çalışma yapılmalıdır.

Anahtar Kelimeler: Temel Yeterlilik Testi, Biyoloji Soruları, Biyoloji Öğretim Programı, Bloom Sınıflandırması.

Evaluation of Biology Questions in the Basic Proficiency Test (TYT) (2020-2024)

Abstract

University entrance exams are held once a year in turkey. based on the results of this exam, students are placed into the programs they will study. The exam consists of three stages: the basic proficiency test (TYT), field proficiency tests (AYT), and the foreign language test (YDT). the tyt exam is a prerequisite for taking the other two exams. the tyt test consists of 120 questions covering science, mathematics, social sciences, and turkish. the science section of tyt includes 20 questions, six of which belong to the field of biology. evaluating the questions of an important subject like biology, determining their alignment with the curriculum and assessing the studies conducted in this field will contribute to the area. The aim of this study is to evaluate the biology questions in the first stage of the university entrance exam, the basic proficiency test, between 2020 and 2024 based on Bloom's taxonomy, determine their compatibility with the secondary school biology curriculum and assess the studies conducted in this field. for this study, the document analysis technique, which is commonly used in scientific research, was employed. within this scope, 30 biology questions asked in the last five years were analyzed. The 2018 and 2024 biology curricula of the ministry of national education were examined. additionally, theses related to the field and accessed from the council of higher education (YÖK) thesis database were reviewed. at the end of the study, it was determined that the questions in the test were asked at the same level each year and that these levels were lower-order thinking skills (understanding and conceptual). It was also found that there were no questions targeting higher-order thinking skills. in the evaluation of the alignment between the learning outcomes in the secondary school biology curriculum and the questions in the test, it was determined that the test questions were parallel to the curriculum outcomes. when examining studies related to the evaluation of biology questions in the university entrance exam, it was observed that only a few studies had been conducted. recommendations: the number of biology questions in the basic proficiency test should be increased.the test should include questions covering all levels of bloom's taxonomy. more academic studies should be conducted on the evaluation of biology questions.

Keywords: Basic Proficiency Test, Biology Questions, Biology Curriculum, Bloom's Taxonomy.

Giriş

Eğitim, bireyi terbiye etme işidir. Eğitim bireyin toplum içinde yaşamı için gerekli olan beceri, yetenek ve bilginin kişiye kazandırılmasıdır (TDK Sözlüğü, 2025). Eğitim, kişinin kendi hayatı yolu ile davranışlarını değiştirmesidir. Eğitim, formal veya informal olabilir. Formal eğitim, yaygın ve örgün eğitim olarak ayrılır. Yaygın eğitim, örgün eğitimimi desteklemek amacı ile ortaya çıkmıştır. Örgün eğitim ise yaş sınırlaması olan, planlı yapılan, okullarda gerçekleşen eğitimidir (Bilgi, 2025). Eğitim insana kendinde doğuştan var olan ve gizli potansiyel olarak görülen yeteneklerin ortaya çıkmasına neden olur. İnsanlar, eğitim aldıkları süre zarfında kendi yeteneklerini de göstermek için fırsatların var olup olmadıklarına bakarlar. Formal denilen resmi eğitim sürecinin her kademesinde kişi tüm yönleri ile gelişim içindedir. Bu yönler bilişsel, psikomotor ve duyuşsal olabileceği sanatsalda olabilir. Bilişsel yani zihne yönelik eğitim yapılması kişinin genel yeteneklerini artırır. Bilişsel yönelik eğitim aynı zaman da insanların mevcut durumu kavramasına ve bilgiyi öğrenmesine katkı sağlar (Sapancı, 2010). Eğitimin ana amacı bireyi yaşadığı çevre ile uyumlu bir birey olarak eğitmektir. Eğitim insanlara değerler öğretmek milli birliğin oluşturmalarını sağlar. İyi bir eğitim olan ülkeler, kalkınmış ülkeler statüsüne çıkabilmektedirler (Altıok, 2006). Türk Milli Eğitim Temel Kanunu'nda (1739 sayılı kanun, 1973 tarihli) Türk milli eğitimine ait hedefler ve ilkeler yer almaktadır. Genel hedeflerde: Vatana ve millete bağlı, Atatürk ilke ve inkılaplarını benimsemiş, ruh, beden ve zihin olarak gelişmiş, ilgi ve yeteneklerine uygun bir mesleği kazanmış bireyler yetiştirmek vardır. Özel hedeflerde ise, okulların amaçları vardır. Kanunların ikinci kısmında yer alan eğitimin temel ilkelerinde ise 14 adet ilkeye yer verildiği görülmektedir. Bu ilkeler sırası ile şu şekildedir. Genellik ve eşitlik, ferdin ve toplumun ihtiyaçları, yöneltme, eğitim hakkı, fırsat ve imkân eşitliği, süreklilik, Atatürk İnkılap ve ilkeleri ve Atatürk milliyetçiliği, demokrasi eğitimi, laiklik, bilimsellik, planlılık, karma eğitim, eğitim kampüsleri ve okul ile ailenin iş birliği, her yerde eğitim (METK, 2025). Eğitim aslında insanın doğu ile başlayıp ölene kadar devam eden bir sürecini belirten bir kavramdır. Eğitim işi en başta aile ve çevrede olurken sonrasında da formal olan okullarda bir müfredat dahilinde yapılmaktadır. Okullarda müfredatın takip edilmesi ile yapılan planlı eğitime öğretim denmektedir. Öğrenme kavramı ise öğretme kavramı ile oldukça yakın bir ilişki içindedir. Okullarda yapılan öğretme işi öğrenci üzerinde davranış değişikliği yapması beklenir. Öğrenci de meydana gelen davranış değişimi öğrenme olarak tarif edilebilir. Öğrenme ya okullarda gibi planlı süreçler ile kazanılabilir ya da gelişigüzel olarak bilinen rastgelede olabilir (Aykaç, 2018).

Bloom Taksonomisi

Taksonomi, Fransız bir sözcük olan *taxonomie* sözcüğünden dilimize girmiştir. *Taxonomie* sözcüğünün sınıflandırma anlamı vardır (Türk Dil Kurumu Sözlüğü, 2025). Taksonomi, eğitimde ulaşılması planlanan hedeflerin belirli bir sıra içinde sıralanması demektir. Örneğin hedeflerin basitten zora, somuttan soyuta, bilinenden bilinmeyene doğru sıralanması gibi. Hedeflerin aşamalı bir şekilde, ön koşul niteliğinde sıralanması olayıdır (Özkol, 2025). Taksonomi sözcüğü daha önce bitki ve hayvanların kategorisel şekilde sıralanması olarak ifade ediliyor olmasına rağmen, 1956 yılında Bloom ve arkadaşlarının eğitim bilimleri ile alakalı yaptığı sınıflandırmada da taksonomi kelimesi kullanılmıştır. Böylece taksonomi ayrı bir alanda ve başka bir anlamda kullanılmaya başlanmıştır (Göktepeoğlu, 2025).

Bloom Taksonomisi ise, öğrenme veya eğitime ilişkin hedeflerin sınıflandırıldığı bir taksonomidir. Bu sınıflandırma 1956 yılında Bloom tarafından oluşturulmuştur. Bloom, öğrenmeye ilişkin hedefleri tek boyutta ve altı aşamadan oluşan bir sistematığın içine koymuştur. Bu hedef sıralaması alttan üste doğru sıralandığında, bilgi seviyesi ile başlayıp, kavrama, uygulama, analiz, sentez ile devam edip değerlendirme ile bitmektedir. Bloom'un sistematığında hedeflerin sıralamasında ön koşullu bir hiyerarşik bir durum vardır. Alt basamaktaki nitelikleri kazanmayanların üstteki seviyelere çıkması mümkün değildir (Ergüleç, 2024). Bloom'un aşamalı olarak hedefleri sıralaması hedeflere ulaşıp ulaşılmadığını belirlemede oldukça kolaylık sağlar. Ayrıca hedefler arasındaki tutarlılık ve ders malzemelerinin oluşturulup, değerlendirilmesine de katkı sağlar (Açar, 2024). Hedeflerin alanları ise üç tane olarak verilmektedir. Bunlar, devinışsel, duyuşsal ve bilişsel alanlardır. Bilişsel alan ilk hedef alanı olarak verilmiş olup 1956 yılında ortaya çıkmıştır. Bu alanın oluşturucusu Bloom'dur. Diğer iki alan olan duyuşsal ve psikomotor hedeflerin taksonomisini de Krathwohl (Duyuşsal) ve Grobman (psikomotor) oluşturmuştur (Kanber, 2024).

Bloom'un sistematığı ve sistematik basamaklarının açıklamaları aşağıda verilmiştir.

Tablo 1. Bloom Sistematığının İlk Oluşturulmuş Haline İlişkin Basamak Düzeyleri ve Açıklamaları Akdal, 2024)

	Basamak	Basamağa ilişkin açıklama
	Bilgi	Burada bilgiler hatırlanır, ezberlenir, tanınır.
	Kavrama	Burada kişi, bilgiyi kendine göre yorumlar, özetler, gruplar, grafiğe döker. Kişi bilgiyi anlamış ve özümsemiştir.
Alt Düzey Basamak	Uygulama	Kişi bilgiyi değiştirir, yeniden oluşturur. Öğrenilen bilgi uygulamada da kullanılır. Problem çözme, hesaplama, pratik yapma bu basamakta vardır.
	Analiz	Bu basamakta kişi bilgileri bütünden parçalara ayırır. Bilgileri parçalar, aralarındaki ilişkileri ortaya koyar ve analiz

Üst düzey Basamak	Sentez Değerlendirme	eder. Olaylar veya durumlar arasındaki benzerlik ve farklılıkları ortaya koyar. Parçaları bir araya getirip orijinal bir bütünlük oluşturmak, meydana getirmek gibi süreçleri ifade eder. En son basamaktır. Eleştirme, değerlendirme (karar verme), sorgulama, kritiğini yapma gibi üst düzey bir hedef alanıdır.

Tablo 1.'de Bloom sistematığının klasik olarak bilinen ilk hali ve açıklamalarına yer verilmiştir. Alt düzeyde 3 ve üst düzeyde 3 olmak üzere 6 seviye olduğu görülmektedir. Bilgi, Kavrama ve uygulama alt basamak olarak görülürken, analiz, sentez ve değerlendirme seviyeleri üst düzey olarak kabul görmektedir.

Bloom'un Yenilenmiş Taksonomisi

Bloom'un 1956 yılında yapmış olduğu bilişsel taksonomi yaklaşık 39 yıl sonra öğrencileri olan Krathwohl ve Anderson tarafından tekrar yapılandırılmıştır. Yenilenmiş olan taksonomide ilk halinde yapılmamış olan iki boyut eklenmiştir. Bunlar: bilişsel süreç ve bilgi boyutlarıdır. Bilgi boyutunda, kazanım olarak bilinen hedeflerin ihtivasına yer verilirken; bilişsel süreç olarak adlandırılan boyutunda ise hedef veya kazanımların nasıl elde edildiği bilgisi vardır. Bundan dolayı öğrencilerin bilgisi değerlendirildiğinde söz konusu iki boyunda sürecin içine dahil edilmesi yenilenmiş taksonomi ile mümkün olmaktadır (Ünsal, 2024).

Tablo 2. Yenilenmiş Bloom Taksonomisindeki Boyutlar ve Boyutların İçeriği (Elhakan, 2024).

Bilgi	Bilişsel süreç
Olgusal (terim, kavramlar vb. bilgisi)	Hatırlama (bilginin geri getirilerek, anımsanmanın sağlanması)
Kavramsal (genelleme, modelleme, ilke ve teorilerin bilgisi)	Anlama (öteleme, yorum yapma, sonuç çıkarma, sınıflama, örnek verme vb.)
İşlemsel (teknik kullanma becerisi, yöntem bilgisi vb.)	Uygulama (yapmak, oluşturmak, problemi çözmek)
Biliş Ötesi (bireyin kendine ilişkin bilgisi)	Çözümleme (parçalamak, ayırtırmak, analiz etmek, irdelemek)
	Değerlendirme (karar vermek, denetlemek, kritik etmek, eleştirmek)
	Yaratma (ürün ortaya koymak, orjinallik, oluşturma, birleştirme)

Tablo 2'de yenilenmiş Bloom Taksonomisine yer verilmiştir. Tablo 2'de yenilenen sınıflandırmanın 2 boyut içerdiği görülmektedir. Birinci boyutu bilgi ögesini oluşturmaktadır. Bilgi ögesinde bilgini ne olduğuna cevap veriliyor. Bilgi ögesinde bilgi olgusal, kavramsal, işlemsel, biliş üstü olarak 4 türe ayrılmaktadır. İkinci boyutta ise bilişsel süreçler yer almaktadır. Bu ögede

bilgilerin türlerine göre nasıl işlendiğinin bilgisi verilmektedir. Bilişsel boyutta 6 katman vardır. Her katman arasında bir sıralılık olduğu görülmektedir. Bilişsel süreç sistematüğinde en altta hatırlama seviyesi varken, en üstte yaratma seviyesi vardır.

Anderson ve Krathwohl'un ortaya koyduğu yeni versiyon (2001) özellikle temel eğitim ve liseler seviyesinde hedeflere ulaşmak için önerilmektedir. Eski taksonominin basamakları isim olarak verilirken, yeni versiyonda basamaklar fiiller ile ifade edilmiştir. Eski sistematiğe basamakların üstün körü geçildiği görüşü hakimdir. Özellikle en alt basamağın oldukça hafif geçildiği, üst düzey basamakların ise yeterince ele alınmadığı kabulü olmuştur. Bundan dolayı Anderson ve Krathwohl'un oluşturduğu sistematiğe hatırlama basamağı detaylandırılmıştır. Değerlendirme ve yaratma basamağı yer değiştirmiştir. (Çolak, 2024).

Bloom'un sistematüğü ve sistematik basamaklarının açıklamaları aşağıda verilmiştir.

Tablo 3. Yenilenmiş ve İlk Ortaya Çıkan Bloom Sistematiğinin Karşılaştırılması (Sayılır, 2023).

Eski versiyon	Bilgi	Kavrama	Uygulama	Analiz	Sentez	Değerlendirme
Yeni versiyon	Hatırlama	Anlama	Uygulama	Çözümleme	Değerlendirme	Yaratma

Tablo 3'te Bloom sistematiğinin iki farklı versiyonuna ait basamaklar verilmiştir. Her iki şekilde de altı tane basamak bulunmaktadır. Ancak sözcük olarak farklı ifadeler kullanılmıştır. Örneğin, eskideki bilgi yenide hatırlama olmuştur. Kavrama basamağı yenisinde anlama olmuştur. Analiz, Çözümleme olmuştur. Son olarak, sentezin yerini yenisinde değerlendirme alırken, değerlendirmenin yerini yeni şekilde yaratma almıştır.

Temel Yeterlilik Sınavı

Türkiye'de üniversite okumak için girilmesi gereken sınav YKS olarak kısaltılan Yüksek öğretim kurumlarına giriş sınavıdır. YKS, 3 oturumdan oluşmaktadır. Bu oturumlar sırasıyla: Temel Yeterlilik Testi (TYT), Alan Yeterlilik Testleri (AYT) ve Dil Testi (YDT) olarak verilebilir. TYT, diğer iki sınava girmek için tüm öğrencilerin katılması zorunlu olan ilk oturumdur. Sınav 165 dakika sürmektedir. Birinci oturum olan TYT kapsamında fen (20 soru), matematik (40 soru), sosyal (20 soru) ve Türkçe (40 soru) alanından sorular yer almaktadır. Fen testinde fizik (7 soru), kimya (7 soru) ve biyoloji (6 soru) alanına ait sorular sorulmaktadır.

Fen testinde temel kavramlar ve bunları uygulamaya koyma yeterliliğini ölçmeye yönelik sorular yer almaktadır (YKS Klavuzu, 2025).

Ölçme ve Değerlendirme

Ölçme işi hem günlük hayatta hem de eğitimde oldukça önemli bir yere sahiptir. İnsanlar çevrelerinde gördükleri olayları, durumları, nesneleri gözlemleyip, gözlem sonuçlarını sayılarla veya sembollerle ifade etmektedirler. Buna ölçme denir. Ölçme eyleminde nitelikler anlamaya ve ne kadar? Sorusuna cevap aranmaya çalışılır. Ölçülen özellikler arasında boy, kilo, zekâ, başarı, davranış vb. nitelikler sıralanabilir. İnsanlar ölçme eylemi sonrasında kararlar verirler. Bu karar verme işine de değerlendirme denir (Bayrak, 2024). Yani ölçme kişilerin uygun araç veya gereçlerle gözlemlenmesi ve elde edilen verilerin sembol kullanılarak belirtilmesidir. Değerlendirme ise ölçümlerden elde edilen veri veya sonuçlardan bir yargıya varmadır. Geleneksel değerlendirme yöntemleri kullanımları oldukça yaygın olan ve hemen hemen tüm kesimce bilinen kağıt kalem testi olarak ta bilinen yöntemlerdir. Alternatif olarak bilinen yöntemler ise geleneksel yöntemlerin içine dahil edilmeyen tüm yöntemlerdir (Söylemez, 2022). Geleneksel değerlendirme yöntemleri olarak doğru yanlış soruları, kısa cevaplı sorular, boşluk doldurmalı sorular, eşleştirmeli sorular, çoktan seçmeli sorular, uzun cevaplı sorular olarak ifade edilebilir. Çağdaş yaklaşım olarak kabul edilen, alternatif ölçme ve değerlendirme yaklaşımları olarak, rubrik veya dereceli puanlama anahtarı, kavram karikatürleri, öz değerlendirme, yapılandırılmış grid, portfolya veya ürün dosyası, kontrol listeleri, tanılayıcı dallanmış ağaç, performans değerlendirme, kavram haritası, akran ve grup değerlendirme, V diagramı, gözlemler vd. verilebilir (Aktaş, 2024). Geleneksel yöntemlerin ölçme ve değerlendirmede kullanılmasının bazı yararları vardır. Bu yararlar (Atasoy, 2022):

- Rahat, kolay ve ekonomiktir.
- Aynı anda çok sayıdaki öğrenciyi ölçmeye ve değerlendirmeye olanak sağlar.
- Özellikle merkezi sınavlarda standartlaşmış ham puanların kıyaslanmasına olanak verir.
- Özellikle öğrencilerin ölçülmek istenen özel alana ilişkin bilgilerini ortaya koyar.

Ölçme ve değerlendirme okuryazarlığı kavramı da ölçme ve değerlendirmenin iyi yapılmasında oldukça önem taşır. Özellikle öğretmenlerin okuryazarlığı çok önemlidir. Öğretmenin ölçme ve değerlendirme okur yazarı olması sadece öğrenci başarısının olumlu değerlendirmesini sağlamaz aynı zamanda eğitimin topyekûn kalitesini de artırır (Aylu, 2024).

Ortaöğretim Biyoloji Dersi Öğretim Programı

2024 yılında yayınlanmış olan biyoloji öğretim programlarında ana temalar ve ana temalara ilişkin kazanım sayıları aşağıdaki tabloda verilmiştir (müfredat.meb.gov.tr, 2025).

Tablo 4. Biyoloji Dersine İlişkin Sınıf Seviyesine Yönelik Ders Saati, Tema ve Çıktılarının Bilgisi (müfredat.meb.gov.tr, 2025).

Sınıf	Ders saati sayısı	Tema	Öğrenme çıktısı sayısı
12. sınıf	4	Üreme	12
12. sınıf	4	Gen	10
11. sınıf	4	Tepki	12
11. sınıf	4	Homeostazi	10
10. sınıf	2	Enerji	10
10. sınıf	2	Ekoloji	9
9. sınıf	2	Yaşam	7
9. sınıf	2	Organizasyon	8

Tablo 4’te sınıf düzeylerine ilişkin ders saati, tema ve öğrenme çıktılarının sayısına ilişkin bilgi verilmektedir. Tabloya göre 9. ve 10. Sınıfta 2 saat biyoloji dersi varken, 11. ve 12. Sınıfta 4 saat biyoloji dersi vardır. Alt sınıflarda biyoloji ders saatlerinin üst sınıflarla kıyaslandığında daha az saat biyoloji dersi aldıkları görülmektedir. Bu saatlerle paralel olarak öğrenme çıktısı sayısı da sınıf düzeyine göre farklılaşmaktadır. 9. Sınıfta 15, 10. Sınıfta 19, 11. ve 12.sınıfta 22 öğrenme çıktısının olduğu görülmektedir. İçerik olarak değerlendirildiğinde ise 12. Sınıfta üreme ve gen teması, 11. Sınıfta tepki ve homeostazi teması, 10. Sınıfta enerji ve ekoloji teması, 9.sınıfta ise yaşam ve organizasyon teması olduğu görülmektedir.

Üniversiteye Öğrenci Alımlarında Diğer Ülkelerin Sistemlerinin Değerlendirilmesi

Çin Devletinin Üniversite Giriş Sınavı ‘Gaokao’ Örneği

Türkiye’de yapılan YKS ile oldukça benzer olan Çin Devleti’nin yaptığı bir sınavdır. Gaokao adı verilen bu sınav her yıl haziran ayında yapılmaktadır. Sınava üniversite okumak isteyen herkes katılmak zorundadır. Çin’de üniversite okumanın şartı Gaokao sınavına girmektir. Yaş sınırlaması yoktur. Sınava yaklaşık 10 milyon öğrenci girmekte ve 9 saat kadar sürmektedir. Sınav 3 kısımdan oluşmaktadır. Birinci kısım herkesin yapmak durumunda olduğu testtir. Bu testte matematik, Çin dili ve yabancı dil alanına ilişkin sorular yer almaktadır. Sınavın ikinci kısmı sosyal bilimler diğeri ise doğa bilimleri alanlarıdır. Öğrenciler okuyacakları alana göre 2. veya 3. Alandan tercih yapabilirler. Sosyal bilimler kısmında coğrafya, tarih ve siyaset

konularında sorular sorulurken: doğa bilimleri kısmından fizik, biyoloji ve kimya konularından sorular sorulmaktadır (Wikipedia, 2025). Gaokao sınavı, 1977 yılından beri yapılmaktadır. Sınav ülkede oldukça zor ve kazanılması gereken bir sınav olarak görülmektedir. Bundan dolayı öğrenciler yoğun bir baskı ve stres altındadır (Pires, 2019). Gaokao sınavında, 40 ile 50 arasında soru sorulmaktadır. Sorular, genellikle ekoloji, biyoteknoloji, evrim, kalıtım, ekosistem, hücrenin yapısı ve fonksiyonları, insan fizyolojisi, makromoleküller, sağlık, moleküler biyoloji, üreme, gelişme, verilerin yorumlanması konuları hakkındır. Sorular çoktan seçmeli denilen test olabileceği gibi klasik olarak bilinen yazılı tarzı sorularda olabilir. (Testmocs, 2025).

Güney Kore Devlet Sınavı: CSAT

Her yıl kasım ayı içinde Güney Kore’li öğrenciler yaklaşık 8 saat süren bir sınava giriyorlar. Bu sınava CSAT deniyor. Bu yıl yaklaşık 600 bin kişi sınava girmiştir. Sınav oldukça zor ve streslidir. Sınav günü neredeyse tüm hayat duruyor. CSAT sınavı Kore’li çocuklar için bir hayat kalım meselesidir (Moon, 2025). Sınavda Kore dili, matematik, İngiliz dili, Kore tarihi ve yabancı dil testi, fen testi, sosyal testi yer almaktadır (Vikipedia, 2025).

Japonya – National Center Test

NCT, Japonya’da üniversite okumak için girilen sınavın adıdır. Sınav, ocak ayı içinde yapılmaktadır. Sınav 2 gün sürmektedir. Birinci gün, tarih, coğrafya, vatandaşlık ve edebiyat sorularının sorulduğu testler uygulanmaktadır. İkinci gün ise fen (fizik, yerbilimleri, kimya, biyoloji) ve matematik testlerinin olduğu sınav yapılmaktadır (Vikipedia, 2025).

Singapur Üniversite Giriş Sınavı

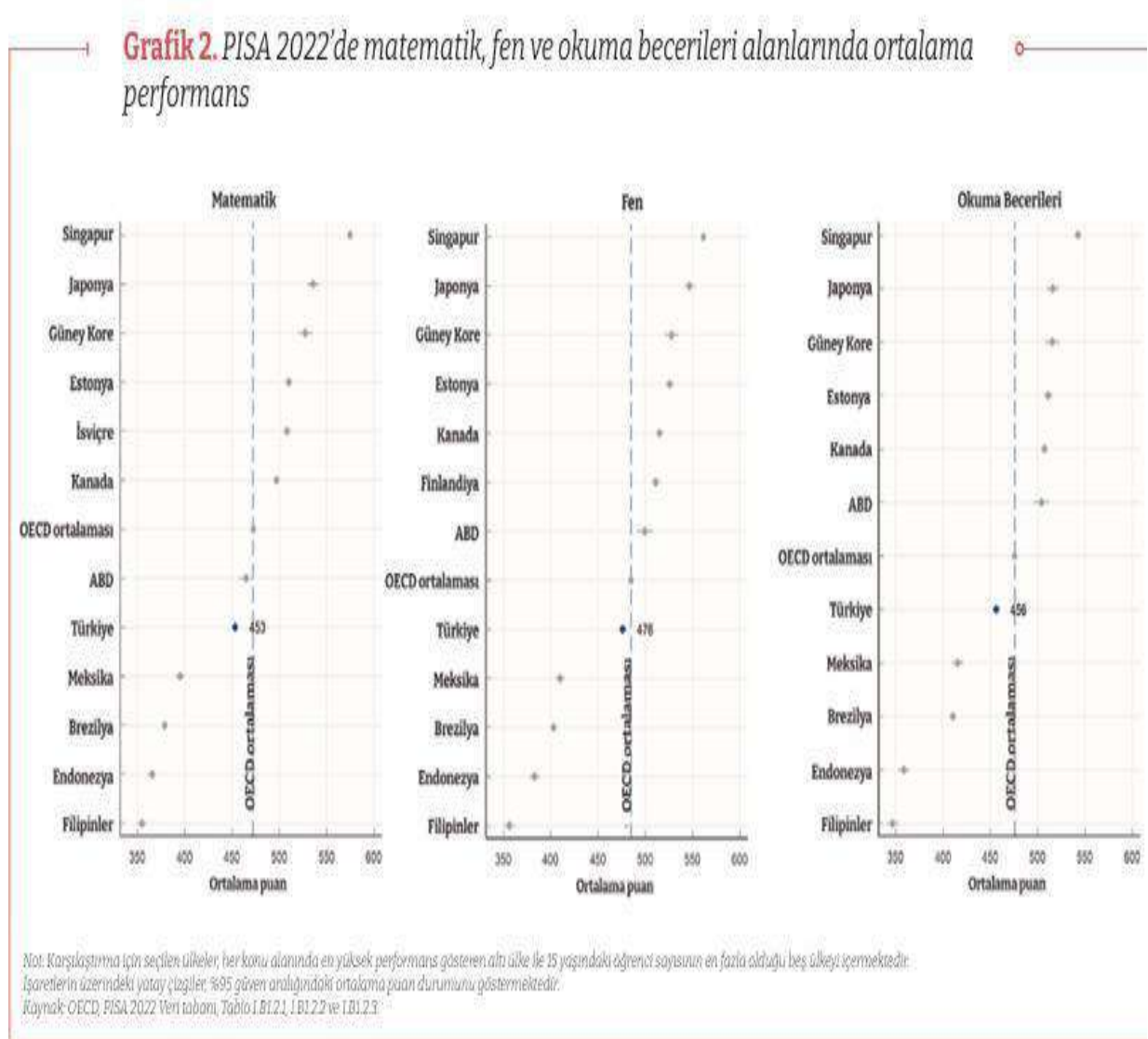
Singapur’da herhangi resmi bir üniversite sınavı gibi bir sınav yapılmamaktadır. Bunun yerine öğrencilerin geçmiş akademik başarıları değerlendirilir. Öğrenci Singapur vatandaşı ve 12 yıllık eğitimini tamamladıysa eski karneleri ile beraber üniversitelere bireysel başvuru yapabilmektedir (Office of Admissions, 2025).

PİSA Sınavlarında Türkiye’nin Durumu

PİSA, fen, matematik ve okuma alanındaki becerileri ortaya çıkaran bir testtir. Türkiye’de 2003 yılı itibari ile sınava girmektedir. Sınav 15 yaş grubunda olan öğrencilere uygulanmaktadır. Sınav her yıl değil, üç yılda bir yapılmaktadır. 2022 yılında yapılan PİSA sınavına 7250 öğrenci Türkiye’den katılmıştır. 2022 yılından 2012 yılına doğru geriye gidilirse Türkiye’nin

matematik ve fen testinde puanlarının sürekli artışı ancak okuma alanında herhangi bir ilerleme kaydetmediği ortaya konmuştur. PISA 2022 durumu 81 ülke bazında değerlendirildiğinde matematikte 39. Sırada, fende 34. Sırada ve okuma ile ilgili sınavlarda 36. Sırada olduğu görülmektedir (Türkiye Raporu, 2022).

Şema 1: PISA Sınavlarında Türkiye'nin Durumunu (Türkiye Raporu, 2022).



Şema 1. incelendiğinde 2022 PISA sınavlarında matematik, fen ve okuma alanında ilk üçe giren hep aynı ülkeler olmaktadır. Bu ülkeler sırasıyla Singapur, Japonya ve Güney Kore'dir (Türkiye Raporu, 2022).

Üniversite Sınavında Yer Alan Biyoloji Sorularına İlişkin Yapılmış Tez Çalışmaları

Manyas (2023) yaptığı tez çalışmasında 2012 yılından 2022 yılına (10 yıllık) kadar süreçte üniversite sınavında yer alan biyoloji sorularının Bloom sistematğine göre değerlendirmesini yapmıştır. Çalışmada doküman analizi olarak bilinen yöntem kullanılmıştır. Bu amaç için sınavda çıkmış olan 345 soruyu incelemiştir. Öncelikle soruların sınıflar düzeylerindeki konu dağılımına bakmış, programdaki yerini incelemiştir. Sonrasında tüm soruları teker teker Bloom sistematğinde hangi seviyede olduğunu belirlemiştir. Bunu yaparken de alan uzmanlarının fikrini almıştır. Çalışma sonunda sınavda yer alan soruların genellikle alt düzey denilen anlama da yoğunlaştığı üst düzey düşünme becerilerini ölçmeye yönelik soruların çok olmadığı sonucunu bildirmiştir. Çıkan soruların konu dağılımına bakıldığında üniversite sınavının ilk basacağı olan temel yeterlilik testinde hemen hemen her yıl konuların homojen olarak dağıldığı, ancak ikinci sınav olan alan yeterlilik testinde bu bunun farklılaştığı tespit edilmiştir. Alan yeterlilik testi kısmında soruların üniteler bazında dağılımının oldukça heterojen olmasına rağmen insan fizyolojisi ünitesinden yoğun soru sorulduğu tespit edilmiştir (Manyas, 2023).

Sülün (2002) yaptığı doktora tez çalışmasında üniversite sınavında yer alan biyoloji sorularının biyoloji programları ile olan paralelliğinin ve öğrencilerin biyoloji sorularına doğru cevap verememe sorununun nedenini incelemiştir. Bu çalışma için sınavlarda çıkmış biyoloji soruları konu, düzeye yıllara göre incelenmiştir. Türkiye’de uygulanan biyoloji programı başka memleketlerde uygulanan programlarla karşılaştırılmıştır. Biyoloji programı ile üniversitede çıkan biyoloji sorularının arasındaki ilişkiyi görmek amacıyla öğrenci ve öğretmenlerden (790 kişi) anketler aracılığı ile bilgi toplanmıştır. Çalışma bittiğinde ise programla sınavda çıkan soruların paralellik taşıdığı tespit edilmiştir. Anketlerden elde edilen görüşler değerlendirildiğinde öğretmen ve öğrencilerin sınava farklı anlamlar yükledikleri tespit edilmiştir (Sülün, 2002).

Akbulut (2001) yaptığı tez çalışmasında iki aşamalı bir çalışma yapmıştır. Çalışmanın birinci aşamasında dönemin biyoloji öğretmenliği müfredatı ile lise biyoloji müfredatını karşılaştırmıştır. İkinci aşamasında ise biyoloji öğretmenliği programı ile üniversite sınavında çıkan sınav sorularının paralelliğine bakılmıştır. Müfredat karşılaştırmasında bazı konularda içeriklerin benzer olduğu ancak bazı konularda benzerliğin olmadığı bilgisi verilmiştir. Üreme, çoğalma, hücre, ekoloji, sınıflandırma, yaşamın nasıl başladığı, dokular, lisede olan ayrıca biyoloji öğretmenliğinde detaylıca yer alan konular arasındadır. Ancak biyoteknoloji, sistemler ve genetik konusunda programlar arasında konuların verildiği içerik olarak birtakım farklılıklar

vardır. Özellikle lise programında yer alan bazı deneylerin biyoloji öğretmenliği programında yer almadığı bilgisine ulaşılmıştır. Üniversite sınavında sorulan biyoloji sorularına bakıldığında ise özellikle sistemler konusunda yoğunlaştığı bilgisi verilmiştir (Akbulut, 2001).

Parlak (2007) yaptığı tez çalışmasında üniversite sınavında yer alan soruların hangi konulardan sorulduğunu incelenmiştir. Üniversite sınavında sorulan biyoloji sorularının biyoloji müfredatında olup olmadığı değerlendirilmiştir. Ayrıca üniversitede sorulan sorulara öğrencilerin cevap verme konusunda zorlanmalarının sebebi araştırılmıştır. Bu amaç doğrultusunda 2000 yılından 2006 yılına kadar üniversite sınavında yer alan biyoloji soruları araştırmaya dahil edilmiştir. Öğrencilerin üniversite sınavında başarısızlık sebeplerini öğrenmek içinde araştırmacının uyguladığı anketler sonucunda bilgiler toplanmıştır. Örneklem olarak seçilen öğretmen (28 kişi) ve öğrencilerden (445 kişi) görüş alınmıştır. Çalışma sonunda ise sınavda yer alan biyoloji sorularının müfredat konularından yazıldığı belirlenmiştir. Anketlerden elde edilen görüşler değerlendirildiğinde ise öğrencilerin biyoloji dersinin kolay anlaşılır olmadığı görüşüne hâkim oldukları ortaya çıkmıştır (Parlak, 2007).

Köksal (2002) yaptığı tez çalışmasında 1998 yılından 2001 yılına kadar üniversite imtihanında sorulan biyoloji sınav sorularını değerlendirmiştir. Değerlendirme sürecinde çıkan soruların hangi konulardan sorulduğu (biyoloji öğretmenliği alanında uzman olan kişilere danışılmış), hangi bilişsel süreçleri ölçmeye yönelik olduğu (deneysel yöntemle belirlenmeye çalışılmış) ve öğrencilerin kız ya da erkek oluşlarının başarıyı nasıl etkilediği (bunun içinde kız ve erkek öğrenciler ayrı ayrı gruplandırılmış) üzerinde durulmuştur. Çalışma sonuçlandığında başarının kız ve erkekler arasında farklılaştığı, bilişsel süreçler olarak bakıldığında ise beklenen durumla benzer olduğu sonucuna erişilmiştir (Köksal, 2002).

Ozbay (2006) yaptığı tez çalışmasında bir devlet üniversitesinde eğitim fakültesinde okuyan öğrencilerin üniversite sınavında çıkan biyoloji sorulara verdikleri yanıtlara bakarak değerlendirme yapılmıştır. Bu çalışma için bir devlet üniversitesinin eğitim fakültesinde okumaya başlayan 1. Sınıf öğrencileri örneklem olarak seçilmiştir. 1999 yılı ile 2004 yılları arasında (5 yıllık) çıkan biyoloji soruları öğretmen olacak öğrencilere sorulmuştur. Bunun içinde 25 sorudan oluşan başarı ölçeği uygulanmıştır. 25 sorunun tamamı üniversitede çıkan sorulardan oluşmaktadır. Çalışma sonunda üniversite sınav sonuçları, okunulan alan, kardeşlerinin sayısı ve maddi durum gibi değişkenlere göre başarının farklılaştığı sonucuna varılmıştır. Ancak cinsiyet, geline yerleşim yeri ve okudukları lise vb. değişkenlere göre başarıları arasında bir fark görülememiştir (Ozbay, 2006).

Tosun (2005) yılında yaptığı tez çalışmasında üniversitede biyoloji alanında çıkan kavramların öğretiminde bazı materyaller geliştirilmiştir (Tosun, 2005).

Koyuncu (2011) yaptığı tez çalışmasında üniversite sınavlarında çıkan biyoloji sorularının güvenilirlik düzeylerini belirlemeye çalışmıştır. 2006 yılından başlayarak 2007 ve 2008 yılına ait biyoloji soruları incelenmeye alınmıştır. Çalışma bittiğinde ise soruların temel düzeyde bilgileri ortaya çıkarmaya yönelik olduğu, üst düzey düşünmeyle alakalı bir sorunun sorulmadığı anlaşılmıştır. Kızların biyoloji doğru sayıları, erkek öğrencilerden yüksektir. Ayrıca yaşlar arasında farklılıklar bulunmuştur. Yaşları daha genç olanların yaşları daha büyük olanlara göre sorulara doğru cevap verme oranı daha düşük çıkmıştır. Kimya sorularına doğru cevap verenlerin biyoloji sorularına da doğru cevap verdikleri belirlenmiştir. İncelenen üç yılda da testlerin yapı geçerliliği düşük olarak ortaya çıkmıştır. Ayrıca testteki sorular arasında iç tutarlılığının oldukça düşük seviyede olduğu anlaşılmıştır (Koyuncu, 2011).

Sesli (2007) yaptığı tez çalışmasında okullarda görevli biyoloji öğretmenlerinin yaptıkları klasik sınavlarda sorulan sorular ile üniversite sınavında sorulan biyoloji sorularının karşılaştırılması Bloom'un basamakları açısından yapılmıştır. Çalışma için 1997 yılından 2006 yılına kadar üniversite sınavında sorulan biyoloji soruları değerlendirmeye alınmıştır. Bu çalışmanın yapılması için doküman yöntemi tercih edilmiştir. Çalışma iki aşamalıdır. Birinci aşamasını soru karşılaştırması oluştururken, ikinci aşamasını öğretmen görüşlerinin toplanması oluşturmaktadır. Birinci aşamada üniversite sınavında sorulmuş olan 124 biyoloji sorusu ile öğretmenlerin klasik sınavlarından alınmış olan 4659 biyoloji sorusu Bloom'un basamaklarına göre karşılaştırılmıştır. İkinci aşamaya gelindiğinde ise 10 tane 34 farklı kurumda görev yapan biyoloji öğretmenlerine sorular hakkındaki düşünceleri sorulmuştur. Araştırma bittiğinde ise klasik sınavların sorularının okul türüne göre Bloom basamağındaki sıralamasının da değiştiği belirlenmiştir. Örneğin, meslek lisesi öğrencilerine en alt basamak olan bilgi seviyesindeki sorular soruluyorken, fen liselerine ise Bloom'un en üstü olmayan ama ortalarda yer alan uygulama düzeyinde sorular sorulmuştur. Üniversite sorularının ise genelde Bloom basamaklarından uygulama noktasında olduğu belirlenmiştir. Ayrıca öğretmenlerin meslek lisesi ve genel liselerde sorulan biyoloji sorularının üniversite sınavı soruları ile benzerlik göstermemesine rağmen fen ve Anadolu liseleri ile biraz daha fazla benzerlik gösterdiği belirlenmiştir (Sesli, 2007).

Yöntem

Çalışmanın Örnekleme ve Modeli

Bu araştırma da bilimsel çalışmalarda kullanılan nitel çalışmalardan biri olarak bilinen doküman analizi tekniği kullanılmıştır. Çalışmada üniversite sınavının ilk kısmı olan temel yeterlilik bölümünde beş yılı içeren 2020- 2024 yılları arasında sorulmuş olan 30 biyoloji sorusu incelenmeye alınmış, soruların yenilenmiş biyoloji müfredatı ile uyumu ve Bloom'un hedefleri sıraladığı sistematığe göre değerlendirilmesi yapılmıştır. Son beş yıla ait olan temel yeterlilik testi sorularına erişim için ÖSYM'nin resmi sayfası olan osym.gov.tr adresinde yer alan sınavlar kısmı kullanılmıştır. Yenilenmiş biyoloji dersi öğretim programına (2024) Milli Eğitim Bakanlığı'nın Talim ve Terbiye Kurulu müfredat.gov.tr sitesinden erişim sağlanmıştır. Veri analizi yapmadan önce TYT biyoloji soruları (30 soru) ve Bloom'un hedef düzeyleri bilir kişi olarak 4 biyoloji öğretmeni ile görüşülerek fikirleri alınmıştır. Alana ilişkin yapılmış tez çalışmalara ise YÖK TEZ ana sayfası olan tez.yok.gov.tr sitesinden erişilmiştir.

Araştırmanın Problemi ve Alt Problemleri

Bu çalışmada amaç, 2020 yılından 2024 yıllarına kadar üniversite sınavlarının birinci oturumu olan temel yeterlilik sınavında sorulan biyoloji sorularının Bloom'un sınıflandırmasına göre hangi düzeyde olduğunu belirlemektir. Bu amaç kapsamında şu problem ve alt problemlere cevap aranmaya çalışılmıştır.

Ana Problem

2020 yılından 2024 yıllarına kadar üniversite sınavlarının birinci oturumu olan temel yeterlilik sınavında sorulan biyoloji sorularının Bloom'un sınıflandırmasına göre hangi düzeydedir.

Alt Problemler

TYT biyoloji soruları biyoloji öğretim programındaki hangi konularla ilgilidir?

TYT biyoloji sorularının Bloom taksonomisindeki yeri nedir?

Araştırma ile ilgili Sınırlılıklar

Çalışma 2020 ile 2024 yıllarını içeren 5 yıl ile sınırlıdır.

Çalışma TYT kapsamında sorulmuş olan biyoloji soruları ile sınırlıdır.

Araştırmanın Sayıtları

Bu çalışmada ele alınan 30 biyoloji sorusunun Bloom taksonomisine göre sınıflandırılmasının

genel olarak üniversite sınavının ilk kısmında sorulan soruların düzeyleri hakkında fikir vereceği varsayımı üzerinden yapılmıştır.

Verilerin Değerlendirilmesi

Verilerin değerlendirilmesi aşamasında 4 biyoloji öğretmeni ile görüşülerek fikirleri alınmıştır. Frekans grafiklerinin oluşturulmasında EXCEL Microsoft Office programı kullanılmıştır.

Etik Kurul Onayı

Bu makale çalışması sadece dokümanlar üzerinde incelemeler yapılarak gerçekleşmiştir. Canlı bir varlık üzerinde bir araştırma olmadığından dolayı etik kurul onayına gerek duyulmamıştır.

Bulgular

Çalışmanın bu kısmında Temel Yeterlilik Sınavı'nda yer alan biyoloji soruları Bloom'un hedef düzeylerine göre olan sınıflandırılmasına yönelik elde edilen bulgulara yer verilecektir.

Tablo 5. 2020- 2024 Yılları Arasında TYT Sınavında Yer Alan Biyoloji Sorularının Konu Dağılımı

Yıl	Konu Dağılımı
2024	Hücre (Çekirdek) , Organik Bileşik (Polimer), Canlılarda Sınıflama , Eşeysiz Üreme, X'e Bağlı Kalıtım, Besin Ağı
2023	Hücre (Koful), Organik Bileşik (Nişasta, Selüloz, Kitin), Canlılarda Sınıflama (Bakteri, Protista), Hücre Bölünmesi, Kalıtım, Besin Ağı.
2022	Hücre (Bitki Ve Hayvan Karşılaştırma), Hücre (Karaciğer), Mantar Canlı Sınıflaması, Bölünme (Bitki Hücreleri), X'e Bağlı Kalıtım, Ekosistem (Sürdürülebilirlik).
2021	Hücre (Hücre Zarı), Organik Bileşik (Trigliserit), Canlı Sınıflandırması, Mayoz Bölünme, X'e Bağlı Kalıtım, Besin Ağı.
2020	Hücre (Bitki Ve Hayvan Karşılaştırma), Organik Bileşikler (DNA), Canlı Sınıflandırması, Kalıtım, X'e Bağlı Kalıtım, Biyoçeşitlilik.

Tablo 5'te 2020 yılından 2024 yılına kadar 5 yıllık sınav sürecinde TYT biyoloji ile alakalı soruların konu dağılımları gösterilmektedir. Hücre, organik bileşik, besin ağı, taksonomi, X'e bağlı kalıtım, ekosistem gibi temaların her yıl sınavda olan konular arasında olduğu görülmektedir.

Temel Yeterlilik Sınavında Yer Alan Biyoloji Sorularına İlişkin Bulgular

Bu kısımda 2020- 2024 yılları arasında TYT sınavında yer alan biyoloji sorularının Bloom'un hedef düzeylerine göre yapılan sınıflandırılmasına ilişkin elde edilen bulgulara yer verilmiştir.

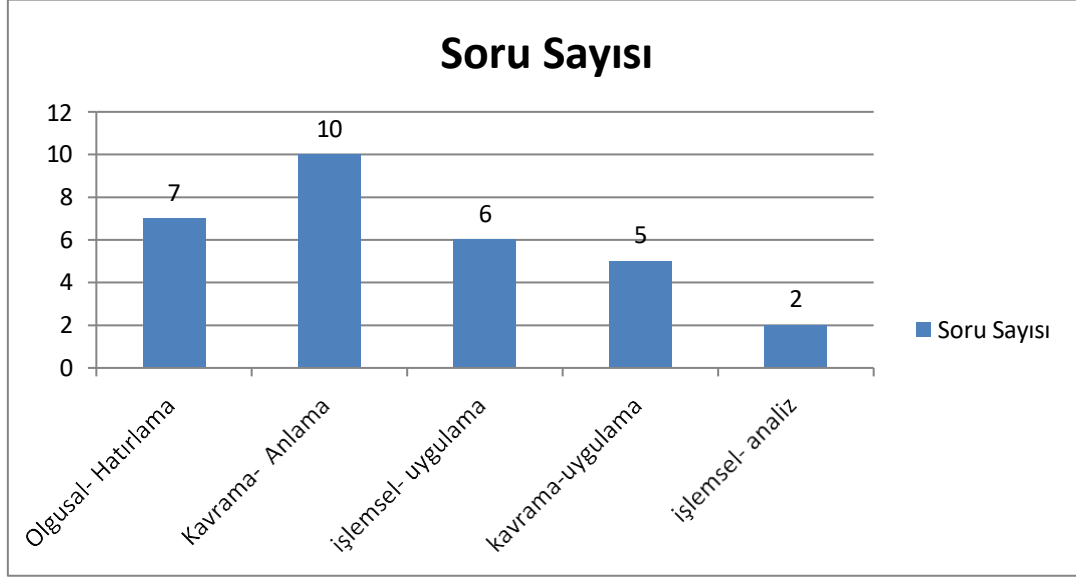
Tablo 6. 2020- 2024 Yılları Arasında TYT Sınavında Yer Alan Biyoloji Sorularının Bloom'un Hedef Düzeylerine Göre Dahil Olduğu Düzeyler

Yıl	Soru Sırası	Bilgi	Bilişsel Süreç
2024 TYT Soruları	15. Soru	Kavrama	Anlama
	16. Soru	Olgusal	Hatırlama
	17. Soru	Olgusal	Hatırlama
	18. Soru	Kavrama	Anlama
	19. Soru	İşlemsel	Uygulama
	20. Soru	İşlemsel	Uygulama
2023 TYT Soruları	15. Soru	Olgusal	Hatırlama
	16. Soru	Kavrama	Anlama
	17. Soru	Kavrama	Anlama
	18. Soru	İşlemsel	Uygulama
	19. Soru	İşlemsel	Uygulama
	20. Soru	Kavrama	Uygulama
2022 TYT Soruları	15. Soru	Kavramsal	Anlama
	16. Soru	Kavramsal	Anlama
	17. Soru	Kavramsal	Anlama
	18. Soru	Kavrama	Uygulama
	19. Soru	İşlemsel	Uygulama
	20. Soru	Kavramsal	Anlama
2021 TYT Soruları	15. Soru	Olgusal	Hatırlama
	16. Soru	Olgusal	Hatırlama
	17. Soru	Kavrama	Anlama
	18. Soru	İşlemsel	analiz
	19. Soru	İşlemsel	Uygulama
	20. Soru	Kavrama	Uygulama
2020 TYT Soruları	15. Soru	Kavrama	Anlama
	16. Soru	Olgusal	Hatırlama
	17. Soru	Olgusal	Hatırlama
	18. Soru	İşlemsel	Analiz
	19. Soru	İşlemsel	Uygulama
	20. Soru	Kavrama	Anlama

Tablo 6.'da 2020 yılında 2024 yılına kadar ki TYT biyoloji sorularının Bloom açısından hangi düzeye ait olduğu konusunda bilgi verilmiştir. Tablo 6'da en fazla anlama- hatırlama, sonra

uygulama, çok azda analiz seviyesinde soru sorulduğu görülmektedir. Yaratma ve değerlendirme basamağında herhangi bir soru yer almadığı görülmektedir.

Grafik. 1: Bloom'un Taksonomisi Sınıflandırmasına Göre Sorulan Biyoloji Sorularının Sayısı



Grafik 1.'de TYT sınavında yer alan biyoloji sorularının sayısına bakıldığında olgusal-hatırlama seviyesinde 7 soru, kavrama- anlama seviyesinde 10 soru, işlemsel- uygulama seviyesinde 6 soru, kavrama- uygulama seviyesinde 5 soru, işlemsel- analiz seviyesinde 2 soru sorulduğu görülmektedir. En fazla sorunun kavrama- anlama seviyesinde sorulduğu (10 soru), en az sorunun da işlemsel- analiz seviyesinde (2 soru) sorulduğu görülmektedir.

Biyoloji Sorularının Öğretim Programlarında Yer Alan Konularına Göre Dağılımı

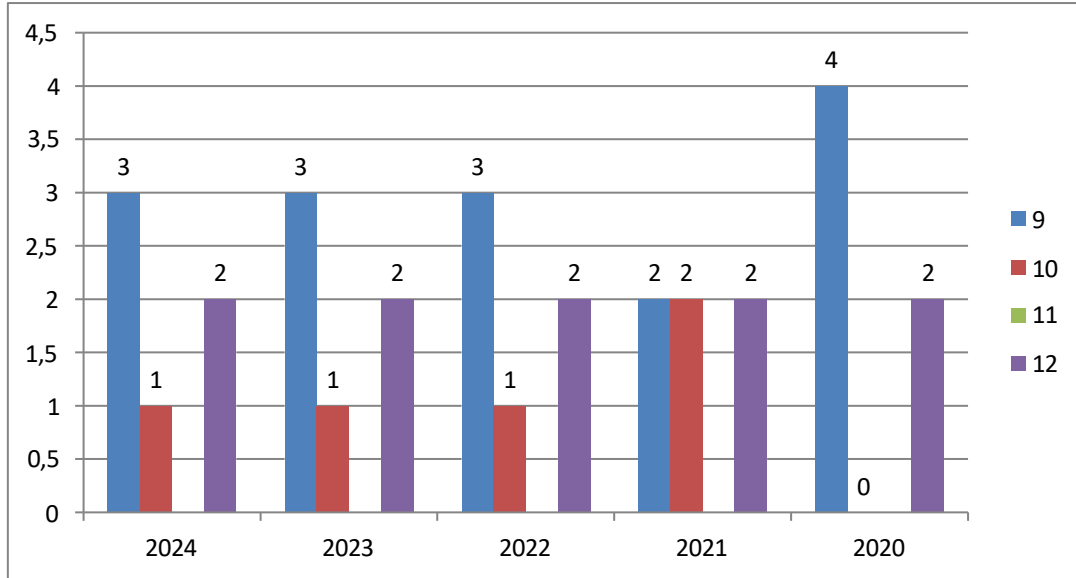
Tablo 7. TYT Biyoloji Sorularının Öğretim Programlarında Yer Alan Konularına Göre Dağılımı (2020- 2024).

Yıl	Soru Sırası	Sınıf Düzeyi	Konu
2024 TYT Soruları	15. Soru	9	Hücre ve organeller- çekirdek
	16. Soru	9	Organik bileşikler
	17. Soru	9	Canlıların sınıflandırılması
	18. Soru	12	Üreme- eşeysiz üreme
	19. Soru	12	Gen- hemofili
	20. Soru	10	Ekoloji- besin Ağı
2023 TYT Soruları	15. Soru	9	Hücre ve organeller- koful
	16. Soru	9	Organik bileşikler
	17. Soru	9	Canlıların sınıflandırılması- bakteri ve protista
	18. Soru	12	Üreme- mitoz bölünme

	19. Soru	12	Gen- renk körlüğü
	20. Soru	10	Ekoloji- besin Ağı
2022 TYT Soruları	15. Soru	9	Hücre ve organeller- bitki ve hayvan hücresi karşılaştırılması
	16. Soru	9	Hücre ve organeller- çekirdek
	17. Soru	9	Canlıların sınıflandırılması- Mantarlar
	18. Soru	12	Üreme- mitoz ve mayoz bölünme
	19. Soru	12	Gen-X'e bağlı kalıtım
	20. Soru	10	Ekoloji- Sürdürülebilirlik
2021 TYT Soruları	15. Soru	9	Hücre ve organeller-hücre zarı
	16. Soru	9	Organik bileşikler- trigliserit
	17. Soru	10	Ekoloji- hayvan türleri
	18. Soru	12	Üreme- mayoz bölünme
	19. Soru	12	Gen-X'e bağlı kalıtım
	20. Soru	10	Ekoloji- besin Ağı
2020 TYT Soruları	15. Soru	9	Hücre ve organeller- bitki ve hayvan hücresi fark
	16. Soru	9	Organik bileşikler-DNA
	17. Soru	9	Canlıların sınıflandırılması
	18. Soru	12	Gen
	19. Soru	12	Gen-X'e bağlı kalıtım
	20. Soru	9	Canlıların sınıflandırılması- biyoçeşitlilik

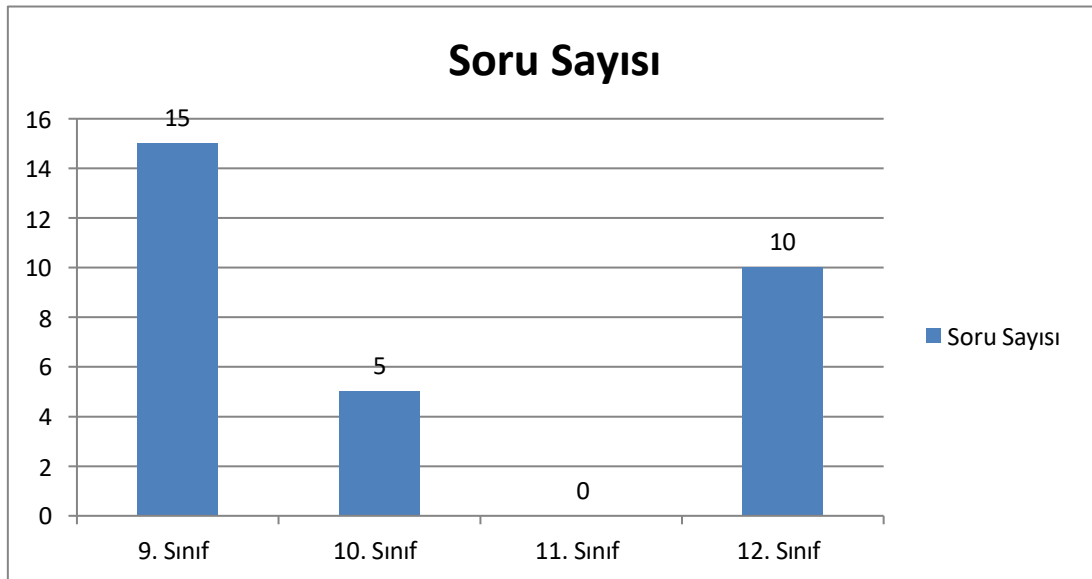
Tablo 7’de 2020 yılından 2024 yılına kadar TYT biyoloji sorularının hangi sınıf konularından seçildiğinin bilgisi verilmektedir. Tablo 7’de biyoloji sorularının 9. 10. ve 12. Sınıf temalarından seçildiği ve hemen hemen aynı konu etrafında homojen dağılım gösterecek şekilde konuların yer aldığı görülmektedir. Hücre, sınıflandırma, organik bileşikler 9. Sınıfın temaları iken, kalıtım ve üreme 12. Sınıf teması, çevre ile ilgili olan ekoloji 10. Sınıf temaları arasındadır. Tablo dikkatle incelendiğinde 11. Sınıfa ait temalara ilişkin bir örnek soru yer almadığı görülmektedir.

Grafik 2. Yıllara Göre Sınıf Düzeyinde Sorulan Biyoloji Soru Sayısı Dağılımı



Grafik 2’de yıllara göre sınıf düzeyinde sorulan biyoloji soru sayısı dağılımı verilmektedir. Grafikte 2024 yılında 9. Sınıfta 3 soru, 10 sınıfta 1 soru, 12. Sınıfta 2 soru sorulduğu; 2023 yılında 9. Sınıfta 3 soru, 10 sınıfta 1 soru, 12. Sınıfta 2 soru sorulduğu; 2022 yılında 9. Sınıfta 3 soru, 10 sınıfta 1 soru, 12. Sınıfta 2 soru sorulduğu; 2021 yılında 9. Sınıfta 2 soru, 10 sınıfta 2 soru, 12. Sınıfta 2 soru sorulduğu; 2020 yılında 9. Sınıfta 4 soru, 12. Sınıfta 2 soru sorulduğu görülmektedir.

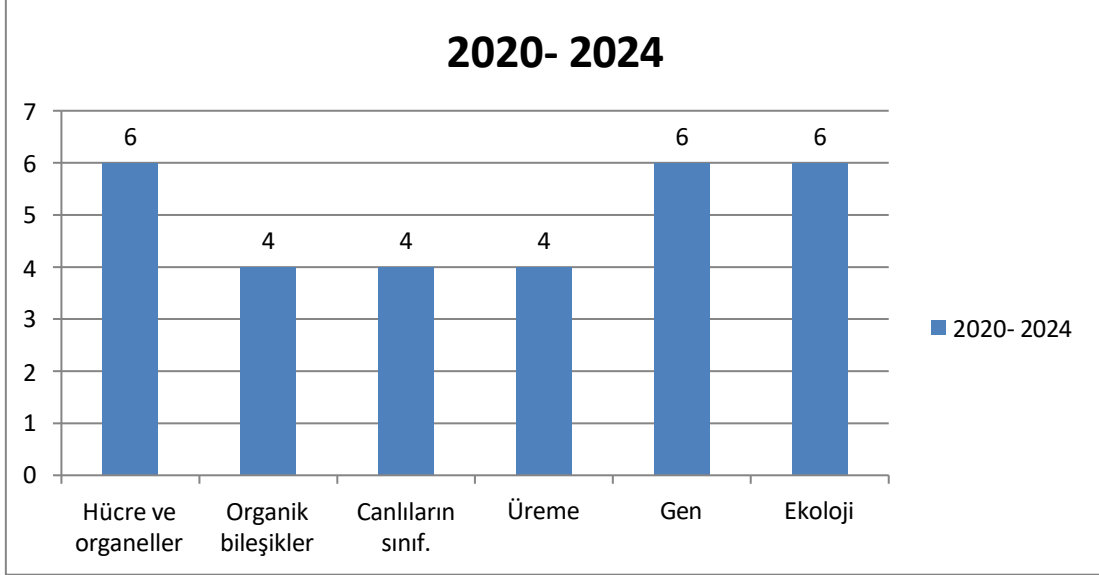
Grafik 3. Sınıf Düzeyine Göre Sorulan Biyoloji Soru Sayısı



Grafik 3’te sınıf düzeyine göre sorulan biyoloji soru sayısı verilmektedir. Grafikte 9. Sınıftan

15 soru, 10. Sınıftan 5 soru, 11. Sınıfta 0 soru, 12. Sınıftan ise 10 soru sorulduğu görülmektedir. En fazla sorunun 9. Sınıftan sorulduğunu (15 soru), 11. Sınıftan ise (0 soru) hiç soru sorulmadığı görülmektedir.

Grafik 4. Yıllara Göre Biyoloji Soruları Konu Dağılımı



Grafik 4'te TYT sınavında sorulan biyoloji sorularının hangi konularla ilişkili olduğu verilmektedir. Grafikte hücre ve organelleri ile alakalı 6 soru, organik bileşiklerle alakalı 4 soru, canlıların sınıflandırması ile ilgili 4 soru, üreme ile ilgili 4 soru, gen ile ilgili 6 soru ve ekoloji ile ilgili 6 soru sorulduğu görülmektedir.

Tartışma, Sonuç ve Öneriler

Bu bölümde Bloom taksonomisine göre biyoloji sorularının değerlendirilmesinden elde edilen sonuçlara, biyoloji sorularının hangi konu ve sınıf düzeyinde olduğuna ilişkin sonuçlara ve tüm bu sonuçların literatürde rastlanmış çalışmaların sonuçları ile karşılaştırıldığı tartışma ve en sonda ise sonuçlardan yola çıkılarak önerilere yer verilmiştir.

Bulgulardan yola çıkarak elde edilen sonuçlar ve ona ilişkin literatür sonuçları aşağıda maddeler halinde sunulmuştur.

- 2020- 2024 yılları arasında sorulan biyoloji sorularının hücre ve organelleri, organik bileşikler, canlıların sınıflandırması, üreme, gen ve ekoloji olmak üzere 6 konu etrafında toplandığı görülmektedir. Her yıl aynı konulardan aynı ağırlıkta soru sorulduğu

görülmektedir.

- TYT sınavında her yıl 6 tane biyoloji sorusu sorulmaktadır.
- Gaokao sınavında 40 ile 50 arasında soru sorulmaktadır. Soruların geneli anlama, uygulama ve analiz basamağında iken alt (bilgi seviyesi) ve üst düzeyde de sorulara (yaratma ve değerlendirme basamağı) yer verilmektedir.
- TYT biyoloji sorularının 9., 10. ve 12. Sınıf konularından olduğu belirlenmiştir. 11. Sınıftan hiçbir konuya rastlanmamıştır. Soru sayısı yoğunluğu açısından değerlendirildiğinde en fazla sorunun 9. Sınıf konuları ile alakalı olduğu, ardından 12. Sınıf konularından soru olduğu en az sorunun ise 10. Sınıftan sorulduğu belirlenmiştir. Bu sınıf düzeyindeki soru dağılımının yıllar içinde neredeyse homojen olarak devam ettiği belirlenmiştir.
- Soruların Bloom taksonomisine göre seviyeleri belirlendiğinde ise kavrama ve anlama düzeyinde en fazla sorunun yer aldığı (10 soru), işlemsel analiz düzeyinde ise en az düzeyde soru olduğu (2 soru) görülmektedir. Genel olarak soruların alt düzey düşünme becerisini ölçmeye yönelik olduğu, üst düzey düşünmeyi ölçmeye yönelik soruların olmadığı belirlenmiştir. Bu sonuç, Elhakan (2024) ve Manyas (2022) çalışmalarının sonuçları ile paralellik göstermektedir. Manyas (2022), 2012 yılından 2022 yılına kadar (10 yıllık süre) yapılmış üniversite sınavlarında çıkmış biyoloji sorularının Bloom sistematığına göre değerlendirmesini yapmıştır. Manyas (2022) yaptığı çalışmanın sonunda biyoloji sorularının oldukça homojen olarak hazırlandığını ve alt seviyeye ait sorulardan oluştuğunu, üst seviye olarak bilinen basamaklardan hiçbir soruya rastlanmadığını belirtmiştir (Manyas, 2022). Elhakan, 2022 ile 2023 tarihinde yapılan TYT sınavlarında sorulan fizik sorularının alt düzey olduğu, üst düzey soru olarak değerlendirilen yaratma, değerlendirme vb. seviyesinde soru sorulmadığını belirtmiştir (Elhakan, 2024). Çolak (2024) yaptığı çalışmada liseye girmek için yapılan sınavın matematik sorularının Bloom açısından değerlendirilmesi yapmıştır. Kala (2015) yaptığı tez çalışmasında kamu personeli sınavında biyoloji alan testinde yer alan soruları Bloom sistematığı açısından ele almıştır. Çalışmada soruların kavramsal ve bilgi seviyesinde olduğu, üst düzey soruların yer almadığı sonucuna varılmıştır. Ancak soruların heterojen dağılım gösterdiği tespit edilmiştir (Kala, 2015). Erman (2008) yaptığı tez çalışmasında OKS sınavında çıkmış olan tarih sorularını Bloom sistematığı açısından değerlendirmiştir. Çalışma sonunda OKS tarih sorularının alt düzey bilgileri ölçmeye yönelik olduğu (kavrama seviyesinde soruların yoğunlaştığı ve çok az analiz seviyesinde soruların olduğu) ve üst düzey bilgileri ölçecek soruların olmadığı

yönündedir. Konu dağılımının da yıllar açısından homojen olarak dağılım gösterdiği belirlenmiştir (Erman, 2008). Çalışmanın sonucu ile benzer sonuçları olmayan araştırmalarda mevcuttur. Çolak, 2017 ve 2018 yılları sorularını incelediğinde matematik soruların işlemsel ve uygulama basamağında olduğunu ve soru dağılımlarının oldukça heterojen dağıldığını belirtmiştir (Çolak, 2024).

Sonuç, bulgular ve literatürün değerlendirilmesi sonrasında öneri olarak sunulacaklar:

- Bu çalışma gibi yıllara göre soruların incelenmesi çalışmalarına devam edilmelidir.
- Bu konuya ilişkin yapılmış tez sayılarının az olması sebebiyle biyoloji eğitimi anabilim dallarının soru incelenmesine yönelik tez çalışmalarının yapılmasına destek olunmalıdır.
- TYT biyoloji soruları biyoloji gibi zengin bir alan için oldukça sınırlı bir sayıdadır. Soru sayısının artırılması önerilebilir. Soru sayısının artırılması üst düzey sorulara da yer verilmesine olanak sağlayacaktır.
- Bu alana ilişkin yapılmış sınırlı sayıdaki çalışma genellikle programla soru düzeylerinin karşılaştırılmasına yöneliktir. Bu çalışmaların ders kitaplarına da yönelik yapılması uygun olabilir.
- TYT sınavında biyoloji öğretim programındaki tüm temalara yer verilmesi sınavın kapsam geçerliliğini artıracaktır.

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Cyberbullying and Positive Existence: Healthy Identity Construction and Resistance Strategies in the Digital World

Eda SEZERER ALBAYRAK

KTO Karatay University, eda.albayrak@karatay.edu.tr, 0000-0002-2195-0772, TURKEY

Abstract

Cyberbullying has become one of the most prevalent and dangerous social problems of the digital age. With the proliferation of the internet, social media platforms and digital games, online bullying has become a serious threat to the psychological health of individuals. Cyberbullying can often be carried out more easily and effectively due to anonymity and easy access. This leads to deep psychological damage, emotional and social isolation for victims. Positive existence is an important concept for individuals to express themselves in a healthy way, to establish balance in their social relationships and to continue their personal development. Positive existence is necessary for self-actualization, feeling valued and strengthening social bonds. However, cyberbullying poses a threat to this healthy development. The negative interactions that individuals face in the digital world affect not only their personal identities but also their participation in social life. In this context, positive presence strategies play a critical role in developing resilience against cyberbullying. Elements such as education, empathy, digital awareness and social support systems can help individuals feel valued and safe in the digital world. For an effective solution against the effects of cyberbullying, it is necessary to adopt a positive existence approach at the societal level and build healthy identities in the digital world. This study emphasizes the importance of positive existence strategies in combating cyberbullying.

Keywords: Cyberbullying, positive existence, digital identity, digital platforms

Siber Zorbalık ve Pozitif Varoluş: Dijital Dünyada Sağlıklı Kimlik İnşası ve Direniş Stratejileri

Özet

Siber zorbalık, dijital çağın en yaygın ve tehlikeli sosyal sorunlarından biri haline geldi. İnternetin, sosyal medya platformlarının ve dijital oyunların yaygınlaşmasıyla birlikte çevrimiçi zorbalık, bireylerin psikolojik sağlığı için ciddi bir tehdit haline gelmiştir. Siber zorbalık, anonimlik ve kolay erişim nedeniyle genellikle daha kolay ve etkili bir şekilde gerçekleştirilebilmektedir. Bu da mağdurlar için derin psikolojik hasara, duygusal ve sosyal izolasyona yol açmaktadır. Bireyler siber zorbalık nedeniyle kendilerini yalnız, değersiz ya da

korkmuş hissetmekte, bu da öz saygılarını ve psikolojik iyilik hallerini ciddi şekilde zedelemektedir. Pozitif varoluş, bireylerin kendilerini sağlıklı bir şekilde ifade edebilmeleri, sosyal ilişkilerinde denge kurabilmeleri ve kişisel gelişimlerini sürdürebilmeleri için önemli bir kavramdır. Pozitif varoluş, kendini gerçekleştirme, değerli hissetme ve sosyal bağların güçlenmesi için gereklidir. Ancak siber zorbalık bu sağlıklı gelişim için bir tehdit oluşturmaktadır. Bireylerin dijital dünyada karşılaştıkları olumsuz etkileşimler sadece kişisel kimliklerini değil, sosyal hayata katılımlarını da etkiliyor. Bu bağlamda siber zorbalığa karşı direnç geliştirmede pozitif varoluş stratejileri kritik rol oynuyor. Eğitim, empati, dijital farkındalık ve sosyal destek sistemleri gibi unsurlar bireylerin dijital dünyada kendilerini değerli ve güvende hissetmelerine yardımcı olabilir. Siber zorbalığın etkilerine karşı etkili bir çözüm için toplumsal düzeyde pozitif varoluş yaklaşımının benimsenmesi ve dijital dünyada sağlıklı kimliklerin inşa edilmesi gerekmektedir. Bu çalışma, siber zorbalıkla mücadelede olumlu varoluş stratejilerinin önemini vurgulamaktadır.

Anahtar Kelimeler: Siber zorbalık, pozitif varoluş, dijital kimlik, dijital platformlar

Introduction

In the digital age, cyberbullying has become a major social problem affecting young people worldwide. Cyberbullying is defined as the deliberate and persistent harassment of individuals through electronic means and takes many forms, such as threatening messages, social exclusion and impersonation. Such actions can leave deep psychological scars on victims (Falla et al., 2023) (Bauman & Newman, 2013). The fact that social media platforms are increasingly intertwined with daily life has created a playground for young expressions as well as a site for harmful behaviours. Traditional definitions of bullying have evolved and a more nuanced understanding is needed to understand how digital interactions contribute to psychological trauma, emotional distress and social isolation (Topçu & Erdur-Baker, 2012). Research shows that cyberbullying is not only an extension of traditional bullying, but also has its own characteristics and consequences. For example, victims often feel powerless and worthless, and many resort to passive coping strategies following online aggressions (Völlink et al., 2012). Although these coping strategies are common, they are often inadequate to address the root of the problem and lead to prolonged emotional suffering, exacerbating mental health problems (Niu et al., 2020). A large literature on cyberbullying has emerged in recent years. The diversity of the issues focussed on, the theoretical differences in the handling of the relationship between technology and society, and the fact that the subject is not an area of interest only to academics lead to the emergence of very different approaches. Categorising the

studies, Pimienta states that three different perspectives dominate the field. These are: Technology-based approaches: This approach focuses on the means rather than the consequences of use. Regulations to be made in the public and private spheres, cyber surveillance and prevention of cyberbullying are the main issues addressed. Content and practice-based approaches: Pedagogical strategies to be developed by parents and teachers for the prevention of cyberbullying constitute the content of these approaches. Paradigm Shift: This approach tries to analyse which forms of social relations have been transformed to affect cyberbullying based on the research on the subject. In this approach, it evaluates what capacities the technological tool creates in the process of organising society, the cultural background of users in cyberbullying cases and the interaction of subjects depending on historical-social processes (Torres et al., 2016).

Furthermore, recent research reveals the role of lack of empathy on behaviours linked to cyberbullying. Understanding how empathy functions offers important clues not only on victimisation in the context of cyberbullying, but also in understanding behaviours such as bullying. For example, Falla et al. reported that cyberbullying leads to decreased empathy and moral indifference strategies, suggesting that developing empathy can reduce aggressive online behaviours (Falla et al., 2023). This highlights the need for the cultural diffusion of empathic responses and prosocial behaviours. Given the complexity of cyberbullying, it has become more important than ever to explore effective prevention and intervention approaches. By focusing on building individuals' resilience, self-esteem and emotional intelligence, positive presence strategies can help young people cope more effectively with the consequences of cyberbullying. Research suggests that young people with higher self-esteem are less depressed when faced with victimisation (Chen & Zhu, 2021; Niu et al., 2020). It is seen that the first two perspectives are predominant in the studies on cyberbullying, and the social-cultural processes and structural causes that produce violence are addressed very limitedly. The fact that the studies on the subject are mostly descriptive studies and the lack of a theoretical framework emerges as an important deficiency (Barlett, Gentile et al., 2013, p.301). It is seen that few studies are based on social information processing, social cognitive and general violence model (Kowalski et al., 2014, p. 1110). Cyberbullying is generally studied on variables such as personality traits, increased use of technology, gender and age. Children and young people being cyberbullies, victims or bully-victims. As studies have shown, cyberbullying practices are related to these variables, but the fact that cyberbullying practices are encountered worldwide is an important indicator that the issue has important social causes. The quality of the current education system

that prevents creativity, suppresses consciousness and hinders the development of critical thinking (İnal, 1992, p. 799) also determines the communication process between children and young people. The communication environment is becoming instrumentalised; a real communication in which the parties can be free, conscious and equal is not possible (Oskay, 2016, p.111). In this study, it will be explored the applicability of positive presence strategies with the phenomenon of cyberbullying, highlight the link between these two domains, and aim to offer actionable insights, such as educational interventions, community engagement, and empathy building, to help young people overcome the challenges of their digital interactions.

Digital Age and Cyberbullying

Technology is changing education globally. Networking and wireless communication break down barriers and provide students with virtual access to endless information and resources. Technology has expanded the parameters of traditional bullying within school boundaries and spread the problem to the limitless cyber world (Diamanduros, Downs and Jenkins, 2008, p. 693). Rapidly developing technology constantly offers new and different communication opportunities and each new communication technology brings with it some problematic behaviours. Developing new technology has increased the use of tools such as the internet and mobile phones in schools; however, this situation brings with it the problematic behaviours of these tools. It has also led to problems such as its use. Another concept that accompanies internet addiction and that should be emphasised in individuals who are described as addicted is the concept of cyber (virtual) bullying. When the definition of the concept of cyberbullying is examined, it is generally expressed as behaving deliberately, repetitively and maliciously by an individual or group with the aim of harming other individuals through information and communication technologies (Patchin & Hinduja, 2006). ‘Cyberbullying is defined as ‘actions that involve the use of information and communication technologies such as electronic mail, mobile phones, pagers, short message services and websites by an individual or a group in order to cause harm; deliberately, repetitively and supporting hostile behaviours’ (Arıcak, 2009; Baker & Kavşut, 2007). According to Hinduja and Patchin (2015), in order for a behaviour to be defined as cyberbullying; the behaviour must be planned and intentional, repeated, that is, it must be continuous, it must harm the person and information and communication technologies must be used. When the definition of the concept of cyberbullying is examined, it is generally expressed as behaving deliberately, repetitively and maliciously by an individual or group with the aim of harming other individuals through information and communication technologies (Belsey, 2008; Patchin & Hinduja, 2006). Cyberbullying is

defined as the malicious and repetitive use of information and communication technologies by an individual or group to harm other individuals. Cyberbullying is the use of digital technology to send disturbing messages to other individuals or to commit social aggression. Cyberbullying is seen as a form of bullying through electronic communication tools and is characterised as a form of social aggression. Cyberbullying is a form of bullying through electronic tools such as mobile phones, web logs, websites, chat rooms. According to another definition, cyberbullying is defined as the use of information and communication technologies such as e-mail, mobile phone, instant messaging, chatrooms, blogs, text messages, slandering people on the website or organising a survey to slander people, by a person or group of people with the intention of harming others, deliberately, reproducibly, showing hostile behaviours (Belsey, 2008).

It is possible to see cyberbullying in different ways as individuals can be ‘cyberbully’ by exhibiting cyberbullying behaviour against others, ‘cyber victim’ by being exposed to this kind of individual, and ‘witness’ by watching the action from outside (Kavuk et al., 2018).

Researchers have different views in explaining the relationship between traditional and cyberbullying. There are those who state that cyberbullying ensures the continuity of traditional peer bullying, as well as those who suggest that it is a different phenomenon from traditional bullying.

Li (2008) argues that there are some differences between traditional and cyberbullying. He states these differences as follows;

- traditional bullying is direct and visible, whereas cyberbullying is anonymous
- traditional bullying usually takes place at a specific time and place, whereas cyberbullying can happen anytime and anywhere
- cyberbullying can spread faster and wider than traditional bullying
- in traditional bullying, the victim is more likely to be an acquaintance, whereas in cyberbullying, the victim may be a stranger
- In cyberbullying, it is possible to record and store photos, videos and messages. In addition to these differences, it is possible to say that the repetition and continuity of the behaviour and the lack of control of the cyber environment (Hinduja and Patchin, 2015; Pekşen Süslü, 2016 Dikmen & Tuncer, 2017).

At this point, it would not be wrong to say that cyberbullying can be more harmful than traditional bullying.

Although cyberbullying involves the use of information and communication technologies, it can be encountered not only in a single method but also in different ways. Willard (2007) categorised cyberbullying behaviours into seven categories according to the content of the actions: flaming, disclosure, online harassment, cyberstalking, denigration, impersonation, outing and exclusion.

Exclusion: It includes the exclusion of the individual from the online group or the expulsion of the individual from the online group he/she is in by using various means. Examples of this are being unfriended on social media accounts or after defeating someone in an online game, the friends of the defeated person restrict the activities of the defeated person in the game and prevent him/her from participating in the game (Willard, 2007).

Disclosure (outing): It is defined as sending a picture, a video, a confidential information belonging to the victim, the content of a personal interview conducted by the victim to other people or sharing it in public virtual environments, which is perceived as personal by the victim or may cause embarrassment (Kowalski et al., 2008).

Cyberstalking (cyberstalking): Repeated, excessive harassment and slander intended to create threat or fear. Although the border between online harassment and cyber harassment is not very clear, it can be considered as a more serious type of online harassment. In cyber harassment, being exposed to constant threats and aggression causes security concerns in the victim (Kowalski et al., 2012; Willard, 2007).

Slander, defamation (denigration): Slander is defined as making insulting, cruel and untrue rumours in a virtual environment to defame someone (Willard, 2007).

Impersonation: Impersonation is defined as breaking the password of an individual's account and entering his/her account and sending messages that will cause him/her distress and make him/her feel bad (Kowalski et al., 2012; Willard, 2007).

Flaming: It is the use of expressions of anger, hostility, threats and insults between at least two people in an online environment. Flaming usually occurs in public environments such as chat rooms, discussion pages, e-games (Willard, 2007).

Online harassment (online harassment): It is the continuous exposure of the individual to offensive, humiliating and insulting messages. Online harassment differs from teasing/harassment in the sense that online harassment is more prolonged and online harassment is often unilateral, whereas in teasing/harassment there is reciprocity (Kowalski et al., 2012; Walker, 2009; Willard, 2007; Pekşen Süslü, 2016).

In parallel with the developments in the field of information and communication technologies, new concepts related to cyberbullying types have been added to the literature. Examples of these are; 'sexting (online sharing of obscene photos)', 'griefing (online gamebreaking)' and 'trolling (online provocation)'.

Sexting (online sharing of sexually explicit photographs), sexually explicit content without the consent of the individual is defined as the sharing of photographs in a virtual environment. Griefing involves the deliberate harassment of other players in online games. The purpose of online gamebreaking is not to play or win the game, but to constantly disturb other players during the game (Kowalski et al., 2008). Trolling (online provocation), in addition to sending provocative messages that aim to insult and provoke, aims to divert people from the purpose of the group they belong to or the purpose of the discussion carried out in the environment (Herring et al., 2002). The fact that cyberbullying can be seen in so many ways, anytime and anywhere makes it easier to be of a quality that can be applied. It is thought that the types of bullying may change and/or increase with the development of technology.

Causes and Effects of Cyberbullying

When the researches are analysed, it is seen that cyberbullying. It is shown that there are different factors that cause them to exhibit their behaviours. Research on the causes of antisocial behaviour on the Internet leads to the general conclusion that the lack of specific social cues and accountability on the Internet limits people and removes the boundaries that lead them to behave normally.

In addition, anonymity and anonymity on the Internet are the most commonly used concepts to explain antisocial behaviour (Douglas, 2008, p. 209). According to Willard (2002), individuals who commit cyberbullying acts think that they will not be caught because they can be anonymous in virtual environments and can easily hide their identities, and thus they carry out bullying behaviours. They believe that such behaviours are natural and not wrong because they do not cause any physical harm to the victims and others are also cyberbullying.

In addition to the reasons mentioned in relation to cyberbullying, according to Eroğlu's (2014) study, it is possible to state that problematic internet use carries a risk in terms of cyber victimisation. Problematic internet use is considered as a negative result caused by cognitive and behavioural factors that are not seen as addiction. During individuals' use of the internet as a means of social interaction and mood regulation, it can cause lack of self-control, problematic internet use and many negative consequences (Caplan, 2010; Uzun & Ünal, 2018). In addition,

pressure and competition on social media increase adolescents' desire to express themselves more and to be accepted, leading to relational conflicts. A large part of cyberbullying is caused by psychological factors such as competition and jealousy in social media (Çoban & Önder, 2021). While the high level of interactions on online platforms encourages individuals to pursue their social status and their desire to be accepted, it also leads to an increase in hostile behaviours in this process.

One of the most important issues in getting rid of internet addiction is communication. Because when children or young people cannot find environments where they can establish adequate and healthy communication, they may try to fulfil this need over the internet. At the point of communication, especially the effect of family relations and parental attitudes comes to the fore as it is the first, closest and longest lasting social communication environment in the life of the individual. As a result of the correct communication provided at first hand, problems and possible conflicts are prevented. Again, having communication problems in the opposite direction causes the person to close to his/her inner world and to turn to different ways of communication by pushing himself/herself into the virtual internet world. Adolescence is the period in which conflicts or confrontations within the family are the most common (Aydın, 2005). It is noteworthy that another factor that may cause cyberbullying is peer influence, and it is known that peer influence has an important place in the lives of adolescents. Adolescents observe the behaviours of their peers, take them as models and need their approval. As long as they are approved by their friends, bullies continue and even increase their actions, and other students who are affected by the power and status obtained by bullies may also show bullying behaviour in order to be on the same side with bullies (Salmivalli, 2010).

Cyberbullying behaviours are also related to psychological problems experienced by individuals. Studies have revealed that adolescents with anxiety, depression and self-esteem problems are more likely to be cyberbullies or victims (Demircan et al., 2022). In this context, bullies often try to compensate for their own insecurities and fears of exclusion by harming others (Kavuk & Keser, 2015). Relational bullying, i.e. condescending and exclusionary behaviours applied in order to maintain social hierarchy within groups of friends, is directly related to cyberbullying in adolescents. Most of the time, bullies tend to take advantage of others' weaknesses based on their social acceptance and relationship power (Haylı & Çırak, 2023). Thus, such psychological dynamics play a critical role in understanding the complex nature of cyberbullying. Bullying behaviours are often associated with individuals feeling excluded, insecure and emotionally weak. Such individuals may try to fill the void they feel

inside themselves by harming others. Exclusion and ridicule, especially in social media, create a mutual domino effect. Individuals who have developed empathy have the ability to understand and respect the feelings of others. However, individuals who lack empathy are not in a position to think or feel the consequences of harming others. This situation allows an increase in cyberbullying behaviours (Boyar & Arslantaş, 2024).

Cyberbullying is defined as intentional and repetitive negative behaviours towards individuals that occur through the internet and social media platforms. This phenomenon has become a major social problem, especially among young people (Ybarra & Mitchell, 2004). The consequences of cyberbullying lead to deep and negative effects on individuals' psychological, social and academic lives.

The psychological consequences of cyberbullying create a heavy burden on the victims. Mental health problems such as anxiety and depression are frequently seen in individuals exposed to cyberbullying (Smith et al., 2008). This situation may cause individuals to feel insecure in social environments. At the same time, individuals may develop low self-esteem by feeling worthless, inadequate and excluded (Öven et al., 2024). Low self-esteem not only weakens individuals' social relationships but also negatively affects their overall quality of life.

The effects of cyberbullying in academic terms are also noteworthy. It has been observed that students who are bullied experience decreases in school continuity and course success (Dursun et al., 2020). Individuals who experience loss of motivation have difficulty in focusing on their lessons and often have increased absenteeism rates (Taştan, 2017). This situation may negatively affect not only their current educational life but also their future career goals. Therefore, it becomes a situation that threatens the sustainability of the education system.

In social life, the effects of cyberbullying lead to an increase in the feeling of loneliness by distancing individuals from their social environment (Alanoğlu & Karabatak, 2020). Individuals may prefer to feel insecure in social environments due to their negative experiences. As a result, while friendship relationships weaken, the situation of being excluded by peers is frequently experienced (Demiral, 2024). Such changes in the circle of friends feed insecurity and fear of exclusion in social interactions.

The effects on family structures are also a noteworthy issue. Cyberbullying victims may have difficulty in expressing their difficulties to their families (Ybarra & Mitchell, 2004). This situation causes miscommunication and support mechanisms to be inactive within the family. When families do not recognise the difficulties faced by their children, victims may be even

more isolated in coping with this situation (Smith et al., 2008). Feelings of fear and insecurity negatively affect the dynamics within the family and create miscommunication.

In the long run, cyberbullying may affect individuals' attitudes towards technology and social media use. Individuals who experience bullying may develop a fear and distrust towards the internet and social platforms in the future (Kowalski & Limber, 2007). This may negatively affect their social lives and daily activities and weaken their ability to establish healthy social relationships.

As a result, cyberbullying has a complex and negative impact on individuals' psychological health, social life and academic achievements (Tan & Şenkal, 2024). In order to prevent these negative experiences of individuals, strengthening family dynamics and raising social awareness gain great importance in addition to education (Öven et al., 2024). Therefore, combating cyberbullying is a critical necessity for both the healthy development of individuals and the general well-being of society (Demiral, 2024).

Prevalence of Cyberbullying

The spread of cyberbullying has attracted more and more attention in recent years with research and statistics. Developing technology and the widespread use of the internet have contributed to the increase in cyberbullying among young people. For example, in a study conducted in 2023, it was stated that the rate of those exposed to cyberbullying in the society varied between 6.0% and 46.3% (Lee et al., 2023). Especially during the COVID-19 pandemic, when the use of the internet for educational purposes increased, a significant increase in cyberbullying cases was observed (Kunwar et al., 2024), Huang et al., 2023). Studies show that the prevalence rate of cyberbullying among young people aged 15-21 is around 40%. However, studies conducted in different geographical regions also reflect the prevalence of cyberbullying. For example, in a study in Nepal, the prevalence of cyberbullying among college students was 22% (Kunwar et al., 2024), while in a study conducted in Japan, this rate was as high as 50% (Zhu et al., 2021).

In particular, a meta-analysis reported that cyberbullying victimisation among children and young people worldwide ranged from 14% to 57% (Lee et al., 2023). In addition, new research has revealed that women are more likely to be victims of cyberbullying than men (Alsawalqa, 2021). For example, in a study conducted in New Zealand, it was reported that 14.9% of the participants were cyberbullied (Wang et al., 2019).

Cyberbullying has become even more prevalent in school settings. In a study conducted among middle and high school students, it was found that 45.1% of students had been victims of cyberbullying at least once in the last 12 months (Lân et al., 2020). In addition, in a study conducted with teachers, it was stated that 52% of educators working in schools in Gaziantep province had concerns about cyberbullying and needed awareness-raising trainings to prevent this problem (Çakır & Kaygısız, 2020).

Problematic internet use, social media addiction and the quality of interpersonal interactions are also frequently emphasised among the factors that contribute to cyberbullying. According to the results of data analysis, high problematic internet use increases the likelihood of young people being exposed to cyberbullying (Korkmaz & Mehmedoğlu, 2018). Likewise, a decrease in social interactions in the internet environment may increase bullying behaviours by negatively affecting young people's social skills.

As a result, the spread of cyberbullying spreads over a wide range both temporally and geographically and affects different segments of society as a social problem. This situation creates serious negative effects on individuals' mental health and shows that education, awareness and support mechanisms should be strengthened to combat cyberbullying.

Positive Existence and Positive Youth Development

Positive existence means focusing on positive emotions and experiences in one's life. This concept is a theory developed to increase individuals' overall life satisfaction, protect mental health and promote well-being. Studies in the field of positive psychology emphasise the importance of developing positive existence in relation to concepts such as happiness, life satisfaction and subjective well-being (Dilmaç & Yılmaz, 2019)

Positive existence is an approach designed to help individuals develop themselves independently of their weaknesses by focusing on their strengths. For example, there is a significant positive relationship between psychological resilience and happiness, which enables individuals to cope better with the difficulties they face and increases their overall happiness levels (Aydın, 2018). Research shows that positive personality traits such as responsibility and self-discipline increase individuals' happiness levels (Öztürk, 2016).

In addition, positive existence also refers to how individuals can be affected by environmental factors. For example, individuals' body perception is directly related to how they define themselves as a being. A positive body perception can help individuals develop a positive perspective on their lives and protect their mental health (Arslan, 2020). The relationship

between mood states and body perception can significantly affect individuals' general well-being and strengthen their positive sense of existence.

In addition, social support systems and individuals' relationships with their environment are also among the supporters of positive existence. Research shows that healthy social connections increase individuals' happiness by reducing their stress levels. It is also emphasised that social exclusion threatens the individual's need for meaningful existence and thus may reduce happiness (Işık & Çelik, 2020).

With the positive psychology perspective gaining strength, psychology has aimed to help people live a more positive life with what they have rather than dwelling on what they do not have. Because the positive youth development perspective is a relatively new concept, it is important to provide definitions of youth development. Positive youth development perspectives are important for young people's healthy has the potential and capacity for development. Positive youth development has emerged from different perspectives such as relational development systems theory and bioecological systems theory.

Also, positive youth development The use of personal and environmental resources to support the healthy development of young people interaction (Martin-Barrado and Gomez-Baya, 2024).

The positive youth development approach also has a preventive perspective. According to this perspective, if the positive aspects of young people are strengthened even when they are exposed to negative life events, negative life events can be prevented from causing problems for young people (Damon, 2004).

Similarly, Benson and Scales (2009) stated that positive youth development is a useful approach to prevent or reduce risky situations such as alcohol and drug use, cyberbullying, aggression, and violence. Holsen et al. (2017) stated that positive youth development is different from traditional problem and deficit oriented approaches to youth.

They also stated that positive youth development is a process that builds on the strengths that young people should have and prepares them with pathways to success. Catalano and others (2004) argue that positive youth development is the development of positive traits that cause young people to acquire negative traits. more than the correction of factors. Looking at the explanations for positive youth development, it can be seen that this perspective is based on positive psychology.

This is because positive psychology argues that individuals have positive emotions, strength of character, virtue, cognitive and emotional strengths, and that psychology can reveal these strengths (Seligman et al., 2005).

Positive existence is also associated with the positive effects of physical activity and healthy lifestyle on self-perception. Research shows that there is a strong link between the enjoyment of regular physical activity and happiness (Peker et al., 2023). Individuals' positive attitudes towards their physical health stand out as a factor that increases their general mood and life satisfaction.

The increasing interest in positive youth development has led to an increase in research in this field. The increasing number of researches has led to the emergence of different models of positive youth development. The explanations used by different models of positive youth development to explain the concept of positive youth development have many commonalities. For example, the theories of positive youth development emphasize the importance of the individual's personal characteristics and the context in which he/she lives emphasizes the importance of interaction. Today, positive youth development approaches include the 4-H model, 4C, 5-C, 6C and 7C. models, Catalano's 18 positive theories of youth development and Benson's 40 domains of development theory can be treated as.

One of the most important positive youth development models is the 4-H model. The 4-H model emerged as a result of Lerner et al.'s (2000) theoretical underpinnings of the positive youth development perspective and the subsequent efforts to measure and empirically validate this theory. The 4-H model is named after the initials of the English words Head, Heart, Hand and Health. These four concepts constitute the main life skills of the 4-H model. The 4-H model is a model that focuses on the strengths and potentials of young people. It is based on the assumption that life skills need to be taught in order for young people to demonstrate these strengths and potentials. According to this model, when a young person has life skills, they are able to showcase their strengths or potential (4-H Organization, 2021). One of the most important positive youth development models is the 4-H model. The 4-H model is named after the initials of the English words Head, Heart, Hand and Health. These four concepts constitute the main life skills of the 4-H model. The 4-H model is a model that focuses on the strengths and potentials of young people. It is based on the assumption that life skills need to be taught in order for young people to demonstrate these strengths and potentials. According to this model, when a young person has life skills, they are able to showcase their strengths or potential (4-H Organization, 2021).

Positive Existence, Positive Youth Development and Preventing Cyberbullying

The relationship between positive existence and cyberbullying is an important issue in terms of individuals' psychological health and social interactions. Positive existence is built on finding meaning and value in one's life, self-development and building positive relationships. However, cyberbullying has a profoundly negative impact on individuals, threatening their experience of positive existence. Emotional problems such as low self-esteem, anxiety and depression may increase in individuals exposed to cyberbullying (Efe et al., 2022) (Çakır & Kaygısız, 2020). In this context, various solutions can be developed to increase positive existence and prevent the negative effects of cyberbullying. First, education and awareness efforts play a critical role in cyberbullying prevention. Raising awareness about cyberbullying provides an effective strategy for both victims and potential bullies. Educational programs should guide young people to become healthy and responsible digital citizens (Erdoğan, 2021). In such programs, information about the consequences of cyberbullying should be provided and interpersonal communication skills should be improved. Activities that aim to increase young people's ability to empathize can be effective in reducing cyberbullying (Feyzioğlu et al., 2020). In addition, organizing social activities that encourage socializing and developing positive relationships can also increase individuals' positive experiences of existence (Kavuk & Keser, 2015).

A second solution is to build a strong support network. The positive youth development perspective has been integrated into the education system of some countries. One of the countries that has successfully used this perspective and developed educational programs is the USA. In the USA, there is an organization called YOUTH, which consists of representatives from various federal agencies and plans youth research. Youth (2023) explains positive youth development as a result of positive experiences, positive relationships and positive environments. This organization also states that positive youth development can be achieved through family support, positive peer groups, personal strengths of the individual, positive influence of the school and support of the community. According to the positive youth development perspective, it is important for adolescents to receive support from family members and adults around them to reveal their positive and strong sides (Benson & Scales, 2009).

Tirrell et al. (2020) explained the positive youth development approach from a broad perspective. In this context, they stated that positive youth development should have features such as establishing positive adult-youth relationships, gaining various life skills and

contributing to school and community activities. These characteristics listed by the researchers about positive youth development exemplify the multidimensional structure of the positive youth development perspective. Positive youth development does not only mean that a young person has positive characteristics. A young person with positive youth development will also be protected from negative characteristics. For example, research has found that various elements of positive youth development are negatively associated with depression (Gomez-Baya, 2022) and risky behaviors such as cyberbullying, alcohol use, substance use, violence and suicide attempts (Manrique-Millones, 2021). These research results show that positive youth development also has a preventive role. The theories that enable this perspective to emerge are needs to be examined. The concept of positive youth development is included in many theories, practices and intervention programs. In this respect, it can be said that the concept of positive youth development has a solid foundation for both theory and practice.

Conclusion

Examining the relationships between cyberbullying and positive existence and positive youth development allows for the development of effective strategies in this regard. Positive existence includes the processes of finding meaning in young people's lives, self-actualization and building healthy relationships, and these positive developments have the potential to reduce the effects of cyberbullying. Research reveals that young people's access to positive experiences and the creation of supportive environments through social media and other digital platforms have significant effects on their mental health. For example, the inclusion of positive content on social media can provide young people with inspiring and positive emotions, thus increasing self-esteem (Vaingankar et al., 2021).

Empathy training and the development of social skills play a critical role in the prevention of cyberbullying. It is also possible to mention the social and psychological benefits of young people taking part in sports activities; these activities can reduce social isolation and increase self-esteem by making individuals feel valuable (Eime et al., 2013). Thus, under a positive youth development approach, young people's emotional and social skills can be improved and their ability to cope with cyberbullying can be increased. In addition, the support provided by families and communities is an important factor in the positive development of young people, and increasing this support can be an important strategy in combating cyberbullying (Alexandrova-Karamanova, 2022).

Moreover, social and emotional learning programs implemented in education systems can increase young people's self-efficacy and strengthen their psychological resilience. School-

based approaches require a coordinated effort to improve young people's psychological health, and community-supported practices are vital in this context (Jenkins et al., 2023). When all these elements come together, the negative effects of cyberbullying can be mitigated and contribute to the positive existence of young people.

In conclusion, there is a strong relationship between positive well-being and positive youth development. In order to support young people's mental health and prevent cyberbullying, multifaceted strategies such as education, social activities and family support need to be adopted. In this context, steps to be taken at both individual and societal levels will contribute to the healthy development of young people and help them to maintain a more positive orientation in their future social interactions.

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Yapay Zekâ ile Masal Dünyasındaki Değerlere Yolculuk

Bilge Berrak BOZCA

Yenişehir Belediyesi Bilim ve Sanat Merkezi, TÜRKİYE,
e-mail: bbblgbzc@gmail.com , Orcid No: 0009-0000-2793-336X

Emine YAVUZ ÇETİN

Yenişehir Belediyesi Bilim ve Sanat Merkezi, TÜRKİYE,
e-mail: emineyavuzcetin@gmail.com , Orcid No: 0009-0002-3921-042X

Özet

İnsanın öğrenme ve problem çözme becerisi gibi bilişsel işlevlerini taklit etmeye dayalı bilgisayar sistemi olan yapay zekânın eğitimdeki yerinin ve öğrenmeyi kolaylaştırıcı etkisinin bilinmesi önemlidir. Projede yapay zekâ ile masalların olağanüstülük içeren değerler dünyasına ulaşmaya çalışmak ve öğrenci çalışmalarıyla karşılaştırmak amaçlanmıştır. Sözlü kültürün önemli bir parçası olan masallar, ulusal ve evrensel değerlerin öğretilmesinde de etkili metinlerdir. Türkiye Yüzyılı Maarif Modeli'nin erdemli bireyler yetiştirme amacı doğrultusunda bireyin yaşantısı boyunca edindiği değerlerin önemli olduğundan yola çıkılarak hazırlanan projede; seçilen 3 masaldaki değerler, 2024-2025 eğitim öğretim yılı birinci döneminde kurumumuz BYF2(Bireysel Yetenekleri Fark Ettirme) Programında öğrenim gören (6. Sınıf) 10 öğrenci tarafından tespit edilip Maarif Modeli'nde yer alan erdem-değer-eylem çerçevesi ile eşleştirilerek tablolar oluşturulmuş, masallardaki değerlerin yapay zekâ tarafından da tespit edilmesiyle karşılaştırma olanağı sunulmuştur. Öğrenciler grup çalışması halinde her masal için bir resim olmak üzere üç resim yapmış, bu resimler de yine içerik analizine tabi tutularak değerlendirilmiş, ardından yapay zekâ programları (DALL E, Sider) yoluyla da resme dönüştürülerek değerlendirilmiştir. Çalışmada incelenen masallarda öğrenciler ve yapay zekâ aracı tarafından tespit edilen yıllık plandaki “Olağanüstülük İçeren Metinler” temasında belirlenen değerlerle örtüştüğü görülmüştür. Öğrencilerin masallarda anlatılan olayları ve soyut ifadeleri bütünüyle canlandırdığı; yapay zekâ programlarının ise daha çok masaldaki somut ifadeleri görsele aktardığı, soyut ifadeleri aktarmada zorlandığı tespit edilmiştir. Öğrencilerin ve yapay zekânın oluşturduğu görsellerde değerlere ilişkin ifadelerden çok masalda anlatılan olayların canlandırıldığı görülmüştür. Çalışma hikâye, şiir, fıkra gibi başka edebî türlerle de yapılabilir. Bu çalışmanın farklı zamanlarda, farklı yapay zekâ araçları ile yapılmasıyla farklı sonuçlar elde edilecektir.

Anahtar kelimeler: Masal, değerler, yapay zekâ, eğitim

Journey to the Values in the Fairytale World with Artificial Intelligence

Abstract

It is important to know the place of artificial intelligence, which is a computer system based on imitating human cognitive functions such as learning and problem solving skills, in education and its facilitating effect on learning. In the project, it was aimed to try to reach the world of extraordinary values of fairy tales with artificial intelligence and to compare them with student works. Tales, which are an important part of oral culture, are also effective texts in teaching national and universal values. In the project prepared based on the fact that the values acquired by the individual throughout his/her life are important in line with the aim of raising virtuous individuals of the Education Model of the Turkish Century; the values in the selected 3 fairy tales were determined by 10 students (6th grade) studying in the BYF2 (Individual Talents Realization) Program of our institution in the first semester of the 2024-2025 academic year, and tables were created by matching them with the virtue-value-action framework in the Education Model, and the values in the fairy tales were also detected by artificial intelligence and a comparison was offered. The students made three pictures, one picture for each fairy tale as a group work, and these pictures were evaluated by subjecting them to content analysis, and then they were evaluated by converting them into pictures through artificial intelligence programs (DALL E, Sider. In the fairy tales analyzed in the study, it was seen that the values determined by the students and the artificial intelligence tool overlapped with the values determined in the theme of “Texts Containing Extraordinariness” in the annual plan. It was determined that the students completely portrayed the events and abstract expressions described in the fairy tales, while the artificial intelligence programs mostly transferred the concrete expressions in the fairy tales to the visuals and had difficulty in transferring abstract expressions. In the visuals created by the students and artificial intelligence, it was seen that the events described in the fairy tale were animated rather than the expressions related to values. The study can be conducted with other literary genres such as stories, poems and jokes. Different results will be obtained by conducting this study at different times with different artificial intelligence tools.

Keywords: Fairiy tales, values, artificial intelligence, education

Giriş

Yapay zekâ son yıllarda pek çok alanda karşımıza çıkmaktadır. Eğitim öğretim de yapay zekâ kullanımının yaygın olduğu alanlardan birisidir. Bu nedenle yapay zekânın eğitimdeki yerinin doğru tespit edilmesi ve öğrenmeyi kolaylaştırıcı yanlarının göz ardı edilmemesi önemlidir. Milli Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü tarafından yayınlanan “Eğitimde Kullanılan Yapay Zekâ Araçları: Öğretmen El Kitabı”nda günümüzde yapay zekâ gibi yenilikçi teknolojilerin öğretmenlerin sınıflarında ve öğrencilerin öğrenme süreçlerinde önemli bir rol oynamaya başladığı belirtilmiş, kitabın bu doğrultuda öğretmenlere rehberlik etmek amacıyla hazırlandığı ifade edilmiştir (Ankara, 2024). “Yapay zekâ, bilgisayar sisteminin öğrenme ve sorun çözme gibi insan benzeri bilişsel işlevleri taklit edebilme becerisidir”(Denizli İl MEM 2024). Yapay zekâ ismi 1956 yılında Dartmouth Konferansı’nda ortaya atılmıştır. Bu konferans aynı zamanda yapay zekâ alanında yapılan ilk konferans olarak da kabul edilir. 1957’de IBM mühendisi ve matematikçisi Alex Bernstein’in tarihin ilk tam bilgisayar satranç programını yazarak yapay zekâ programlarının ilk somut örneğini ortaya koymuştur. 1997’de satranç programının dünya şampiyonu Gasparov’u yenmesi yapay zekânın zaferi olarak görülmüştür. 1970’li yıllarda bilgiye dayalı sistemlerin gelişmesinde ilk adımlar atılmış, 80’lerde yapay zekâ endüstri haline gelmeye başlamış, 1987 yılında ise bilim haline gelmiştir. 1990’lı yılların sonunda internetin yaygınlaşması ile birçok yapay zekâ programının daha geniş kitlelere ulaşması mümkün olmuştur. 2000’li yıllarda robot oyuncakların piyasaya sürülmesi ve pek çok elektronik cihazda yapay zekâ programlarının kullanılması ile yapay zekâ yaşamın pek çok alanında görünür hale gelmiştir. (Pirim,2006). Günümüzde ise gündelik hayatın bir parçası gibi görülmektedir. Çalışmada masallardaki değerlerin öğrenciler tarafından tespit edilip Maarif Modeli’nde yer alan erdem-değer-eylem çerçevesi ile eşleştirilmesinin yanı sıra bu değerlerin yapay zekâ tarafından da tespit edilmesiyle karşılaştırma olanağı sunulmaktadır.

TDK Sözlük’te (2024) masal; “Genellikle halkın yarattığı, hayale dayanan, sözlü gelenekte yaşayan, çoğunlukla insanlar, hayvanlar ile cadı, cin, dev, peri vb. varlıkların başından geçen olağanüstü olayları anlatan edebî tür” olarak tanımlanmaktadır. “Kamus-u Osmaniye’de “masal” kelimesinin “mesel”in değiştirilmiş şekli olduğu söylenir. Bu, son derece önemli bir noktadır. Çünkü mesel, “halk dilinde meşhur olan adap ve öğütleri anlatan söz” demektir. Burada şunu da ekleyelim: Mesel, misal yani örnek, benzer gibi anlamlarıyla da önemli bir şey ifade eder ki Mustafa Nihat Özön’ün sözlüğüne baktığımızda masalı “Kendisinden ziyade altındaki mana yani kasdedilen manası önemli olan dokunaklı, etkili ve

terbiye ve ahlak için yararlı hikâye” olarak görmemiz gerekir. Yine Ferit Develioğlu’nun sözlüğünde “dokunaklı ve manalı söz, terbiye ve ahlaka faydalı, yararlı olan hikâye” şeklinde tanımlanır” (Özçelik, 2014). Masal, çocuğun edebiyatla ilk tanışıklığıdır. Edebiyat da tüm çeşitleriyle masalla başlar masalla sona erer. Masallar, bir yandan hayal gücünü geliştirirken diğer yandan çocuğu dolaylı olarak hayata hazırlar. Sözlü kültürün ürünlerinden biri olan masallar dil gelişimi ve dil zenginliğinin yeni nesle aktarımı açısından da önemlidir. İnsani değerlerin öğretilmesi, yaratıcılığı geliştirme kazanımlarına da hizmet eder.

İnsanî değerler erdem olarak nitelendirilir. Erdem; “Ahlâkın övdüğü iyi olma, alçak gönüllülük, yiğitlik, doğruluk vb. niteliklerin genel adı; fazilet” tir (TDK Sözlük, 2024). Türkiye Yüzyılı Maarif Modeli’nde (2024), erdemli bireyler yetiştirmek önemli amaçlardan biridir. Bu amaç erdem-değer-eylem çerçevesi biçiminde verilmiş ve bireyin yaşantısı boyunca edindiği değerler aracılığıyla erdemli olduğu ayrıca eylemleri yoluyla bu değerleri ve erdemli kişiliğini gösterebildiği vurgulanmıştır. T.C. Milli Eğitim Bakanlığı Bilim ve Sanat Merkezleri Türk Dili ve Edebiyatı Dersi Çerçeve Öğretim Programı’nda (2024), değerlerin “programın diğer öğelerinden, becerilerden ve alan içeriğinden ayrı bir şekilde değil programa kaynaşık olarak” işlenmesinin gereği üzerinde durulmuştur. Programda erdem-değer-eylem çerçevesi “Erdem-değer-eylem çerçevesinde çatı değerler etrafında kümelenen bir değer çerçevesi sunulmaktadır. Çatı değerler, diğer bütün değerler ile yoğun kesişim noktaları olan değer yapılarını ifade etmektedir. Modelde saygı, sorumluluk ve adalet; çatı değerler olarak yer almaktadır. Kişisel hayat açısından önemli olan tasarruf, sabır, mahremiyet, mütevazılık, sağlıklı yaşam ve çalışkanlık değerleri insan; sevgi, dostluk, özgürlük, dürüstlük, vatanseverlik, yardımseverlik ve aile bütünlüğü değerleri aile ve sosyal çevre; temizlik, duyarlılık, estetik ve merhamet değerleri ise fiziksel çevre alanlarında yer almaktadır. Değerlerin ilgili olduğu alana karar verilirken daha çok katkı sağladığı alan dikkate alınmıştır. Erdem-değer-eylem çerçevesi; eğitim öğretimde mutlaka yer alması gereken değerleri içermesi açısından sade, değer alanları ve değerlerin birbirleriyle ilişkileri açısından tutarlı, kolay uygulanabilir olması açısından da kullanılabilir olarak tasarlanmıştır.” ifadeleriyle sunulmuştur.

Proje çalışmasında Bilim ve Sanat Merkezi BYF2(Bireysel Yetenekleri Fark Ettirme Programı 2) Türk Dili ve Edebiyatı dersi planı esas alınmıştır. Bu plan Türkiye Yüzyılı Maarif Modeli kapsamında hazırlanan Bilim ve Sanat Merkezleri Türk Dili ve Edebiyatı Dersi Çerçeve Öğretim Programı’na ve Millî Eğitim Bakanlığı Eğitim Öğretim Çalışmalarının Planlı Yürütülmesine İlişkin Yönerge’ye (2024) göre hazırlanmıştır. BYF2 temaları arasında yer alan “Olağanüstülük İçeren Metinler” temasında masal türü de yer almaktadır. Programda bu temada

15 öğrenme çıktısı bulunmaktadır. Çalışmada TDEBYF.4.5. Olağanüstülük içeren metinlerde anlam oluşturabilme, TDEBYF.4.3. Olağanüstülük içeren metinlerde çözümleme yapabilme öğrenme çıktıları ile bunlara ait süreç bileşenleri sırasında programa kaynaşık olarak işlenmesi önerilen erdem ve değerler dikkate alınmıştır. Bu değerler yıllık planda; D1. Adalet, D3. Çalışkanlık, D6. Dürüstlük, D7. Estetik, D14. Saygı, D16. Sorumluluk, D19. Vatanseverlik biçiminde yer almaktadır. Çalışmada bu doğrultuda 3 masal seçilmiştir. Masal seçiminde ayrıca Türk ve dünya masallarının da örneklendirilmesine dikkat edilmiş; bu amaçla da çalışmada incelenmek üzere 1 Türk masalı, 1 La Fontaine(Jeon dö la Fonten) masalı ve 1 Ezop masalı olmak üzere 3 masal belirlenmiştir:

Türk masalı Naki Tezel tarafından derlenen ve Türk Masalları adlı eserde yer alan “Akıllı Evlat” masalıdır. Naki Tezel, 1915-1980 yılları arasında yaşayan Türk halk bilimci ve masal derleyicisidir. Köroğlu, Keloğlu ve İstanbul masallarının yanı sıra bilmece ve atasözü derleme çalışmaları da bulunmaktadır. Akıllı Evlat metni, Tezel’in Türk Masalları adlı kitapta derlediği 54 masaldan biridir. Masalda mirasını paylaşdırmak isteyen bir babanın üç oğluna birer kese altın vererek oradan ayrılmasını ve 3 yıl boyunca bu altınlarla bir iş yapmalarını isteyerek bir teste tabi tutması anlatılmaktadır (Tezel, 2014).

La Fontaine’e ait olan masal “Çocuk ve Ayna” masalıdır. Jean de La Fontaine, 1621-1695 yılları arasında yaşamış Fransız şair ve yazardır. Daha çok masal ve fablları ile tanınmaktadır. Çocuk ve Ayna masalında kendinden başkasını sevmeyen; en iyi ve en güzel insanın kendisi olduğunu düşünen bir çocuğun sudaki aksini görerek gerçeği görmesi anlatılmaktadır(Masal.org, 2024).

Milattan önce 6.yüzyılda yaşadığı düşünülen Ezop, fabllarıyla tanınan Eski Yunan sanatçısıdır. Kahramanları genellikle hayvanlar olan masallarında yaşama ilişkin öğütler ve dersler verir. Projede incelenen metinlerden biri olan “Dil” masalında dünyada en tatlı ve güzel şeyin dil olduğunu ancak doğru kullanılmazsa en kötü ve acı şeyin de dil olabileceğini anlatır(Masal.org, 2024).

Araştırmanın problem durumu: Masal yoluyla değerlerin aktarılması ve yapay zekâ ile masalların olağanüstülük içeren değerler dünyasına ulaşmak mümkündür.

Araştırmanın soruları:

1. Masallar millî ve manevi değerlerin genç kuşaklara aktarılmasında etkili metinler midir?
2. Masallar öğrencilerin hayal güçlerinin gelişmesine ve olayları canlandırıp resmedebilme becerilerine katkı sağlar mı?
3. Yapay zekâ ile masallardaki değerler tespit edilebilir mi?
4. Yapay zekâ ile masalların olağanüstülük barındıran dünyası ve mecazlardan oluşan anlatımı algılanıp resmedilebilir mi?

Araştırmanın hipotezleri:

H₁ Masallar millî ve manevi değerlerin genç kuşaklara aktarılmasında kullanılabilecek etkili metinlerdir.

H₂ Masallar öğrencilerin olayları canlandırıp resmetme becerisini kullanmalarına olanak sunarak hayal güçlerinin gelişimine katkı sağlar.

H₃ Masallardaki değerler yapay zekâ tarafından da tespit edilebilir.

H₄ Yapay zekâ ile masalların olağanüstülük barındıran dünyası ve mecazlardan oluşan anlatımı algılanıp resmedilebilir.

Yöntem

Proje fikri, proje takvimi ve planı, yapılacak etkinlikler proje öğrencisi tarafından danışman öğretmen gözetiminde belirlenmiş ve oluşturulmuştur. Projenin hedef kitlesi 2024-2025 eğitim öğretim yılı birinci döneminde kurumumuz BYF2 Programında öğrenim gören (6. Sınıf) 10 öğrencidir. Proje fikri özgündür. Öğrenci merkezli bir projedir. Çalışmada öğrencilerin masallardaki değerler ilişkin farkındalık geliştirmelerine yönelik içerik analizi tekniği kullanılmıştır. Nitel araştırma yöntemlerinden biri olan içerik analizi, sosyal bilimler alanında sıklıkla kullanılan en önemli tekniklerden biridir. Belirli kurallara dayalı kodlamalarla bir metnin bazı sözcüklerinin daha küçük içerik kategorileri ile özetlendiği sistematik, yinelenebilir bir teknik olarak tanımlanır. İçerik analizi metin ya da metinlerden oluşan bir kümenin içindeki belli kelimelerin veya kavramların varlığını belirlemeye yönelik yapılır. Araştırmacılar bu kelime ve kavramların varlığını, anlamlarını ve ilişkilerini belirler ve analiz ederek metinlerdeki mesajla ilişkin çıkarımlarda bulunurlar. İçerik analizi, metinlerin

düzenlenerek, sınıflandırılarak, karşılaştırılarak; metinlerden teorik sonuçlar çıkarılması olarak da nitelendirilmektedir (Büyüköztürk, Ş.; Kılıç Çakmak, E.; Akgün, Ö.E.; Karadeniz, Ş.; Demirel, D., 2024).

Öğrencilere proje fikrinden bahsedilmiş, hazırlanan ve Ek1’de sunulan 3 masal metni verilmiş, T.C. Milli Eğitim Bakanlığı Bilim ve Sanat Merkezleri Türk Dili ve Edebiyatı Dersi Çerçeve Öğretim Programı’nda yer alan erdem-değer-eylem çerçevesi hakkında bilgilendirme yapılmıştır. Masalları programda yer alan çatı değerler üzerinden değerlendirmesi ve bulduğu değerleri yazması istenmiştir. Projeye katılımın gönüllülüğe dayandığı özellikle belirtilmiştir. Öğrencilerin bulduğu değerler proje öğrencisi ve danışman öğretmen tarafından ayrı ayrı içerik analizine tabi tutulmuş ve elde edilen veriler karşılaştırılmış ve aynı veriler elde edildiği görülünce tablo haline getirilmiştir. Masallardaki değerlerin daha sonra Google’a ait yapay zekâ programı Gemini ile de tespit edilmesi sağlanmış, elde edilen veriler analiz edilerek tablo haline getirilmiş; öğrencilerin bulduğu değerler ile kıyaslanmıştır. Öğrenciler grup çalışması halinde her masal için bir resim olmak üzere üç resim yapmış, bu resimler de yine içerik analizine tabi tutularak değerlendirilmiştir. Masallar yapay zekâ programları (DALL E, Sider) yoluyla da resme dönüştürülmüş ve değerlendirilmiştir. Masallar farklı yapay zekâ programlarıyla resme dönüştürülmeye çalışılmış, en iyi sonuç alınan yapay zekâ programı tarafından oluşturulan resim seçilerek değerlendirmeye tabi tutulmuştur.

Bulgular

1. Akıllı Evlat Masalı

Naki Tezel tarafından derlenen “Akıllı Evlat” masalı ile ilgili çalışma öncesi proje öğrencisi ve danışman öğretmen tarafından yapılan değerlendirmede tespit edilen değerler; özgüven, adalet, kardeşlik, sevgi, özdenetim, eşitlik, saygı, sabır, alçakgönüllülük, cesaret, empati, yardımseverlik, sorumluluk, vatanseverlik, güven, merhamet, birlik beraberliktir.

Tablo 1: Akıllı Evlat masalında öğrencilerin bulduğu değerlere yönelik oluşturulan tema ve kodların frekans tablosu

Adalet	Adalet	2
	Eşitlik	5
	Uzlaşma	4
	Anlaşmazlık	2
Tema(Maarif Modeli Değerler)	KOD	f
Çalışkanlık	Faydalı olmak	1
	İleri görüşlülük	3
	Merak	2
	_____ Açgözlülük	2

Dürüstlük	Güven	2
Sevgi	Sevgi	10
	Kardeşlik	2
	Hasret	3
Saygı	Kibarlık	2
	Saygı	6
	Yardıms severlik	6
	İyilikseverlik	2
Sorumluluk	Liderlik	3

Tablo 1’de görüldüğü gibi Akıllı Evlat masalında öğrenciler tarafından 17 kod belirlenmiş, bu kodlar Maarif Modeli Erdem-Değer-Eylem Çerçevesi’ne göre adalet, çalışkanlık, dürüstlük, sevgi, saygı, sorumluluk olmak üzere 6 tema altında toplanmıştır.

Yapay zekâ programı Gemini tarafından yapılan incelemede ise Akıllı Evlat masalında akıl ve bilgelik, iyilik ve yardıms severlik, sorumluluk, adalet, cömertlik, aile birliği, kardeşlik, çalışkanlık değerleri tespit edilmiştir.

Görsel 1: Akıllı Evlat masalının öğrenciler tarafından yapılan görseli



Görsel 1’de görüldüğü gibi öğrenciler Akıllı Evlat masalının görselini oluştururken masaldaki mirası keseden saçılan altınlarla; üç kardeşin bu mirası elde etmek için üç yıl boyunca yaptıkları işleri ise deve kervanı, köprü, paraları koruyan yiğitler simgeleriyle anlatmıştır.

Görsel 2: Akıllı Evlat masalının yapay zekâ tarafından yapılan görseli



Görsel 2’de görüldüğü gibi yapay zekâ programı DALL E tarafından yapılan görselde Akıllı Evlat masalı deve kervanı, bir baba ile çocukları, köprü, şato, ırmak, dağ, orman simgeleriyle anlatılmıştır. Şato masalda geçmemektedir ancak yapay zekâ zenginlik kavramını şato ile simgelemiştir. Yapay zekâ programı tarafından masal metninde geçen “iyilik, zenginlik, anlaşmazlık” gibi bazı soyut ifadeler ve “yüzlerinden kan damlıyor” gibi mecazlar, tekerleme bölümündeki olağandışı ifadeler anlaşılamamış bu nedenle resimler birkaç denemenin ardından seçilerek oluşturulmuştur.

2. Çocuk ve Ayna Masalı

La Fontaine’e ait “Çocuk ve Ayna” masalı ile ilgili çalışma öncesi proje öğrencisi ve danışman öğretmen tarafından yapılan değerlendirmede tespit edilen değerler; alçakgönüllülük, özdenetim, özgüven, sevgi, doğruluk dürüstlük, sorumluluktur.

Tablo 2: Çocuk ve Ayna masalında öğrencilerin bulduğu değerlere yönelik oluşturulan tema ve kodların frekans tablosu

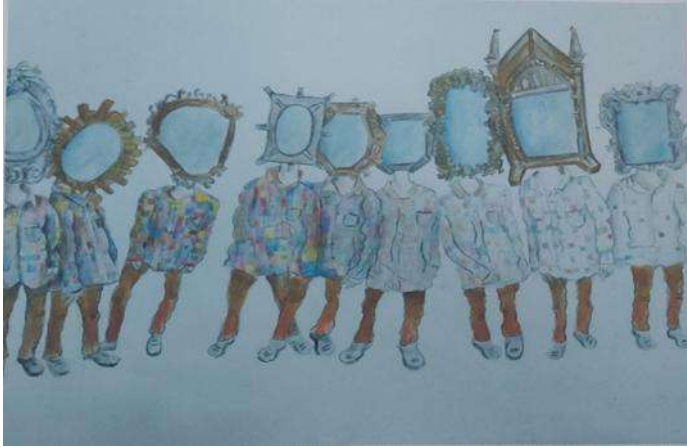
Tema(Maarif Modeli Değerler)	KOD	f
Mütevazılık	Bencilik	4
	Kabullenmek	6
	Kibirlik	5
	Kendini bilmemek	1
	Özgüven	2
	Özdenetim	6
	Açık fikirlilik	1

	Açgözlülük	6
Çalışkanlık	Cesaret	3
	İnat	4
Dürüstlük	Dürüstlük	5
	Gerçekçilik	1
Sevgi	Sevgi	4
	Anlayışlı olmak	3
Saygı	Saygı	3
Sorumluluk	Sorumluluk	2
Sabır	Sabır	2

Tablo 2’de görüldüğü gibi Çocuk ve Ayna masalında öğrenciler tarafından 17 kod belirlenmiş, bu kodlar Maarif Modeli Erdem-Değer-Eylem Çerçevesi’ne göre mütevazılık, çalışkanlık, dürüstlük, sevgi, saygı, sorumluluk, sabır olmak üzere 7 tema altında toplanmıştır.

Yapay zekâ programı Gemini tarafından yapılan incelemede ise Çocuk ve Ayna masalında özgüven, dürüstlük, mütevazılık, gerçekçilik, kendini tanıma değerleri tespit edilmiştir.

Görsel 3: Çocuk ve Ayna masalının öğrenciler tarafından yapılan görseli



Görsel 3’te görüldüğü gibi Çocuk ve Ayna masalının görselini oluştururken öğrenciler kafalarının yerinde çeşitli ebat ve biçimlerde ayna bulunan 9 çocuk çizmiştir.

Görsel 4: Çocuk ve Ayna masalının yapay zekâ tarafından yapılan görseli



Görsel 4’te görüldüğü gibi yapay zekâ programı DALL E tarafından yapılan görselde Çocuk ve Ayna masalı çocuk, aynalar, su birikintisi, kırsal bir alan ve merdiven simgeleriyle anlatılmıştır. Metinde merdiven geçmemesine rağmen ormandaki su kenarında bir merdiven resmedilmiştir. Yapay zekâ programı tarafından masal metninde geçen “kusur, hata, iyi insan” gibi bazı soyut ifadeler ve “hatayı kendinde aramak” gibi mecazlar anlaşılamamış bu nedenle resimler birkaç denemenin ardından seçilerek oluşturulmuştur.

Dil Masalı

Ezop’a ait “Dil” masalı ile ilgili çalışma öncesi proje öğrencisi ve danışman öğretmen tarafından yapılan değerlendirmede tespit edilen değerler; çalışkanlık, sabır, güven, doğruluk, özgürlük, dostluk, sorumluluk, özdenetimdir.

Tablo 3: Dil masalında öğrencilerin bulduğu değerlere yönelik oluşturulan tema ve kodların frekans tablosu

Tema(Maarif Modeli Değerler)	KOD	f
Mütevazılık	Özdenetim	4
	Kibirlilik	1
Çalışkanlık	Açgözlülük	2
	İleri görüşlülük	1
Dürüstlük	Dürüstlük	10
	Güven	6
Sevgi	Sevgi	5
Saygı	Saygı	10
	Saygısızlık	2
	Paylaşıcılık	1
	İyilikseverlik	6
	Hoşgörü	5
Sorumluluk	Sorumluluk	9
Adalet	Eşitlik	1

	Uzlaşma	5
Dostluk	Dostluk	4
Sabır	Sabır	4

Tablo 3’de görüldüğü gibi Dil masalında öğrenciler tarafından 17 kod belirlenmiş, bu kodlar Maarif Modeli Erdem-Değer-Eylem Çerçevesi’ne göre mütevazılık, çalışkanlık, dürüstlük, sevgi, saygı, sorumluluk, adalet, dostluk, sabır olmak üzere 9 tema altında toplanmıştır.

Yapay zekâ programı Gemini tarafından yapılan incelemede ise Dil masalında sorumluluk, özdenetim, saygı, adalet, sözün gücü, bilgelik ve akıl, iletişimin önemi değerleri tespit edilmiştir.

Görsel 5: Dil masalının öğrenciler tarafından yapılan görseli



Görsel 5’te görüldüğü gibi Dil masalının görselini oluştururken öğrenciler bir kadın ve bir erkek figürünün iletişimde olumsuz sözcükler(berbat, yapamazsın, sen hiçsin, hayır, saçma, olmaz, istemem) kullanması biçiminde bir ifade tarzı seçmiştir. Resimde masalda geçen “Dil dünyada var olan en güzel, en tatlı şeydir. Bütün bilimlerin anahtarı dildir. İnsanlar onunla anlaşılır; sevgimizi, düşmanlığımızı dilimizle anlatırız. O olmasaydı halimiz kim bilir nice olurdu!..” düşüncesine uygun olumlu ifadeler yer almamıştır.

Görsel 6: Dil masalının yapay zekâ programı tarafından yapılan görseli



Görsel 6’te görüldüğü gibi yapay zekâ programı Sider tarafından yapılan görselde Dil masalı bir yemek masası, çeşitli yemekler ve masa etrafında farklı tip ve karakterlerde insanlar ile resmedilmiştir. Yapay zekâ programı tarafından masal metninde geçen “sevgi, düşmanlık, anlaşmazlık, marifet” gibi bazı soyut ifadeler ve “dili belasına çekmek, diline sahip olmak, oyuna gelmek, aklını kaçırmak” gibi mecazlar anlaşılamamış bu nedenle resimler birkaç denemenin ardından seçilerek oluşturulmuştur.

Sonuç ve Tartışma

Çalışmada incelenen masalarda öğrenciler ve yapay zekâ aracı tarafından tespit edilen değerler, BYF2 Türk Dili ve Edebiyatı yıllık planı “Olağanüstülük İçeren Metinler” temasında belirlenen değerlerle örtüşmektedir(2024). Bu tespit, masalların millî ve manevi değerlerin gelecek kuşaklara aktarılmasında etkili metinler olduğu tezini desteklemektedir.

Öğrencilerin çizdiği resimlerde masal metnlerinde anlatılan olaylar bütünüyle canlandırılmış, metinlerdeki soyut ifadeler de hayal gücü yardımıyla somutlaştırılarak kâğıda aktarılmıştır. Yapay zekâ araçları ile çizilen resimlerde daha çok masaldaki somut ifadeler görsele aktarılmış, soyut ifadelerin algılanamadığı için metnin görsele çevrilmesi için birden çok deneme yapılmak zorunda kalınmıştır. Hem öğrencilerin hem de yapay zekânın oluşturduğu görsellerde değerlere ilişkin sembollerden ziyade masalda anlatılan olayların canlandırılması esas alınmıştır.

Akıllı Evlat masasında öğrenciler tarafından belirlenen 17 kod içinde en fazla frekansa sahip olan değer sevgi temasına aittir. En az öğrenci tarafından bulunan değer çalışkanlık teması içinde yer alan faydalı olmak değeridir. Öğrencilerin bulduğu değerler ile yapay zeka

programının tespit ettiği değerler uyushmaktadır. Naki Tezel'in Türk Masalları Adlı Kitabının Değerler Açısından Analizi adlı çalışmada Karagöz tarafından tespit edilen değerlerle de örtüşmektedir. Karagöz'ün çalışmasında bu masalda tespit edilen değerler "başarı, öz yönelim, iyilikseverlik, geleneksellik, uyma" biçiminde yer almaktadır(Karagöz, 2017).

Öğrenciler Akıllı Evlat masalını resmederken masalı bir bütün olarak görselleştirmiş, masaldaki 3 evladın 3 yıl boyunca yaptıkları işlerin tamamını sembolize eden görseller eklemişlerdir. Yapay zekâ programında yapılan resimde ise masalda geçen "deve kervanı, bir baba ile çocukları, köprü, ırmak, dağ, orman" gibi somut kavramlar yer almaktadır. Masalda geçen "zenginlik" kavramı gibi soyut ifadeleri ise şato görseli ile karşılanmıştır.

Çocuk ve Ayna masalında öğrenciler tarafından belirlenen 17 kod içinde en fazla frekansa sahip değerler mütevazılık ve çalışkanlık temalarında yer almaktadır. Gerçekçilik ve kendini bilmemek değerleri ise en az öğrenci tarafından tespit edilmiştir. Öğrencilerin bulduğu değerler ile yapay zekâ programının tespit ettiği değerler genel olarak uyushmaktadır ancak yapay zekâ programının tespit ettiği değerler arasında sevgi ve saygı değerleri yer almamaktadır.

Öğrenciler Çocuk ve Ayna masalını resmederken sadece kafası çeşitli modellerde ayna olan insan figürleri kullanmıştır. Bu görseller masalın sonunda geçen ve masalın ana düşüncesini oluşturan "Aynalar bizim kusurlarımızı her zaman olduğu gibi gösterir." ifadesine işaret etmektedir. Yapay zekâ programı ise masalda geçen orman, dere, çocuk, ayna gibi somut unsurları da kullanarak bir görsel oluşturmuştur.

Dil masalında öğrenciler tarafından belirlenen 17 kod içinde en fazla frekansa sahip dürüstlük ve saygı en fazla frekansa sahiptir. Eşitlik, ileri görüşlülük ve kibirlilik değerleri ise en az öğrenci tarafından tespit edilmiştir. Öğrencilerin bulduğu değerler ile yapay zekâ programının tespit ettiği değerler genel olarak uyushmaktadır ancak yapay zekâ sözün gücü, iletişimin önemi, bilgelik ve akıl değerlerini de tespit etmiştir.

Öğrenciler Dil masalını resmederken bir kadın ve erkeğin iletişiminde sadece olumsuz ifadeler yönelmişlerdir. Resimde olumlu ifadeler yer almamıştır. Yapay zekâ tarafından yapılan resimde ise bir yemek masası ve etrafında insanlar gibi somut unsurlara yer verilmiştir.

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Öz-Şefkat: Türkiye’de Yapılan Çalışmalar Üzerine Sistematiik Bir Derleme

Öykü Sena Öz

İzmir Demokrasi Üniversitesi, Sosyal Bilimler Enstitüsü, e-posta: senaoyk2015@gmail.com,
ORCID No: 0009-0006-1088-0883, Türkiye

Doç. Dr. Esra Asıcı

İzmir Demokrasi Üniversitesi, Eğitim Fakültesi, Eğitim Bilimleri Bölümü,
e-posta: esra.asici@idu.edu.tr, ORCID No: 0000-0003-0872-9042, Türkiye

Özet

Şefkat meydana gelen sorunları ve olayları sevecenlikle ve anlayışla karşılayabilme derecesidir. Öz-şefkat ise kişinin bu anlayış ve sevecenliği kendi problemlerine, yaşamında karşısına çıkan sorun ve olaylara yansıtabilme düzeyidir. Bir diğer ifade ile öz-şefkat; bireyin iyi oluşuna hizmet eden bir kavramdır. Bu çalışmada Türkiye’de yapılmış, öz-şefkat kavramına odaklanan çalışmaların sistematiik olarak incelenmesi hedeflenmiştir. Bu amaç doğrultusunda “öz-şefkat” anahtar kelimesi kullanılarak TR Dizin veri tabanında taramalar gerçekleştirilmiştir. Yapılan tarama sonucunda 2020 ve 2024 yılları arasında yayınlanmış olan 77 çalışmaya ulaşılmıştır. Ayrıntılı inceleme sonucunda dahil etme ölçütlerini karşılayan 14 araştırma makalesi sistematiik derleme kapsamına alınmıştır. Seçilen 14 çalışma; yazıldığı yıl ve alan, örneklem, kullanılan ölçme araçları, kullanılan analiz teknikleri, bulguları ve sonuçları açısından detaylı olarak incelenmiştir. Bulgular bireylerin öz şefkat düzeylerini etkileyen değişkenlerin yanı sıra bireylerin öz-şefkat düzeyinin etkilediği değişkenleri de ortaya koymuştur. Sonuçlar öz-şefkat düzeyi yüksek olan bireylerin olumlu ve olumsuz özellikleri karşısında denge sağlayabildikleri, yeni bir ortama girdiklerinde uyum süreçlerini daha kolay yönetebildikleri, depresyon, anksiyete, kaygı gibi olumsuz sonuçları olabilecek ruhsal süreçlerde koruyucu bir faktör olabildiği ve iyi oluşa katkı sağladığı yönündedir. Ayrıca çocukluk çağı travmaları ile öz-şefkat arasında negatif yönlü bir ilişkinin olduğu; kadınlarla yapılan bir çalışmada ise öz şefkat düzeyi arttıkça mutluluğun da arttığı belirlenmiştir. Sonuç olarak, kişinin kendini sevmesiyle ilgili olan öz-şefkatin, özellikle de psikolojik iyi oluşun artırılması bakımından yardımcı rolünün yadsınamaz düzeyde olduğu saptanmıştır. Öz şefkat kişinin iyi oluşuna sağladığı dikkate alındığında öz-şefkat ile ilgili yapılan çalışmaların çeşitlendirilmesi önemlidir. Bu bağlamda, öz-şefkat üzerine yapılan bu sistematiik derleme çalışmasının farklı araştırmaların sonuçlarını bir arada görmek ve konuyla ilgili henüz ele alınmamış noktaları ortaya koyarak eksiklikleri belirlemek açısından alana katkı sağlayacağı düşünülmektedir.

Anahtar Kelimeler: Şefkat, öz-şefkat, iyi oluş, sistematiik gözden geçirme

Self-Compassion: A Systematic Review of Studies Conducted in Turkey

Abstract

Compassion is defined as the extent to which individuals can approach problems and life events with kindness and understanding. Self-compassion refers to the ability to extend this same kindness and understanding toward oneself in the face of personal difficulties and life challenges. In this context, self-compassion is considered a concept that supports individual well-being. The present study aimed to systematically review the research conducted in Turkey that focuses on self-compassion. For this purpose, a search was conducted in the TR Index database using the keyword “self-compassion.” As a result, 77 studies published between 2020 and 2024 were identified. Following a detailed evaluation based on predetermined inclusion criteria, 14 research articles were included in the systematic review. These 14 studies were examined in detail in terms of publication year and discipline, sample characteristics, measurement tools used, data analysis techniques, major findings, and overall results. The findings revealed both the variables that influence self-compassion and those that are influenced by it. The results indicated that individuals with high levels of self-compassion are better able to maintain emotional balance in the face of both positive and negative experiences, adapt more easily to new environments, and that self-compassion functions as a protective factor against psychological issues such as depression, anxiety, and worry. Additionally, it was found that self-compassion contributes positively to psychological well-being. A negative correlation was observed between childhood trauma and self-compassion; furthermore, a study focusing on women revealed that higher levels of self-compassion were associated with increased happiness. In conclusion, self-compassion, which involves cultivating a loving and accepting attitude toward oneself, plays a significant role in promoting psychological well-being. Given its positive contributions to mental health, there is a need to further expand the scope and diversity of research on self-compassion. This systematic review is expected to contribute to the existing literature by providing a comprehensive synthesis of current findings and highlighting areas for future research.

Keywords: Compassion, self-compassion, well-being, systematic review

Giriş

Şefkat kişilerin acıları ve sorunları karşısında sevecenlik ve anlayışla yaklaşabilmesi ile ilişkilendirilen bir kavramdır (Condon ve Barrett,2013). Öz şefkat ise kişinin kendi acıları ve problemlerine karşı anlayışla ve nezaketle yaklaşabilmesi anlamına gelmektedir (Yıldırım, 2018). Öz şefkatin kökeni, bilgece yaşama arayışında olan ve bunu sevgi, şefkat ve empati

çerçevesinde yürüten Budizm felsefesinin temellerine dayanır. (Wallace ve Shapiro, 2006). Öz şefkat temelinde 3 ana bileşenden oluşmaktadır. Bunlar; öz sevecenlik, ortak paylaşımların bilincinde olma ve farkındalıktır. Öz sevecenlik kişinin olumsuzluklar, başarısızlıklar ve yaşamdaki acılar karşısında kendine anlayışlı ve sevecen yaklaşabilmesi ile ilişkili bir bileşendir. Ortak paylaşımların bilincinde olma, kişinin yaşamdaki olayları insanlığın ortak deneyimleri olarak görebilmesidir. Yaşamda yer alan acı ve zor durumların tüm insanlar tarafından deneyimlenebilecek süreçler olarak görülebilmesi ile ilişkili bir bileşendir. Üçüncü ve son bileşen olan farkındalık ise kişinin yaşanan duygu ve deneyimleri iyi ya da kötü gibi sıfatlarla nitelendirmeden yaşanmasına izin vermek ve bu süreçte dengede kalabilmek ile ilişkili bir kavramdır (Neff, 2003).

İnsanın olumlu ve iyi olduğu duruma karşılık gelen birçok kavram vardır. İyi oluş kavramı da bunlardan biridir. Psikolojik iyi oluş, öznel iyi oluş, psikolojik sağlamlık, psikolojik esneklik, yaşam doyumu birbirleriyle ilişki içinde olan kavramlardır (Özen, 2010). İyi oluş ile öz şefkat kavramları arasında pozitif yönde bir ilişkinin varlığı söz konusudur. Literatürde buna dair birçok araştırma söz konusudur. Öz şefkat düzeyi yüksek olan kişilerin iyi oluşları da pozitif yönde etkilenmektedir (Homan,2016; Neff ve McGehee, 2010; Neff, Kirkpatrick ve Rude, 2007).

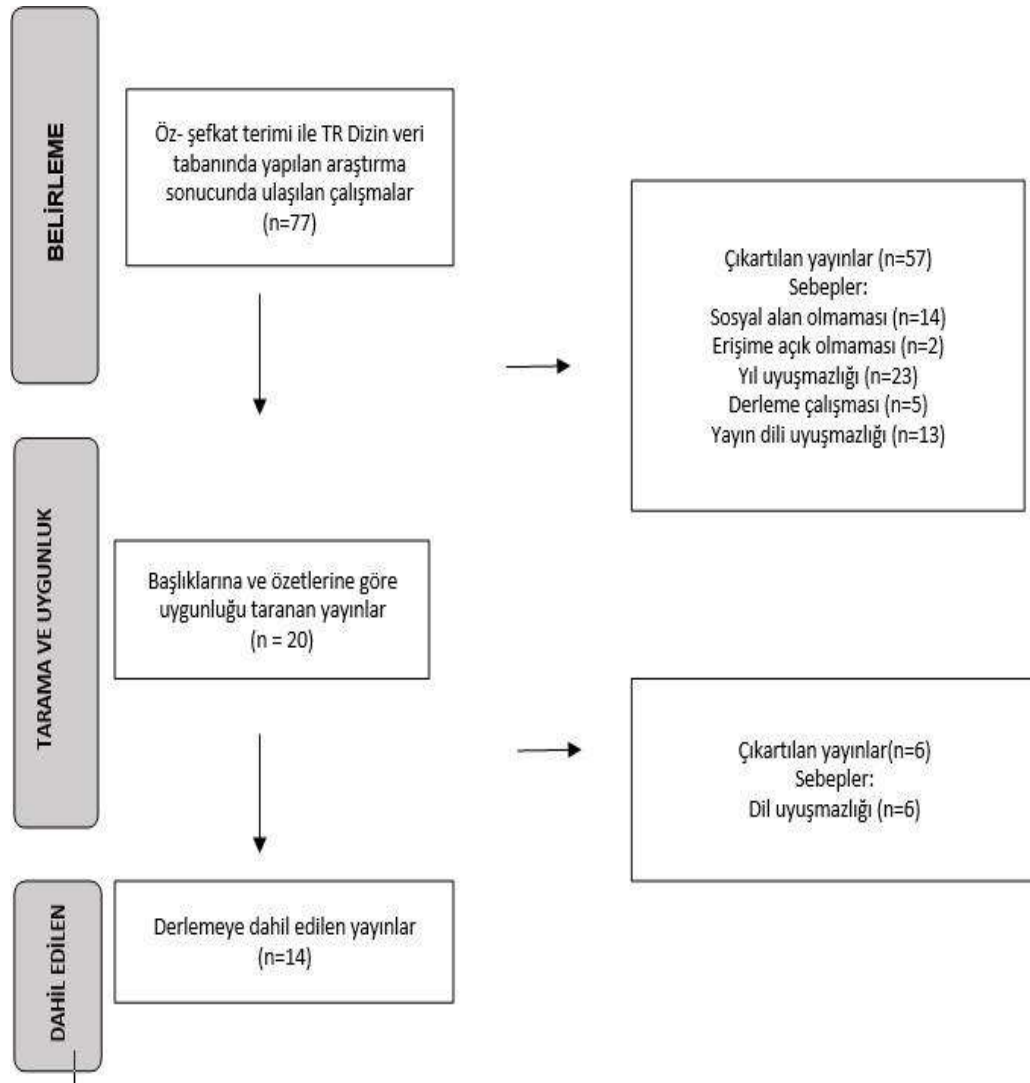
Kişinin kendini sevmesiyle ilgili olan öz- şefkatin, özellikle de psikolojik iyi oluşun artırılması bakımından yardımcı rolü dikkate alındığında; öz- şefkat ile ilgili yapılan çalışmaların çeşitlendirilmesi önemlidir. Bu bağlamda, araştırmada TR Dizin veri tabanında taranan son 4 yılda yayınlanmış olan öz-şefkat konusunu ele alan çalışmaların sistematik olarak derlenmesi amaçlanmıştır. Öz- şefkat üzerine yapılan bu sistematik derleme çalışmasının farklı araştırmaların sonuçlarını bir arada görmek ve konuyla ilgili henüz ele alınmamış noktaları ortaya koymak açısından önemli olduğu düşünülmektedir.

Yöntem

Öz şefkat ile ilgili TR Dizin veri tabanında son 4 yılda yayınlanmış olan araştırmaların yapılandırılmasından sonuçlandırılmasına kadar incelenmesini amaçlayan bu çalışmada sistematik derleme yöntemi kullanılmıştır. Sistematik derleme, bir araştırma sorusuna cevap almak amacıyla belirli sınırlar çerçevesinde konu ile ilgili yayınların incelenerek belirli sentezlerden geçirilip bir araya getirilme çalışmasıdır (Yılmaz, 2021).

Bu amaç doğrultusunda 12 Şubat 2025 tarihinde ilgili anahtar kelime olan “öz şefkat” terimiyle TR Dizin veri tabanında taramalar gerçekleştirilmiştir. 2021-2022-2023-2024 yıllarında yayınlanmış olan 77 araştırma makalesine ulaşılmıştır. Veri tabanı aracılığıyla

ulaşılan makaleler çalışma alanı, yayın yılı, örneklem grubu, araştırma yöntemi ve ele alınan değişkenler açısından ayrıntılı olarak incelenmiştir. Dahil edilme ölçütleri TR Dizin veri tabanında yer alan çalışmalar, yayın dili Türkçe olan çalışmalar, erişime açık olan çalışmalar, makale formatında olan çalışmalar, sosyal alanda yazılmış olan çalışmalar ve belirlenen yıllar içerisinde yazılmış olan çalışmalarken; dışlama ölçütleri ise TR Dizin veri tabanında yer almayan çalışmalar, yayın dili Türkçe olmayan çalışmalar, makale formatının dışında yer alan çalışmalar, sosyal alanda yazılmış olmayan çalışmalar ve belirlenen yılların dışında yazılmış olan çalışmalar olarak belirlenmiştir. Dahil edilme ve dışlama ölçütlerine karşılayan ve öz şefkati konu alan 14 araştırma sistematik derlemeye dahil edilmiştir.



Şekil 1. Literatür tarama sürecine ilişkin PRISMA akış şeması

Bulgular

Çalışmaya dahil edilen araştırmalar içeriklerine göre bulgular kullanılan ölçme araçları, iyi oluş, benlik, ruh sağlığı, travmatik yaşantılar, bağlanma, tükenmişlik, affetme, stresle başa çıkma, umut ve çalışma ortamı olmak üzere 11 ana başlıkta toplanmıştır.

Kullanılan Ölçme Araçlarına Dair Bulgular

İncelenen çalışmaların tamamında toplam 6 farklı ölçme aracı kullanıldığı tespit edilmiştir. Çalışmaların 4 tanesinde Yıldırım ve Sarı'nın (2008) geliştirmiş olduğu Öz Şefkat Ölçeği Kısa Formu, 3 tanesinde Raes vd. (2011) geliştirmiş oldukları Öz Şefkat Ölçeği Kısa Formu, 3 tanesinde araştırmacıların oluşturduğu anket ve görüşme soruları, 2 tanesinde Akın vd. (2007) geliştirmiş oldukları Öz Duyarlılık Ölçeği, 1 tanesinde Deniz vd. (2008) geliştirdikleri Öz Şefkat Ölçeği ve 1 tanesinde de Neff (2003)'in geliştirmiş olduğu Öz Anlayış Ölçeği kullanılmıştır.

Öz Şefkat ve Benlikle İlgili Değişkenler Arasındaki İlişkiye Dair Bulgular

İncelenen çalışmaların biri (Tekin ve Kul, 2023) öz şefkat ile kendini sabotaj ve benlik saygısı değişkenleri arasındaki ilişkilere odaklanmıştır. Çalışma bulgularında öz şefkatin; kendini sabotaj ile arasında negatif yönlü anlamlı düzeyde ilişki olduğu saptanırken benlik saygısı ile arasında pozitif yönlü anlamlı düzeyde ilişki olduğu saptanmıştır. Ek olarak, öz şefkatin benlik saygısı ile kendini sabotaj arasındaki ilişkide aracılık rolü olduğu tespit edilmiştir.

Öz Şefkat ve Ruhsal Belirtiler Arasındaki İlişkiye Dair Bulgular

İncelenen bir araştırmada (Dinçbaş vd., 2023) öz-şefkat ile ruhsal belirtiler arasındaki ilişkilere odaklanılmıştır. Öz şefkat ile depresif belirtiler, anksiyete ve stres arasında negatif yönde ilişkiler olduğu saptanmıştır. Bir diğer çalışmada (Andiç ve Batıgün, 2019) ise öz şefkat ile internet bağımlılığı arasındaki ilişkiye odaklanılmıştır. Bu çalışmada öz-şefkat ile internet bağımlılığı arasında negatif yönde anlamlı bir ilişki olduğu sonucuna ulaşılmıştır.

Öz Şefkat ve Travmatik Yaşantılar Arasındaki İlişkiye Dair Bulgular

İncelenen bir çalışma (Kıraç, 2022) bireylerin öz-şefkat gelişimini etkileyen bir unsur olarak çocukluk çağı travmalarına odaklanmıştır. Çalışma bulgularında çocukluk çağı travmalarının düşük öz şefkat düzeyini yordadığı görülmüştür.

Öz Şefkat ve İyi Oluş Arasındaki İlişkiye Dair Bulgular

Bazı çalışmalar öz-şefkat ile iyi oluş arasındaki ilişkilere odaklanmıştır. İncelenen üç çalışmada (Topkaya vd., 2022; Karataş ve Uzun, 2021; Tunca, 2022) öz-şefkatin, iyi oluş ve

mutluluğun pozitif yönde anlamlı bir yordayıcısı olduğu ortaya konmuştur.

Öz Şefkat ve Umut Arasındaki İlişkiye Dair Bulgular

Okul psikolojik danışmanlarıyla gerçekleştirilen bir çalışmada umut ve öz şefkat düzeyleri arasında anlamlı ilişkiler tespit edildiği görülmektedir. Buna göre; öz şefkat umudu pozitif yönde doğrudan ve anlamlı bir şekilde yordamaktadır (Dönmez ve Sarı,2021).

Öz Şefkat ve Stresle Başa Çıkma Arasındaki İlişkiye Dair Bulgular

Yapılan bir çalışma (Ekşi vd., 2022) öz-şefkat ile stresle başa çıkma tarzları arasındaki ilişkilere odaklanmıştır. Bulgular öz-şefkatin stresle başa çıkma tarzlarının anlamlı bir yordayıcısı olduğunu göstermiştir. Stresle başa çıkma tarzlarının alt boyutlarından: Kendine güvenli yaklaşım, iyimser yaklaşım, sosyal destek arama boyutu öz şefkati pozitif yönde; çaresiz yaklaşım boyutu ve boyun eğici yaklaşım boyutu ise öz şefkati negatif yönde etkilemektedir. Yani öz şefkat arttıkça çaresiz yaklaşım ve boyun eğici yaklaşım azalmaktadır.

Öz Şefkat ve Bağlanma Arasındaki İlişkiye Dair Bulgular

Yapılan bir çalışmanın (Sumbas ve Öztürk, 2021) sonucunda; bireylerin öz şefkat düzeyleri ile obsesif bağlanma ve korkulu bağlanma düzeyleri arasında düşük düzeyde, negatif yönlü ve anlamlı ilişkiler olduğu tespit edilmiştir.

Öz Şefkat ve Tükenmişlik Arasındaki İlişkiye Dair Bulgular

İncelenen iki çalışmada öz-şefkat ile tükenmişlik arasındaki ilişkilere odaklanılmıştır. Polatçı ve Baygın'ın (2022) çalışması bireylerin öz-şefkat düzeylerinin tükenmişlik düzeylerini negatif yönde yordadığını göstermiştir. Dönmez ve Sarı'nın (2021) çalışmasında ise okul psikolojik danışmanlarının tükenmişlik ve öz şefkat düzeyleri arasında anlamlı ilişki olduğu; öz şefkatin tükenmişliği negatif yönde doğrudan ve anlamlı bir şekilde yordadığı görülmektedir.

Öz Şefkat ve Tükenmişlik Arasındaki İlişkiye Dair Bulgular

Ergenlerle gerçekleştirilen bir çalışmada (Karataş ve Uzun, 2021) öz şefkat ile affetme eğilimi arasındaki ilişkilere odaklanılmıştır. Öz şefkatin, ergenlerin kendilerini, başkalarını ve durumları affetme eğilimlerinin hepsini olumlu yönde yordadığı sonucuna ulaşılmıştır.

Öz Şefkat ve Çalışma Ortamı Arasındaki İlişkiye Dair Bulgular

Bir çalışma (Üçok, 2022) kapsamında anket çalışması yapılmıştır. Anket sonuçlarında hoşgörü, uzlaş, iş birliği ve birliktelik duygusuyla şekillenen çalışma ortamında çalışan kişilerin, öz şefkat duygularına verecekleri tepkilerin olumlu yönde olacağı şeklindedir.

Tartışma ve Sonuç

Bu çalışmada TR Dizin veri tabanında yer alan öz şefkat konusu ile ilgili 2021 – 2024 yılları arasında yayınlanmış olan çalışmalar sistematik bir şekilde incelenmiştir. Yapılan detaylı incelemede, birçok alanda öz şefkatin önemli etkisinin olduğu sonucuna ulaşılmıştır. Öz şefkat bazı çalışmalarda sonuç değişkeni olarak ele alınırken; bazılarında ise bağımsız/yordayıcı değişken olarak ele alındığı belirlenmiştir. İncelenen 14 çalışma sonucunda öz şefkat kavramı ile iyi oluş, benlik, ruh sağlığı, travmatik yaşantılar, bağlanma, tükenmişlik, affetme, stresle başa çıkma, umut ve çalışma ortamı arasındaki ilişkiler ortaya konmuştur.

Yapılan çalışmaların çoğu göstermektedir ki öz şefkat düzeyi yüksek olan bireyler yaşamlarındaki zorluklara karşı daha anlayışlı daha kabullenici bir tavır sergileyebilmektedir. Bunun sebebi öz şefkatin kişide olumlu bir etkisinin olması kişinin kendine karşı nazik, farkındalık sahibi ve durumların kendi özelinde değil tüm insanlığın ortak paylaşımı olduğunun bilincinde olmaları olabilir.

Tüm sonuçlar bir arada değerlendirildiğinde; çocukluk çağındaki olumsuz deneyimlerin bireyin öz-şefkat gelişimini engellediğini, öz-şefkat düzeyi gelişmemiş kişilerin stresle etkili olarak başa çıkmadıkları için ruhsal bozukluklara karşı daha savunmasız oldukları düşünülebilir. Diğer taraftan öz-şefkat düzeyi gelişmiş bireyler stresli yaşantılarla daha etkili başa çıkma kapasitesine sahip olduklarından olumlu ruhsal deneyimler yaşamaları ve iyi oluşlarını koruma olasılıkları artmaktadır.

Bulgular aşağıdaki sonuçlara işaret etmektedir:

Öz-şefkat arttıkça bireylerin kendini sabotaj eğilimleri (kişinin yetenek ve becerilerine sahip olmasına rağmen, işleri tamamlamak konusunda kendine olan şüphe ve korkunun etkisiyle işleri erteleyip yıkıcı davranışlara yol açması durumu) azalmaktadır.

Öz-şefkat arttıkça bireylerin benlik saygısı artmakta; bir diğer deyişle kendilerine karşı daha olumlu bir benlik algısına sahip olabilmektedirler.

Öz-şefkatin artması; daha yüksek iyi oluş, mutluluk, umut ve affedicilik gibi olumlu sonuçlar ortaya çıkarmaktadır.

Diğer taraftan öz-şefkatin azalması depresyon, anksiyete, stres, tükenmişlik, internet bağımlılığı gibi bir takım olumsuz sonuçlar ortaya çıkarmaktadır.

Çocukluk çağındaki olumsuz travmatik deneyimler ve sahip olunan bağlanma stilleri bireyin öz-şefkat gelişimini etkileyen unsurlar olarak karşımıza çıkmaktadır.

Bu bağlamda psikolojinin temelleri ve eğitimi okul öncesinden başlamak üzere psikolojik danışmanlar tarafından okullarda atılır. Öğrencilere bu eğitimi okullarda öncelikli olarak ruh sağlığı hizmeti veren psikolojik danışmanlar verir. Bu yüzden okullarda yapılacak öz-şefkate katkı sağlayan çalışmaların çeşitlendirilmesi ve alan yazına katılması önemlidir.

İncelemiş olduğumuz çalışmaların büyük çoğunluğu ergenler ile genç yetişkinlik dönemi örneklemi ele alan çalışmalardan oluşmaktadır. Bu bakımdan özel gruplar ve diğer yaş grupları ile yapılacak olan çalışmaların alan yazına zenginlik katacağı düşünülmektedir. Öz-şefkatin iyi oluşa sağladığı katkı dikkate alındığında; öz-şefkati geliştirmeye yönelik psikoeğitim programların hazırlanarak uygulanmasının da faydalı olacağı düşünülmektedir.

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Yabancı Dil Olarak Türkçe Öğretimi Alanında Hazırlanan Setlerde Yer Alan Kalıp Sözlerin İşlenişi

Doç. Dr. Ramazan Çakır

Girne Amerikan Üniversitesi, ramazancakir@gau.edu.tr, 0000-0001-9862-0846, KKTC

Uzm. Zehra İpek

Girne Amerikan Üniversitesi, zehraipek97@gmail.com, KKTC

Öğretim Görevlisi Rafet Enes Çakır

Girne Amerikan Üniversitesi, rafetenescakir@gau.edu.tr, 0009-0007-5930-9474, KKTC

Özet

Türkçe öğretimi, sadece dilin öğretilmesiyle sınırlı değildir. Hedef öğrencilere farklı kültürel bağlamları anlamalarını ve değerlendirmelerini sağlayarak bir köprü oluşturur. Kültür ve halk edebiyatı unsurları bir dilin içinde bulunduğu toplumun değerlerini, normlarını, geleneklerini ve yaşam tarzlarını kapsayan derin ve karmaşık bir kavramdır. Ders kitapları, öğrencilere bu kültürel içeriği sunarak dil öğrenme sürecini zenginleştirir ve daha etkili iletişim kurmalarına yardımcı olur. Yabancı dil olarak Türkçe öğretimi alanında hazırlanan setlerde ve kitaplarda farklı bir yaklaşımla öğretim teknikleri ve yöntemleri kullanılmaktadır. Bu farklılıkların yanı sıra yabancı dil olarak Türkçe öğretiminde ortak olan nokta, sadece dil bilgisi kurallarını ve iletişim becerilerini öğretmekle kalmaz, aynı zamanda Türk kültürünü de öğrencilere aktarmayı hedefler. Bu çalışmanın amacı, yabancılara Türkçe öğretimi alanında hazırlanmış Van Yüzüncü Yıl Üniversitesi ve Yeni İstanbul Uluslararası Öğrenciler İçin Türkçe Ders Kitapları setlerindeki okuma- dinleme metinlerinde geçen kalıp sözlerin (atasözleri, deyimler, kısa dualar-alkışlar, dilekler, gündelik sözler, tekerlemeler, ölçünlü sözler) tespit etmek ve Türk kültürüne ve Türk dili alanına sundukları katkıyı belirlemektir. Araştırmanın örneklemini “Van Yüzüncü Yıl Üniversitesi Yabancılar İçin Türkçe Öğretim Seti (A1, A2, B1, B1, C1-C2)” ve Yeni İstanbul Uluslararası Öğrenciler İçin Türkçe (A1, A2, B1, B2, C1)” oluşturmaktadır. Araştırmada, nitel analiz tekniklerinden biri olan “doküman analizi” tekniği kullanılmıştır. Elde edilen veriler, betimsel olarak incelenmiş, tablolastırılmış ve yorumlanmıştır. Van Yüzüncü Yıl Üniversitesi Yabancılar İçin Türkçe Öğretim Seti’nde yer alan okuma metinleri incelendiğinde, 83 alkış-dilek, 450 deyim, 8 atasözü, 7 tekerleme, tespit edilmiştir. Yeni İstanbul Uluslararası Öğrenciler İçin Türkçe Öğretim Seti’nde yer alan okuma-dinleme metinleri incelendiğinde, 292 alkış-dilek, 523 deyim, 5 atasözü, 1 tekerleme ve 336 günlük ifade tespit edilmiştir. Bu metinlerde ölçünlü söz ve kargış-beddua örneklerine rastlanmamıştır.

Anahtar kelimeler: Yabancı dil, Türkçe öğretimi, Yabancılar İçin Türkçe Öğretim Seti, Kalıp sözler

Processing of Formulaic Words in the Sets Prepared in the Field of Teaching Turkish as a Foreign Language

Abstract

Teaching Turkish is not limited to teaching the language alone. It creates a bridge by enabling target students to understand and evaluate different cultural contexts. Culture and folk literature elements are a deep and complex concept that encompasses the values, norms, traditions and lifestyles of the society in which a language is located. Textbooks enrich the language learning process by providing students with this cultural content and help them communicate more effectively

In the sets and books prepared in the field of teaching Turkish as a foreign language, different approaches are used in teaching techniques and methods. In addition to these differences, the common point in teaching Turkish as a foreign language is not only teaching grammar rules and communication skills, but also aims to transfer Turkish culture to students. The aim of this study is to determine the formulaic words (proverbs, idioms, short prayers-applauses, wishes, daily words, tongue twisters, standard words) in the reading-listening texts in the sets of Van Yuzuncu Yil University and New Istanbul Turkish Course Books for International Students prepared in the field of teaching Turkish to foreigners and to determine their contribution to Turkish culture and the field of Turkish language

The sample of the study consists of “Van Yuzuncu Yil University Turkish for Foreigners Teaching Set (A1, A2, B1, B1, C1-C2)” and New Istanbul Turkish for International Students (A1, A2, B1, B2, C1)”. The “document analysis” technique, which is one of the qualitative analysis techniques, was used in the study. The obtained data were examined descriptively, tabulated and interpreted. When the reading texts in the Van Yuzuncu Yil University Turkish for Foreigners Teaching Set were examined, 83 applause-wishes, 450 idioms, 8 proverbs, 7 tongue twisters were identified. When the reading-listening texts in the New Istanbul Turkish for International Students Teaching Set were examined, 292 applause-wishes, 523 idioms, 5 proverbs, 1 tongue twister and 336 colloquial expressions were identified. No standard words or curse-impostor examples were encountered in these texts.

Keywords: Foreign language, Turkish teaching, Turkish for Foreigners Teaching Set, Formulaic Words

Giriş

İnsanı diğer canlılardan ayıran en temel özelliklerden biri, dil yetisine sahip olmasıdır. Dil; kültürün ve medeniyetin gelişiminden, günlük hayatta karşılaşılan sorunların anlaşılması ve çözümüne kadar pek çok alanda hayati bir iletişim aracıdır. Özbay (2006) ve Aksan (2015), dilin önemini şu şekilde belirtmektedir: “Duyguların, sanatın, olayların ve keşiflerin aktarımı dil sayesinde mümkün olur. Suçların aydınlatılması, yargılama süreçleri ve adaletin sağlanması da dilin varlığına bağlıdır. Kısacası dil, hem düşüncüyü ifade etmede hem de toplumsal işleyişi sürdürebilmeye vazgeçilmez bir araçtır.” Bu tanımlamalardan da görüldüğü üzere dil, insan hayatında önemli bir yer tutmakta ve pek çok işlevi yerine getirmektedir. Bu işlevler bireylerin, toplumların ve kültürel yapıların gelişimine önemli ölçüde katkıda bulunmaktadır.

Kültür, insanların bilgi, görgü, inanç, maddi-manevi değerleri ve davranışlarının tamamını içermektedir. “Dil, sadece iletişim aracı olmanın ötesinde düşüncüyü oluşturan ve kültürü biçimlendiren etkin bir araçtır. Bir toplumun kültüründe bulunan unsurlar o toplumun dilinde de kendini gösterir” (Kıran ve Kıran, 2013: 57). Bir dilde var olan sözcükler, kavramlar, kalıplaşmış ifadeler; o topluluğun dünya görüşünü ve kültürel özelliklerini yansıtmaktadır. Anonim Türk halk edebiyatı ürünleri kültürün birer taşıyıcısıdır. “Anonim Türk halk edebiyatı; bilinmeyen bir düzenleyiciye veya söyleyiciye sahip olan, halkın geleneksel kültürünü, düşünce dünyasını, değerlerini ve yaşantısını yansıtan eserleri ifade eder” (Sakaoğlu ve Alptekin, 2006). Anonim Türk halk edebiyatı içerisinde yer alan kalıp sözleri ise ‘atasözleri, deyimler, kısa dualar-alkışlar, dilekler, gündelik sözler, tekerlemeler, ölçünlü sözler’ oluşturmaktadır.

Türkiye’de özellikle son yıllarda yabancıların sayısında artış yaşanmakla birlikte Bayyurt (2011: 16)’e göre, Türkçeyi yabancı dil olarak öğrenmeyi hedefleyenler genellikle Türkiye’ye gelerek günlük ihtiyaçlarını karşılamak, Türklerle iletişim kurmak, eğitim almak, Türkçe televizyon izlemek ve gazete okumak gibi amaçlarla öğrenmektedirler. Yabancı dil öğretimi derslerinde ise öğrenciler, doğrudan veya dolaylı olarak hedef kültürle karşılaşmaktadırlar. Bu nedenlerden dolayı Türkçenin yabancılar için öğretimi, Türk kültürü ile ilgili bilgiler içermelidir ve bu bilgiler doğrudan ve açık bir şekilde aktarılmalıdır.

Dil ve kültür arasında sıkı bir ilişki olduğundan, dil ile kültür birbirinden bağımsız düşünülmemelidir. Türkçeyi yabancı dil olarak öğretirken, yaklaşımımız sadece günlük iletişim ve dilin kurallarını öğretmek olmamalıdır. Ertuğrul (2015)’a göre hedef dilin doğru ve etkili bir biçimde kullanılabilmesi için hedef kültürün de öğretilmesi gerekmektedir.

Türkçenin yabancılar için öğretimi sürecinde en sık başvuru alan materyaller genellikle ders

kitaplarıdır. Yabancı bir dilin öğretiminde, kültürel öğelerin aktarımı ders kitaplarının içerdiği konular ve metinler aracılığıyla gerçekleşir. Özellikle ders kitaplarında bulunan okuma ve dinleme metinleri, kültürün aktarımında kritik bir rol oynar ve bu nedenle ayrı bir öneme sahiptir.

Türkçenin yabancı dil olarak öğretiminde kullanılan ders kitaplarının kalitesinin denetlenmesi önemli bir konudur ve dikkate alınması gerekmektedir. “Çünkü ders kitapları, Türkçenin yabancı dil olarak öğretilmesinde bir öğretim programı olmadığı için program görevi üstlenmektedir” (Yılmaz ve Esen, 2016: 85). Kültür, bir dilin içinde bulunduğu toplumun değerleri, normları, gelenekleri ve yaşam tarzını kapsayan derin ve karmaşık bir kavramdır. Ders kitapları, öğrencilere bu kültürel içeriği sunarak dil öğrenme sürecini zenginleştirir ve daha etkili iletişim kurmalarına yardımcı olur.

Yabancı dil olarak Türkçe öğretimi alanında hazırlanan setlerde ve kitaplarda farklı bir yaklaşımla öğretim teknikleri ve yöntemleri kullanılmaktadır. Bu farklılıkların yanı sıra yabancı dil olarak Türkçe öğretiminde ortak olan nokta, sadece dil bilgisi kurallarını ve iletişim becerilerini öğretmekle kalmaz, aynı zamanda Türk kültürünü de öğrencilere aktarmayı hedefler.

Bu çalışmanın amacı, yabancılarla Türkçe öğretimi alanında hazırlanmış Van Yüzüncü Yıl Üniversitesi ve Yeni İstanbul Uluslararası Öğrenciler İçin Türkçe Ders Kitapları setlerindeki okuma-dinleme metinlerinde geçen kalıp sözleri (atasözleri, deyimler, kısa dualar-alkışlar, dilekler, gündelik sözler, tekerlemeler, ölçünlü sözler) tespit etmek ve Türk kültürüne ve Türk dili alanına sundukları katkıyı belirlemektir.

Biçer (2012)’e göre geçmişte de bugün olduğu gibi Türkçe, etkileşimde bulunan milletler tarafından öğretilmektedir. Dil öğretimi, iletişim amacıyla başladığı için genellikle yazı dilinden ziyade konuşma diline öncelik verilmektedir. 1950 yılından sonra da üniversitelerde yabancı dil olarak Türkçe öğretimi ön plana alınmıştır.

Türkçenin yabancı dil olarak öğretimi uzun bir geçmişe sahip olmasına rağmen kurumsal ve sistemli bir Türkçe öğretimi yakın zamana kadar gerçekleşmemiştir. “Sonraki yıllarda kurulan Türkçe Öğretim Merkezleri (TÖMER), bu alandaki çalışmaları sistematik hale getirerek ve kurumsallaştırarak önemli bir rol üstlenmiştir” (Biçer, 2017: 212). Günümüzde Türkçe öğretimi, üniversitelerden özel ve resmi kurumlara kadar farklı kuruluşların Türkçe öğretim merkezleri veya birimleri aracılığıyla yürütülmektedir.

Memiş (2021)’e göre, yabancılarla Türkçe öğretimindeki güncel sorunlara odaklanan

çalışmasında, araştırmalarda en çok üzerinde durulan konunun ders kitapları olduğunu tespit etmiştir. Bu sebeple Türkçenin yabancı dil olarak öğretiminde, temel kaynak olan ders kitaplarında bulunan kültürel unsurların ayrıntılı bir şekilde incelenmesi ve varsa eksiklerin giderilmesi için yapılan çalışmalara katkıda bulunulmalıdır.

Benzer çalışmalardan biri olan Özkan (2017) makalesinde, “Yabancı Dil Olarak Türkçe Öğretimi Ders Kitaplarında Kültür Öğeleri Olarak Atasözleri ve Deyimler” başlığı altında toplam üç setteki atasözü ve deyimleri incelemiştir. Araştırma sonucunda Gazi Üniversitesi Eğitim Seti’nde 34 atasözü ve 362 deyim, Yedi İklim Setinde 64 atasözü ve 686 deyim, Yeni Hitit Seti’nde 34 atasözü ve 363 deyim tespit edilmiştir.

Benzer bir başka çalışma ise Çakır’ın (2020) de yayınlanan, “Yabancı Dil Olarak Türkçe Öğretimi Alanında Hazırlanan Yedi iklim Kitap Setinin Anonim Türk Halk Edebiyatı Unsurları Açısından İncelenmesi” adlı makalesidir. Bu çalışmasında Çakır, yalnızca bir setteki anonim Türk halk edebiyatı unsurlarını incelemiştir. Yedi İklim setindeki 343 okuma metni incelendiğinde, 252 alkış-dilek, 686 deyim, 13 atasözü, 3 mâni, 5 fıkra, 1 halk hikâyesi ve 1 efsane tespit edilmiştir.

Bizim çalışmamızda ise okuma-dinleme metinlerinde yer alan kalıp sözlerin tamamı tespit edilmeye çalışmış ve iki sette yer alan unsurlar karşılaştırılarak yorumlanmıştır.

Yöntem

Araştırmanın örneklemini “Van Yüzüncü Yıl Üniversitesi Yabancılar İçin Türkçe Öğretim Seti (B1 ve B2 seviyesi)” ve Yeni İstanbul Uluslararası Öğrenciler İçin Türkçe Öğretim Seti (B1 ve B2 seviyesi)” oluşturmaktadır. Bu setlerde yer alan 136 okuma-dinleme metni ve kalıp sözlerle (atasözleri, deyimler, kısa dualar-alkışlar, dilekler, gündelik sözler, tekerlemeler, ölçünlü sözler) sınırlandırılmıştır.

Araştırmada, nitel analiz tekniklerinden biri olan “doküman analizi” tekniği kullanılmıştır. Elde edilen veriler, betimsel olarak incelenmiş, tablolastırılmış ve yorumlanmıştır.

Çalışmanın amacına uygun şekilde veri taraması yapılması, doğru ve güvenilir sonuçlar elde etmek için gereklidir. Veri toplama teknikleri incelendiğinde, örnekleme yer alan okuma ve dinleme metinlerindeki kalıp sözlerin belirlenmesinde nitel analiz yöntemlerinden belge taraması tekniğinin kullanılması uygun görülmüştür. Nitel araştırmalarda, çoğunlukla üç temel veri toplama yöntemi olan gözlem, mülakat ve doküman analizi (belge taraması) kullanılmaktadır (Sak, Sak, Şendil ve Nas, 2021). Belge taraması, doküman analizi olarak da bilinmekte olup, bu yöntemde belgeler incelenerek araştırma konusu hakkında kapsamlı ve ayrıntılı bilgiler elde edilir.

Bulgular

Bulgular, Taşka, Z., Canatak, M., vd. (2019) da hazırladığı Van Yüzüncü Yıl Üniversitesi Yabancılar İçin Türkçe Ders Kitapları (B1, B2); Bölükbaş, F., Keskin, F., vd. (2023) te hazırladığı Yeni İstanbul Uluslararası Öğrenciler İçin Türkçe Ders Kitapları (B1, B2) kitapları taranarak elde edilmiş, tablolaştırılmış ve yorumlanmıştır.

1. Van Yüzüncü Yıl Üniversitesi Yabancılar İçin Türkçe Ders Kitabı B1- B2 Seviyesinde Geçen Kalıp Sözlər

Kitabın B1 ve B2 seviyelerinde toplam 53 okuma metni incelenmiştir. İnceleme sonucunda elde edilen bulgular metinlerden alınan örnek cümlelerle şu şekilde verilmiştir:

1.1. Atasözleri:

Metin: İlginç Haberler

Vakitsiz öten horozun başını keserler: “Atalarımız vakitsiz öten horozun başı kesilir demiş ama Balıkesir’deki çilli horoz bırakın ötmeyi konuştu.” (B1, s.25)

1.2. Tekerlemeler:

Metin: Çocuk Oyunları

“Birdir bir, İkidir iki, olur tilki... Üçtür üç, yapması güç... Dörttür dört, kuş gibi öt... Beştir beş, aldım bir eş... Altıdır altı, yaptım kahvaltı... Yedim yedi, elim sırtına değdi... Sekizim seksek... Dokuzum durak.” (B1, s.45)

1.3. Deyimler:

Üne kavuşmak: “Üne kavuştuktan sonra ismini Giovanni olarak değiştirir.” (B1, s.5)

İmza atmak: “Uçan Merkür adlı çalışması başta olmak üzere pek çok esere imza atmıştır.” (B1, s.5)

İlham almak: “Çalışmaları için konu seçimi yaparken çevresinden ilham almıştır.” (B1, s.8)

(bir işte) yer almak: “Son grupta yer alan dramatik sanatlar, yani tiyatro, sinema, opera, gölge oyunu veya müzikal oyunlar belirli bir olayın eylemleştirilip sergilenmesidir.” (B1, s.10)

Dönüm noktası: “Onun için dönüm noktası olan bu yarışma sonrasında Say’ın Amerika’da üç yıl süren konser serisi başlar.” (B1,s.15)

Yerini almak: “Resim, alet ya da dumanın yerini yazılı iletişim araçlarından posta yöntemi almıştır.” (B1, s.17)

Göz açıp kapayıncaya kadar (Kitapta göz açıp kama hızında olarak geçiyor.): “Giderek küçülen telefon cebimize girmiş oda büyüklüğündeki bilgisayarlar dizüstümüze oturmuş ve artık dünyanın bir ucundan öteki bir ucuna iletişim göz açıp kapama hızından bile az süreye inmiştir.” (B1, s.17)

... hâline gelmek: “Ticari maksatla da kullanılan bu platform, gençlerin kopamadığı bir yer hâline gelmiştir.” (B1, s.21)

Hakkını aramak: “Hakkını arayan kedi olur mu demeyin.” (B1, s.25)

Dile kolay: “İki buçuk yaşında ve 35 kilo... Dile kolay.” (B1, s.25)

Örnek almak: “Örnek aldığı Mahatma Gandhi gibi şiddet içermeyen gösterileri ve barışçıl tutumu 1964 yılında ona Nobel Barış Ödülünü getirir.” (B1, s.57)

Dile getirmek: “Yaşamın aksayan yönlerini, yanlış veya erdemsiz davranışları; hayvanları konuşturarak dile getirir.” (B2, s.1)

Zemin hazırlamak: “Dönemin sanatçıları romantik akıma zemin hazırlamıştır.” (B2, s.7)

(bir şeye) hayat vermek: “Kendisini mutlu bir ırk yaratma amacıyla cansız maddelere hayat verebilmeye adar.” (B2, s.9)

(bir şeyden) söz etmek: “Besmele ile başlayan eserde Dede Korkut adlı bir şahıstan söz edilir.” (B2, s.17)

Akla gelmek: “Evliya Çelebi adı anılınca hemen Seyahatname akla gelir.” (B2, s.20)

Hayata gözlerini yummak (kapamak): “Şair, romancı, düşünür, deneme yazarı, gazeteci, senarist ve eleştirmen olan Attila İlhan 2005 yılında hayata gözlerini yumar.” (B2, s.28)

Üne kavuşmak: “Orhan Pamuk 1985’te yayımlanan tarihsel romanı Beyaz Kale ile yurt dışında da büyük bir üne kavuşur.” (B2, s.31)

Karşı çıkmak: “Varlıklı ve eğitilmiş ailesi onun kötü hastane şartlarında çalışmasına karşı çıkmışlardır.” (B2, s.47)

Maruz kalmak: “Onu başarıya götüren, tüm dünyaya adını duyuran laboratuvar çalışmaları sırasında aşırı radyasyona maruz kaldı.” (B2, s.50)

Hayata geçirmek: “Katı politikaları hayata geçiren Thatcher ‘Demir Leydi’ lakabıyla tanınır.” (B2, s.52)

Akla gelmek: “Amerika denilince birçoğumuzun aklına ilk Özgürlük Anıtı gelir.” (B2, s.65)

İlham almak: “Anıtın yapımında Roma tanrıçası Libertas’tan ilham alınmıştır.” (B2, s.65)

Karar vermek: “Fransız Devrimi’nin 100. yılını kutlamak amacıyla yapılmasına karar verilmiştir.” (B2, s.67).

Tablo 1: Van Yüzüncü Yıl Üniversitesi Yabancılar İçin Türkçe Öğretim Setinde Geçen Kalıp Sözlerin Dağılımı ve Yorumlanması

Kalıp Sözler	B1(f)	B2(f)	TOPLAM
Alkışlar-Dualar	-	-	0
Deyimler	65	98	163
Atasözleri	1	-	1
Tekerlemeler	1	-	1
Ölçünlü Sözler	-	-	0
Gündelik Sözler	-	-	0
GENEL TOPLAM	67	98	165

Tablo 1.’de görüldüğü üzere Van Yüzüncü Yıl Üniversitesi Yabancılar İçin Türkçe Öğretim Ders Kitaplarının okuma metinlerinde; 163 deyim, 1 atasözü ve 1 tekerleme örneğine yer verilmiştir. Setin B2 seviyesinde daha çok deyimlere yer verilirken B1 seviyesinde atasözü ve tekerleme örneklerine daha çok yer verilmiştir. Kalıp sözlerden alkış-dua, ölçünlü söz ve gündelik söze yer verilmediği görülmektedir.

Kitabın bu seviyelerinde daha çok öğretici metinlerin yer aldığı görülmektedir. Bu öğretici metinler; şehirler, ünlü bilim insanları, edebiyatçılar, sanatçılar, sporcular... vb. ile ilgilidir. Bu metinler bilgi içerikli olduğu ve karşılıklı diyaloglara yer verilmediği için alkış ve dileklere de yer verilmediği söylenilebilir.

Atasözleri; nesilden nesle aktarılır, toplumun değerlerini, inançlarını ve yaşam tarzını yansıtır ve öğüt verirler. Dil öğretiminde, dört temel dil becerisinin yanında kültürel unsurlara da yer verilmesi gerektiği göz önünde bulundurulursa bu seviyelerin atasözleri açısından zengin olmadığı görülmektedir.

Bu sette 1 tekerlemeye yer verilmiştir. Tekerlemeler genellikle oyunların, masalların, halk hikâyelerinin, bilmecelerin ve ninniler gibi kültürel unsurların içinde bulunmaktadır. Tekerlemeler, kelimeleri doğru telaffuz edilmesine katkı sağlar ve dil becerilerini geliştirmeye yardımcı olmaktadır. Bundan dolayı dil öğretiminde tekerlemelerden yararlanılmalıdır.

2.Yeni İstanbul Uluslararası Öğrenciler İçin Türkçe Ders Kitabı B1-B2 Seviyesinde Geçen Kalıp Sözler

Kitabın B1 ve B2 seviyelerinde toplam 83 okuma metni incelenmiştir. İnceleme sonucunda elde edilen bulgular metinlerden alınan örnek cümlelerle aşağıdaki gibi verilmiştir.

2.1. Alkış-Dilekler:

Kitabın B1 seviyesinde ‘merhaba, görüşmek üzere, hoş bulduk, hoş geldiniz, hoşça kal, lütfen, affedersiniz, görüşürüz, hayırdır, iyi günler, iyi yolculuklar, iyiyim, kendinize iyi bakın, sağ ol, sağlıklıyla kalın, teşekkür ederim/ teşekkür ederiz’ olmak üzere 16 farklı alkış-dilek toplamda 42 defa kullanılmıştır.

B2 seviyelerindeki okuma-dinleme metinlerinde ise ‘iyi yolculuklar, yolunuz açık olsun, teşekkür ederim, merhaba/merhabalar, hoş geldiniz’ olmak üzere 5 farklı alkış-dilek toplamda 17 defa kullanılmıştır.

2.2. Atasözleri:

1. Metin: Çalışma Koşulları

Aç ayı oynamaz: “Biliyorsun aç ayı oynamaz.” (B1, s.31)

2. Metin: Yoğurdun Steve Jobs’u

Her yiğidin bir yoğurt yiyişi vardır: “Ee, ne demişler: ‘Her yiğidin ayrı bir yoğurt yiyişi vardır.’” (B1, s.34)

3. Metin: Pişmanlıklarınızdan Kurtulun

Kötü komşu insanı(adamı) hacet(mal) sahibi yapar: “Hani bir söz vardır: Kötü komşu insanı mal sahibi yapar.” (B1, s.96)

4. Metin: Her Şerde Bir Hayır Vardır

Her işte bir hayır vardır: “Bütün bu kötü olaylar beni hayatımda bugünkü konumuma getirdi. Her şerde bir hayır vardır.” (B1, s.102)

2.3. Deyimler:

Uygun bulmak (Kitapta uygun olmak olarak geçiyor): “Bir oda bir salon ya da iki oda bir salon benim için uygun olabilir.” (B1, s.9)

Gözünün önünden gitmemek (Kitapta gözünün önünde olmak olarak geçiyor): “Garsonun o bakışı hala gözümün önünde.” (B1, s.17)

Sıcak bakmak: “Türk arkadaşlarım hiçbir zaman bu fikre sıcak bakmadılar.” (B1, s.17)

Uygun bulmak (Kitapta uygun olmak olarak geçiyor): “İş yerinin yakın olmasını, mesai saatlerinin uygun olmasını ve nazik patronlarının olmasını herkes ister.” (B1, s.29)

Zirveye çıkmak (Kitapta zirveye ulaşmak olarak geçiyor): “Ama Elon Musk korkmadı ve sıfırdan başlayarak zirveye ulaşmayı başardı.” (B1, s.31)

Aklına getirmek: “Dergilerin ve gazetelerin ekonomi sayfalarındaki başarı öykülerini aklınıza getirin.” (B1, s.34)

Dönüm noktası: “O çöp kutusu hayatımın dönüm noktasıdır bu yüzden.” (B1, s.34)

Neden olmak: “Araştırmalara göre özellikle yalnız insanların bir süre sonra beyin sağlığı bozuluyor ve bu durum birçok hastalığa neden oluyor.” (B1, s.49)

Temas kurmak: “Bununla birlikte bulaşıcı hastalık dönemlerinde insanlarla yakın temas kurmaktan kaçınmalıyız.” (B1, s.51)

(bir kimseye, bir şeye) ihtiyaç duymak: “Bir yerde uzun süre kaldıkları zaman hareket etme ihtiyacı duyarlar.” (B1, s.75)

(bir şeyin) muhasebesini yapmak: “Yani bu haftayı vicdan muhasebesi yapmaya ayıralım.” (B1, s.96)

Anlamına gelmek: “Kendi ülkenizdeki beden dili hareketleri farklı bir ülkede farklı bir anlama gelebilir.” (B1, s.110)

Göz atmak: “Gelin, dünyadaki ve Türkiye’deki bazı festivallere göz atalım.” (B1, s.120)

Bir çuval inciri berbat etmek: “Eğer bir Japon sizi evine davet ettiyse bu sizin için büyük bir onurdur ama sakın ayakkabılarınızla içeri girmeyin, bir çuval inciri berbat edersiniz.” (B1, s.126)

Zarar vermek: “Aziz Jean da kimsenin Meryem Ana’ya zarar vermemesi için onu bu küçük evde gizlemiş.” (B2, s.19)

Esir düşmek: “Bu gezilerden sonra ticarete başladı fakat bir savaş sonucu esir düştü.” (B2, s.26)

İcat etmek: “Ama bugünkü haline en yakın ilk elektronik bilgisayar İkinci Dünya Savaşı zamanında icat edilmiştir.” (B2, s.30)

İlgi görmek: “Sosyal paylaşım sitelerindeki eğlenceli videolar, komik fotoğraflar, bu video ve fotoğrafların altındaki yorumlar büyük ilgi görüyor.” (B2, s.37)

Damga vurmak: “İspanyol paça pantolonlar da 70’li yıllara damgasını vuran bir diğer kıyafettir.” (B2, s.55)

Ayak uydurmak: “Tarihten günümüze beslenme zamanla yaşamın değişimine ayak uyduruyor.” (B2, s.60)

(bir kimseye, bir şeye) ihtiyaç duymak: “Hatta belki hızla değişen ve yenilenen dünyada günün birinde her öğün için küçük bir hap içerek vücudumuzun ihtiyaç duyduğu tüm besinleri alacağız.” (B2, s.60)

Cezasını çekmek: “Suçunuz ne ise cezasını çekersiniz.” (B2, s.77)

Geri çevirmek: “Mahkeme bunu gerekçe göstererek John’un talebini geri çevirdi.” (B2, s.82)

(bir yere) yolu düşmek: “Günlerden bir gün peri padişahının yolu buraya düşmüş.” (B2, s.96)

Ömür sürmek: “Şah Cihan, eşinin yokluğuna alışıp alışamayacağı korkusuyla ömrünü sürdürdü.” (B2, s.101)

... hâline gelmek: “Üstelik medeniyetler için yeni bir sembol hâline geldi.” (s.128)

Yer almak: “Fakat yine de para 4000 yıl önce olduğu gibi ticaretin ve insan hayatında yer alıyor.” (s.128).

2.4. Günlük İfadeler:

Bu sette, her ünitenin sonunda o üniteyle ilişkili olarak “Günlük İfadeler” başlığı altında “Günlük Hayatta Kullanılan Kalıp İfadeler” verilmiştir. B1 seviyesinde 49, B2 seviyesinde 62 gündelik söze yer verilmiştir. Bunlardan bazıları: gözün aydın, sıkma canını, rahatla biraz, kafana takma, canın sağ olsun, haline şükret, söz veriyorum, özür dilerim, kusura bakma, şeref verdiniz, size doyum olmaz, cebinde akrep var, sudan ucuz, para pul olmuş, beleş, paha biçilmez, yazıklar olsun...

Tablo 2: Yeni İstanbul Uluslararası Öğrenciler İçin Türkçe Öğretim Setinde Geçen Kalıp Sözlerin Dağılımı ve Yorumlanması

Kalıp Sözler	B1(f)	B2(f)	TOPLAM
Alkışlar-Dilekler	42	17	59
Deyimler	119	154	273

Atasözleri	4	-	4
Tekerlemeler	-	-	0
Ölçünlü Sözler	-	-	0
Gündelik Sözler	49	62	111
GENEL TOPLAM	214	233	447

Tablo 2.'de görüldüğü üzere Yeni İstanbul Uluslararası Öğrenciler İçin Türkçe Öğretim Ders Kitaplarının okuma-dinleme metinlerinde; 59 alkış-dua, 273 deyim, 4 atasözü ve 111 gündelik söz örneğine yer verilmiştir. Setin B1 seviyesinde daha fazla alkış-dilek ve atasözü örneklerine, toplamda 214 kalıp söze yer verilirken B2 seviyesinde 154 deyim, 62 gündelik söz ve 17 alkış-dilek örneği olmak üzere toplamda 233 kalıp söze yer verilmiştir. Kalıp sözlerden ölçünlü söz ve tekerlemeye yer verilmediği görülmektedir.

Samimi ve doğal bir iletişimin başlangıcı olan “merhaba” ile iletişimde nezaketin bir göstergesi olarak dile getirilen “teşekkür ederim/iz” alkış ve dileklerinin sayısal olarak daha fazla kullanıldığı tespit edilmiştir. Bu sette de atasözlerine çok az yer verildiği dikkat çekmektedir. Atasözleri öğüt veren sözlerdir ve nesilden nesle aktarıldığı için kültürel özellikler taşımaktadır. Bundan dolayı öğrencilere kültürü tanıtmak için daha fazla kullanılabilirler.

Tekerlemelerin belirgin bir özelliği, kelimelerin doğru telaffuz edilmesine yardımcı olmalarıdır. Özellikle dil öğrenimi sürecinde, öğrencilerin doğru telaffuzları öğrenmelerine ve geliştirmelerine katkı sağlamaktadır. Bundan dolayı bu öğretim setinde tekerleme örneklerine de yer verilmelidir.

Tartışma ve Sonuç

Bu çalışmada, yabancı dil olarak Türkçe öğretimi ve eğitimi alanında hazırlanan kitap setlerinde yer alan kalıp sözlerin işlenişi üzerine bir inceleme yapılmıştır. Araştırmada, nitel analiz tekniklerinden biri olan ‘doküman analizi’ tekniği kullanılmış ve elde edilen veriler, betimsel olarak incelenmiş, tablolastırılmış ve yorumlanmıştır.

Araştırmanın sonucunda elde edilen sonuçlar şu şekilde sıralanmıştır:

Van Yüzüncü Yıl Üniversitesi Türkçe Öğretim setinde B1-22 ve B2-31, olmak üzere toplam 53 okuma metni incelenmiştir. Bu sette okuma, yazma, konuşma etkinliklerine ve metinlerine yer verilirken hiçbir seviyede dinleme metnine yer verilmediği göze çarpmaktadır.

53 okuma metni incelendiğinde; 163 deyim, 1 atasözü ve 1 tekerleme olmak üzere 3 farklı kalıp söze yer verildiği tespit edilmiştir. Bu sette dinleme metinlerine hiç yer verilmediği göze çarpmaktadır.

Yeni İstanbul setindeki 83 okuma-dinleme metni incelendiğinde; 59 alkış-dua, 273 deyim, 4 atasözü, 111 gündelik söz saptanmıştır. Tekerleme ve ölçünlü söze hiç yer verilmemiştir.

Van Yüzüncü Yıl Yabancılar İçin Türkçe Öğretim setinde okuma metinleri üniteler içerisinde “Okuma/Anlama”, ünite sonunda ise “Okuma Parçası” başlığı altında verilmiştir. Yeni İstanbul Uluslararası Öğrenciler İçin Türkçe Öğretim setinde ise bu metinler “Okuma” ve “Dinleme” başlıkları altında yer almaktadır.

Her iki sette yer alan metinlerde dinleme metinleri de dâhil olmak üzere metnin içeriğiyle uyumlu görsellere yer verilmiştir. Görseller, metinde belirli bir konuyu veya kavramı vurgulayarak okuyucunun dikkatini çekebilir ve anlamı daha net hale getirebilir.

İki sette toplamda Yeni İstanbul setinde diğer sete göre daha fazla kalıp tespit edilmiştir. Aynı zamanda diğer sete oranlar bu sette daha fazla atasözü, deyim, alkış-dilek ve gündelik söze yer verilmiştir. Van Yüzüncü yıl setinde ise diğer sete göre daha fazla tekerleme örneğine rastlanmıştır.

Atasözleri ve deyimler kalıplaşmış sözler olduklarından onları oluşturan sözcüklerin yerine eş veya yakın anlamlıları getirilemez veya söz dizimi bozulmaz. Kitap setlerinde bu kurala aykırı kullanımlar tespit edilmiştir. Van Yüzüncü Yıl Üniversitesi Yabancılar İçin Türkçe Ders Kitabı B1 seviyesinde “göz açıp kapayıncaya kadar” deyiminin bir okuma metninde “göz açıp kapama hızında” şeklinde aynı anlamda kullanıldığı tespit edilmiştir. Yeni İstanbul setinde ise B1seviyesinde yer alan deyimlerden “uygun bulmak, rahatına bakmak ve gözünün önünden gitmemek” deyimini orijinal hallerinde kullanılmamıştır. Metinlerde “uygun olmak, rahatını düşünmek ve gözünün önünde olmak” şekilleriyle kullanılmıştır.

Sonuç olarak yabancılar Türkçe öğretimi alanında hazırlanan bu setlerde, Türk kültürünün bir parçası olan alkış-dilek, atasözü, deyim, tekerleme, gündelik söz gibi kalıp sözlere yer verilse de bunlardan ölçünlü sözlere hiç rastlanmamıştır.

Kültürümüzü ve dilimizi yansıtan kalıp sözler, Türk kültürünün derinliklerini keşfetme ve anlam fırsatı sunmaktadır. Bu unsurlar, kültürün yanında kelime dağarcığını ve Türk dilinin kurallarını öğrencilere öğretmede de etkili araçlardır. Kalıp sözlerin daha kapsamlı bir şekilde

ders kitaplarına dâhil edilmesi, yabancılara Türkçe öğretiminde ve kültür aktarımında kalıcılığı ve hedef dilin daha etkili bir şekilde öğrenimini sağlayacağı kanaatindeyiz.

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Ergenlerde Öznel İyi Oluş ve Duygusal Özerklik: Gelişimsel Bulgular Işığında Bir Derleme

Büşra SOLMAZ

Karamanoğlu Mehmetbey Üniversitesi, Ermenek Uysal ve Hasan Kalan Sağlık Hizmetleri
Meslek Yüksekokulu, E-mail: bsolmaz@kmu.edu.tr, ORCID Code: 0000- 0002-0592-4769,
Türkiye.

Hatice YAĞCI KARAMANLI

Karamanoğlu Mehmetbey Üniversitesi, Ermenek Uysal ve Hasan Kalan Sağlık Hizmetleri
Meslek Yüksekokulu, E-mail: haticeyagci@kmu.edu.tr, ORCID Code: 0000-0002-9134-6036,
Türkiye.

Özet

Ergenlik dönemi; bireyin benliğini keşfettiği, aileden ayrışarak sosyal çevresiyle daha yoğun bağlar kurduğu ve duygusal yaşantısında önemli dönüşümlerin yaşandığı bir dönemdir. Bu dönemde öznel iyi oluş (subjective well-being) ve duygusal özerklik (emotional autonomy), ergenlerin psikososyal uyumları ve yaşam doyumları açısından kritik öneme sahiptir. Ergenlikte bu kavramlar, arkadaşlık kalitesi, akademik başarı, aile ilişkileri ve dijital yaşam gibi çeşitli faktörlerden etkilenmektedir. Özellikle duygusal istikrarın gelişmekte olduğu bu dönemde, bireylerin stresle baş etme becerileri ve öz yeterlilik algıları öznel iyi oluş düzeyini belirlemektedir. Öznel iyi oluş ve duygusal özerklik, karşılıklı olarak birbirini besleyen iki gelişimsel olgudur. Duygusal özerkliğe sahip ergenler, yaşamlarında daha fazla kontrol algısı ve özgüven hissederek daha yüksek yaşam doyumunu bildirmektedir. Ayrıca, ergenin duygusal özerkliğine saygı gösteren bir aile ortamı, bireyin duygularını tanıma ve düzenleme becerilerini geliştirerek öznel iyi oluşunu desteklemektedir. Bu çalışmanın amacı, ergenlik döneminde öznel iyi oluş ve duygusal özerklik kavramlarını güncel literatür çerçevesinde incelemek; bu iki kavram arasındaki ilişkiyi anlamaya yönelik bulguları derlemek ve bu doğrultuda uygulayıcılara öneriler sunmaktır.

Ergenlik döneminde öznel iyi oluşun desteklenmesi için aile, okul ve toplum düzeyinde duygusal özerkliği teşvik eden yaklaşımlara ihtiyaç vardır. Aile içi iletişimin açık, saygılı ve destekleyici olması; okullarda bireylerin duygusal farkındalıklarını artıran sosyal-duygusal öğrenme programlarının uygulanması önerilmektedir. Ayrıca, ergenlerin kendi kararlarını alabilecekleri kontrollü özgürlük ortamları yaratılması, hem psikolojik dayanıklılık hem de yaşam doyumunu açısından olumlu sonuçlar doğurmaktadır.

Anahtar Sözcükler: Ergenlik, öznel iyilik, duygusal özerklik, psikolojik iyi oluş

Subjective Well-Being and Emotional Autonomy in Adolescents: A Review in Light of Developmental Findings

Abstract

Adolescence is a period when the individual discovers his/her self, separates from the family and establishes more intense ties with his/her social environment, and experiences important transformations in his/her emotional life. During this period, subjective well-being and emotional autonomy are of critical importance in terms of adolescents' psychosocial adaptation and life satisfaction. During adolescence, these concepts are affected by various factors such as friendship quality, academic success, family relationships, and digital life. Especially in this period when emotional stability is developing, individuals' skills in coping with stress and their perception of self-efficacy determine the level of subjective well-being. Subjective well-being and emotional autonomy are two developmental phenomena that mutually feed each other. Adolescents with emotional autonomy report higher life satisfaction by feeling more control and self-confidence in their lives. In addition, a family environment that respects the adolescent's emotional autonomy supports the individual's subjective well-being by developing his/her skills in recognizing and regulating his/her emotions. The aim of this study is to examine the concepts of subjective well-being and emotional autonomy in adolescence within the framework of current literature; The aim is to compile the findings to understand the relationship between these two concepts and to offer recommendations to practitioners in this direction.

In order to support subjective well-being during adolescence, approaches that encourage emotional autonomy at the family, school and society levels are needed. It is recommended that communication within the family be open, respectful and supportive; and that social-emotional learning programs that increase individuals' emotional awareness be implemented in schools. In addition, creating controlled freedom environments where adolescents can make their own decisions produces positive results in terms of both psychological resilience and life satisfaction.

Keywords: Adolescence, subjective well-being, emotional autonomy, psychological well-being

Giriş

Yaşamın önemli eşiklerinden biri olan ergenlik, bireyin çok çeşitli gelişimsel değişimleri aynı anda deneyimlediği dinamik bir süreçtir. Bu süreçte birey; zihinsel, bedensel, duygusal, sosyal ve psikolojik alanlarda belirgin dönüşümler geçirir ve çocukluktan yetişkinliğe geçiş

yapar. Ergenler bu dönemde, çevreleriyle daha sağlıklı ve olgun ilişkiler kurma, kimliklerini yapılandırma, duygusal anlamda bağımsızlaşma ve geleceklerine dair hedefler belirleme gibi gelişimsel sorumluluklarla karşı karşıya kalırlar (Canbay, 2010). Öznel iyi oluş, bireyin geçmiş deneyimlerine ve mevcut yaşam koşullarına yönelik olumlu bilişsel değerlendirmelerini, kişisel gelişim çabalarını, yaşamın anlam ve değerine ilişkin farkındalığını, sağlıklı sosyal ilişkiler kurabilme yetisini ve çevresel kaynakları etkin kullanma kapasitesini içeren çok boyutlu bir yapıdır (Ryff, 1989). Psikolojik açıdan iyi durumda olan ve ruhsal açıdan dengeli bir gelişim sergileyen ergenler, öz farkındalık geliştirir; benlik değerlendirmelerinde kendi içsel ölçütlerini esas alır, kişisel değerlerini korur, bu değerlere uygun biçimde kararlar alır ve belirledikleri hedeflere ulaşmak adına aktif çaba gösterirler (Akın, 2009).

Ergenlik döneminde bireyin kazandığı ve ileriki yaşamında önemli rol oynayan temel gelişimsel unsurlardan biri de özerklik becerisidir. Özerklik, çoğunlukla bireyin ailesinden ayrılarak kendi hayatını yönetebilme yetisi olarak tanımlansa da (Çelik, 2015), bu ayrışma, fiziksel bir uzaklaşmadan çok, bireyin karar verme süreçlerine etkin şekilde katılması ve aldığı kararların sorumluluğunu üstlenmesiyle ilgilidir (Toepfer, 2001). Özdemir ve Çok (2011), ergen bireylerin bu dönemde, hayatlarına yön veren kararları kendilerinin almak istediklerini ve bu nedenle bağımsızlık arayışına girdiklerini belirtmektedir. Bu süreçte ortaya çıkan bu eğilim genel olarak "özerklik" kavramı ile ifade edilmektedir. Bu derlemenin amacı, ergenlerde öznel iyi oluş ve duygusal özerklik kavramlarını literatür çerçevesinde incelemek, aralarındaki ilişkiyi değerlendirmek ve uygulayıcılar için öneriler sunmaktır.

Öznel İyi Oluş (ÖİÖ) Kavramı ve Etkileyen Faktörler

Öznel iyi oluş (ÖİÖ), psikolojinin temel araştırma konularından biri olmasının yanı sıra, pozitif psikoloji yaklaşımının da merkezinde yer alan önemli bir kavramdır (Ok, 2016). ÖİÖ; yaşam memnuniyeti düzeyi, bireyin yoğun biçimde olumlu duygular yaşaması ve olumsuz duyguları daha az hissetmesiyle yakından ilişkilidir. (Diener, 1984). Bu durum, bireyin günlük yaşantısında pozitif duygulara sıkça yer vermesi ve negatif duygu durumlarını nadiren deneyimlemesi şeklinde tanımlanabilir (Osmanoğlu ve Kaya, 2013).

Öznel iyi oluş (ÖİÖ), üç temel bileşene dayalı olarak açıklanan çok boyutlu bir kavramdır. Bu bileşenlerden ilki, bireyin kendisini nasıl algıladığı ve yaşamını nasıl değerlendirdiğiyle ilişkilidir. Bu değerlendirme süreci; okul, aile, iş gibi bireyin içinde bulunduğu çeşitli yaşam alanlarını kapsamaktadır. İkinci bileşen, bireyin kendisine fayda sağlayan, gelişimini destekleyen ve ona mutluluk katan olumlu yaşantıları içermektedir. Üçüncü bileşen ise, bireyin yaşamına ilişkin genel doyum düzeyine dair öznel değerlendirmeleridir. Bu bağlamda, Diener

ve çalışma arkadaşları (1999), öznel iyi oluşu; bireyin yaşamdan duyduğu doyumun yanı sıra olumlu ve olumsuz duyguların deneyimlenme sıklığı ve yoğunluğu temelinde üç ana bileşenle açıklamıştır. Aynı zamanda, yaşamın farklı alanlarından alınan doyumunu da bu yapıya dâhil ederek kavramı daha bütüncül bir çerçevede ele almışlardır.

ÖİÖ'nün duygusal boyutu, bireyin deneyimlediği olumlu ve olumsuz duygulara; bilişsel boyutu ise yaşamdan aldığı genel doyuma dayanmaktadır (Diener, 1984; Diener et al., 1999). Duygusal boyutta, olumlu duygular (örneğin neşe, sevgi, gurur) bireyin psikolojik iyi oluşunu desteklerken; olumsuz duygular (örneğin kaygı, stres, üzüntü) bu durumu olumsuz etkileyebilmektedir. Bilişsel boyutta yer alan yaşam doyumunu ise, bireyin hem kendi hayatına hem de başkalarının yaşamlarına ilişkin genel değerlendirmesini içermektedir. Özetle birey, yoğun şekilde olumlu duygular yaşayıp olumsuz duygulardan uzaklaştığında ve anlamlı, tatmin edici aktivitelerle meşgul olduğunda, daha yüksek düzeyde öznel iyi oluş deneyimlemesi mümkündür (Diener, 2000).

Öznel iyi oluşu şekillendiren temel etkenlerden biri bireyin kişilik özellikleridir. Özellikle dışadönüklük ya da nevroitiklik gibi kişilik boyutları, bireyin yaşamında karşılaştığı olaylara verdiği duygusal tepkileri belirleyerek, öznel iyi oluş düzeyini doğrudan etkilemektedir (Biswas-Diener, Diener and Tamir, 2004). Bu bağlamda, dışadönük bireyler genellikle daha fazla olumlu duygu yaşarken; nevroitik bireyler olumsuz duygulara daha yatkın oldukları için daha düşük öznel iyi oluş düzeylerine sahiptir. Kişilik özelliklerinin yanı sıra genetik etmenlerin de öznel iyi oluş üzerinde belirli bir etkisi olduğu literatürde belirtilmektedir. Ancak bu etkinin ne düzeyde olduğu ve hangi koşullarda daha belirginleştiği konusunda araştırmalar arasında farklı görüşler bulunmaktadır (Diener, Suh, Lucas and Smith, 1999). Öznel iyi oluşu etkileyen önemli faktörlerden bir diğeri sosyal ilişkilerdir. Bireyin kurduğu nitelikli arkadaşlık ilişkileri, aile desteği ve romantik ilişkilerdeki olumlu etkileşimler, öznel iyi oluş düzeyini artırıcı bir rol oynamaktadır (Biswas-Diener, Diener and Tamir, 2004). Sosyal ilişkilerin, bireyin duygusal ihtiyaçlarını karşılaması ve aidiyet duygusunu güçlendirmesi yoluyla, psikolojik iyi oluş üzerinde doğrudan etkili olduğu ifade edilmektedir. Bayer'in (2017) yürüttüğü çalışmada da sosyal desteğin artmasının bireylerin öznel iyi oluşunu anlamlı biçimde yükselttiği bulunmuştur. Bu bulgu, sosyal bağların bireyin yaşam doyumunu ve pozitif duygulanımı üzerindeki güçlendirici etkisini ortaya koymaktadır. Sağlık durumu, bireyin öznel iyi oluşunu büyük ölçüde etkileyen bir unsur olmakla birlikte, bu ilişkinin yönü ve gücü çeşitli araştırmalarla tartışılmaktadır. Sağlık sorunlarının bireyin günlük işlevselliğini olumsuz etkileyecek düzeye ulaşması durumunda, bu durumun mutsuzluğa yol açtığı belirtilmektedir.

Ancak, fiziksel olarak sağlıklı olmak, her zaman yüksek düzeyde bir mutluluğun garantisi olarak görülmemektedir (Biswas-Diener, Diener and Tamir, 2004). Bu durum, sağlığın mutluluğun ön koşullarından biri olduğunu ancak yalnız başına mutluluğu sağlamadığını ortaya koyar. Maddi durum ve gelir düzeyi, öznel iyi oluşla ilişkili değişkenlerden biri olarak ele alınmaktadır. Ancak literatürde, bireyin temel gereksinimleri karşılandıktan sonra gelirdeki artışın, öznel iyi oluş düzeyinde anlamlı bir artışa yol açmadığı yönünde bulgular yer almaktadır (Biswas-Diener, Diener and Tamir, 2004). Bu durum, ekonomik refahın belli bir eşik değerinin üzerinde, mutluluğu artırma etkisinin sınırlı hale geldiğini göstermektedir. Dolayısıyla, parasal kaynaklar bireyin temel yaşam kalitesini sağlama açısından önemli olsa da uzun vadeli mutluluk ve psikolojik iyi oluş açısından yeterli olmamaktadır.

Duygusal Özerklik (DÖ) Kavramı

Toepfer (2001), duygusal özerklik kavramını operasyonel olarak, çocuk ile ebeveyn arasındaki çocuksu bağın ortadan kalkması süreciyle ilişkilendirmiştir. Bu durum, ebeveyn-çocuk ilişkisinin tamamen sona ermesi anlamına gelmemekte; aksine, bireyin ebeveynlerine duyduğu güven duygusunu koruyarak, onlardan fiziksel ya da duygusal olarak tamamen kopma eğilimi göstermemesi şeklinde tanımlanmaktadır. Ergenlik dönemi, bireyin gelişimsel olarak yetişkinliğe geçiş sürecine girdiği, kimlik oluşumunun hızlandığı ve bağımsızlık ihtiyacının arttığı bir dönemdir. Bu süreçte ergenin, aileden tümüyle ayrılmaksızın; sadece bağımlılık ilişkisine dayanan çocuksu bağları aşarak, daha özerk bir birey olma yönünde ilerlemesi beklenmektedir. Dolayısıyla duygusal özerklik, bireyin kendi kararlarını alma kapasitesini geliştirirken aynı zamanda ailesiyle olan bağlarını yapıcı ve destekleyici bir şekilde sürdürebilmesi anlamına gelir.

Ergenlik döneminde özerklik gelişimi, gençlerin bireyselleşme sürecinde karşılaştıkları temel gelişimsel görevlerden biridir. Ancak bu süreç, bireyin yalnızca kendi kararlarını almasıyla sınırlı kalmayıp, aynı zamanda çevresel sınırlarla, özellikle de aile içi kurallarla etkileşim hâlinde şekillenmektedir (Kaur et al., 2020). Ergenlerin duygusal özerklik kazanmaya başlamalarıyla birlikte, ebeveynleriyle kurdukları ilişkilerde mesafelenme, ilgi ve destek ihtiyaçlarının daha az karşılandığı hissi ve aileden yardım alma konusunda isteksizlik gibi durumlar gözlenmektedir (Ryan and Lynch, 1989). Bu bağlamda duygusal özerklik, bireyin hem benliğini hem de ebeveynlerini ayrı bireyler olarak kavrayabilmesini içeren bir farkındalık sürecidir (Blos, 1979). Ergenlikte duygusal özerkliğin sağlıklı biçimde gelişebilmesi, büyük ölçüde ebeveyn tutumlarına bağlıdır. Otoriter ya da aşırı denetleyici ebeveyn yaklaşımları, bireyin bağımsızlık geliştirme sürecini engelleyebilirken; destekleyici, kabul edici ve anlayışlı

ebeveyn tutumları, hem özerklik hem de güvenli bağlanmanın eş zamanlı olarak gelişmesine olanak tanımaktadır (Çoban, 2013).

Ergenlerde Öznel İyi Oluş ve Duygusal Özerklik Arasındaki İlişki

Duygusal özerkliğin öznel iyi oluşla olan ilişkisi çift yönlüdür. Bir yandan duygusal özerkliğin artması, bireyin kendi yaşamıyla ilgili daha anlamlı ve doyurucu kararlar almasına olanak tanıyarak yaşam doyumunu artırır; diğer yandan yüksek öznel iyi oluş, bireylerin çevresel stres faktörlerine karşı duyarlılığını azaltır ve özerk davranış sergilemelerini teşvik eder. Bu bağlamda, duygusal özerklik; ergenin benlik farkındalığını artıran, kişisel hedefler belirlemesini ve bu hedeflere ulaşma konusunda motivasyon geliştirmesini sağlayan bir unsur olarak öznel iyi oluşun hem belirleyicisi hem de sonucu olarak değerlendirilebilir (Steinberg & Silverberg, 1986; Soenens & Vansteenkiste, 2005). Ancak bu ilişkinin sağlıklı şekilde kurulabilmesi büyük ölçüde ebeveyn-ergen ilişkisinin niteliğine bağlıdır. Ebeveynlerin olumlu tutumları, ergenin özerklik kazanmasını desteklerken, aynı zamanda onun psikolojik açıdan güvenli bir ortamda olduğunu hissetmesini kolaylaştırır. Böyle destekleyici bir çevrede yetişen ergenler, duygusal açıdan istikrarlı, sosyal ilişkilerinde başarılı ve ruhsal sağlıkları güçlü bireyler olarak gelişirler. Aksine, otoriter veya aşırı kontrolcü ebeveyn tutumları, ergenin bağımsızlık çabalarını kısıtlayarak duygusal özerklik ve öznel iyi oluş üzerinde negatif etkiler oluşturabilir (Çoban, 2013; Soenens et al., 2007).

Sonuç olarak, ergenlerde öznel iyi oluşun desteklenebilmesi ve sürdürülebilmesi için duygusal özerkliğin gelişimi kritik bir role sahiptir. Ergenin, hem kendi kararlarını alabilme becerisini geliştirmesi hem de duygusal anlamda bağımsız bir birey olarak kabul edilmesi, psikolojik iyi oluşunu güçlendiren temel etkenler arasındadır.

Sonuç ve Öneriler

Ergenlik dönemi, bireyin kimliğini inşa ettiği, özerklik ihtiyacının arttığı ve psikolojik iyi oluşun biçimlendiği karmaşık bir gelişim sürecidir. Bu süreçte duygusal özerklik, ergenin kendini ebeveynlerinden psikolojik olarak ayırıştırarak, kendi değerlerine, düşüncelerine ve duygularına uygun kararlar alma becerisidir. Duygusal özerkliğin gelişimi, bireyin içsel motivasyonunu artırmakta, benlik algısını güçlendirmekte ve stresle başa çıkma kapasitesini desteklemektedir. Öte yandan, öznel iyi oluş, kişinin hayattan duyduğu memnuniyeti, olumlu duyguların sıklığını ve olumsuz duyguların azlığını ifade eden bir yapı olarak, ergenin psikolojik sağlığı bakımından büyük bir önem taşır. Bu iki kavram arasında doğrudan ve karşılıklı bir ilişki bulunmaktadır. Ergenin duygusal olarak özerkleşmesi, öznel iyi oluş

düzeyini artırmakta; bununla birlikte öznel iyi oluş düzeyi yüksek olan kişiler, duygusal anlamda daha bağımsız davranışlar sergileyebilmektedir. Dolayısıyla, duygusal özerkliği destekleyici bir aile ortamı ve okul iklimi, ergenin psikolojik sağlamlığını artıran, sosyal ilişkilerini güçlendiren ve geleceğe yönelik olumlu beklentiler geliştirmesini sağlayan temel bir çerçeve sunmaktadır.

Bu bağlamda şu önerilerde bulunulabilir:

1. Ebeveyn eğitimi programları ile ailelerin, ergenlerin özerklik ihtiyaçlarını tanımaları ve destekleyici, demokratik tutumlar geliştirmeleri sağlanmalıdır. Ebeveynin aşırı kontrolcü veya aşırı izin verici tutumları yerine, sınırlar içinde özgürlük sunan anlayışlar teşvik edilmelidir.
2. Okul psikolojik danışmanları, ergenlerin duygusal özerklik gelişimini destekleyici bireysel ya da grup çalışmaları yürütebilir. Ayrıca öğrencilere yönelik öz farkındalık, stres yönetimi ve karar verme becerilerine dair yapılandırılmış müdahaleler uygulanabilir.
3. Ergenlere yönelik sosyal-duygusal öğrenme programları, bireyin benlik saygısını, yaşam doyumunu ve kişilerarası ilişkilerini güçlendirerek öznel iyi oluşunu artırabilir.
4. Politika yapıcılar ve eğitimciler, gençlerin psikolojik iyi oluşunu güçlendirmek için okul temelli önleyici ruh sağlığı programlarını desteklemeli; duygusal gelişimi destekleyen müfredat uygulamalarına yer vermelidir.
5. Farklı sosyo-kültürel bağlamlarda duygusal özerklik ve öznel iyi oluş arasındaki bağlantıyı araştıran daha çok sayıda ampirik çalışmanın yapılması gerektiği, araştırmacılar tarafından göz önünde bulundurulmalıdır.

Sonuç olarak, ergenlik döneminde sağlıklı bir psikososyal gelişim için duygusal özerkliğin teşvik edilmesi ve öznel iyi oluşun desteklenmesi gerekmektedir. Bu iki kavram birlikte ele alındığında, gençlerin sağlıklı, doyumlu ve işlevsel bir yaşam sürmelerine katkı sağlayacak bütüncül bir yaklaşım oluşturulabilir.

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İlkokul Öğrencilerinin Duygu Düzenleme ve Duygusal ve Psikolojik İyi Oluş Düzeylerinin Bazı Sosyo-Demografik Değişkenler Açısından İncelenmesi

Değer Olgun

Lefkoşa Atatürk İlkokulu, KUZEY KIBRIS

e-posta: degerolgun@gmail.com, Orcid No:0009-0008-9743-7992

Nergüz Bulut Serin

Lefke Avrupa Üniversitesi, KUZEY KIBRIS

e-posta: nserin@eul.edu.tr, Orcid No: 0000-0002-2074-3253

Özet

Bu çalışmanın amacı, dezavantajlı ilkokul öğrencilerinin duygu düzenleme durumlarının, duygusal ve psikolojik iyi oluşları ile bazı sosyo-demografik değişkenler arasında anlamlı farklılıklar olup olmadığını incelemektir. Çalışmada çocukların duygu düzenleme durumları ve duygusal-psikolojik iyi oluşları; öğrencilerin yaşı, cinsiyeti, sosyoekonomik durumu, anne-babanın hayatta olup olmaması, anne-babanın birlikte olup olmaması, anne-babanın eğitim düzeyi, anne-babanın çalışma durumu, akademik başarı durumu, kardeş sayısı, doğum sırası ve anne-babanın tutumu ile karşılaştırılmıştır. Çalışmada, Liddle ve Carter tarafından 2015 yılında geliştirilen ve Akın, Yılmaz, Özen, Raba ve Özhan tarafından Türkçe'ye uyarlanan "Çocuklar İçin Duygusal ve Psikolojik İyi Oluş Stirling Ölçekleri (SCDPIÖ), Rydell ve arkadaşları tarafından geliştirilen ve Harmancı ve Aytar (2022) tarafından Türkçe'ye uyarlanan "Çocuklar İçin Duygu Düzenleme Ölçeği (ECRRS)" ve araştırmacı tarafından geliştirilen "kişisel bilgi formu" kullanılmıştır. Araştırmanın örneklemini, 2023-2024 eğitim öğretim yılında dezavantajlı öğrencilerin öğrenim gördüğü Kuzey Kıbrıs Türk Cumhuriyeti Lefkoşa ilçesinde Milli Eğitim Bakanlığı'na bağlı devlet okullarının ilköğretim kademesinde öğrenim gören 301 ilkokul öğrencisi oluşturmaktadır. Çalışmada, öğrencilerin sosyo-demografik özelliklerine göre ölçek puanlarının karşılaştırılması amacıyla iki grupta karşılaştırmalarda bağımsız örneklem "t" testi, ikiden fazla gruptan oluşan karşılaştırmalarda ise ANOVA uygulanmıştır. Daha ileri analizler için Tukey testi kullanılmıştır. Çalışma sonucunda Duygu Düzenleme ile cinsiyet, kardeş sayısı, yaş grubu, ekonomik durum, ebeveyn eğitim durumu, çocuklarda akademik başarı; duygusal ve psikolojik iyi oluş ile cinsiyet, ekonomik durum, akademik başarı ve ebeveyn eğitim durumu arasında anlamlı farklılıklar bulunmuştur.

Anahtar kelimeler: Duygu düzenleme, duygusal ve psikolojik iyi oluş, dezavantajlı öğrenciler, ilkokul öğrencileri

Investigation of Elementary School Students' Emotion Regulation and Emotional and Psychological Well-Being Levels in Terms of Some Socio-Demographic Variables

Abstract

The aim of this study is to examine whether there are significant differences between the emotional and psychological well-being of disadvantaged primary school students and some socio-demographic variables. In the study, the emotion regulation status and emotional and psychological well-being of children were compared with the students' age, gender, socio-economic status, whether the parents are alive, whether the parents are together, the education level of the parents, the employment status of the parents, the academic success status, the number of siblings, the birth order and the attitude of the parents. In the study, the "Stirling Scales of Emotional and Psychological Well-being for Children (SCDPİÖ)" developed by Liddle and Carter in 2015 and adapted to Turkish by Akin, Yılmaz, Özen, Raba and Özhan, the "Emotion Regulation Scale for Children (ECRRS)" developed by Rydell et al. and adapted to Turkish by Harmancı and Aytar (2022), and the "personal information form" developed by the researcher were used. The research sample consisted of 301 primary school students studying in the primary education level of public schools affiliated to the Ministry of National Education of the Turkish Republic of Northern Cyprus in the district of Lefkoşa, where disadvantaged students study, in the 2023-2024 academic year. In the study, in order to compare the scale scores according to the socio-demographic characteristics of the students, the independent sample "t" test was applied in two-group comparisons, and ANOVA was applied in comparisons consisting of more than two groups. Tukey test was used for further analysis. As a result of the study, significant differences were found between Emotion Regulation and gender fear sub-dimension, economic status, academic success for children; and between emotional and psychological well-being and gender, economic status, academic success, and educational status of parents.

Keywords: emotion regulation, emotional and psychological well-being, disadvantaged students, primary school students

Giriş

Değişen dünya, son yıllarda küresel olarak önceki dönemlere kıyasla en hızlı ve fazla

bilinmezlik içeren en büyük değişimlerinin birinden geçmektedir (Selçuk, 2023). Sosyal-ekonomik olarak dezavantajlı geçmişe sahip çocuklar, daha avantajlı akranlarına kıyasla, tüm refah alanlarında sıklıkla daha fazla zorlanmaktadırlar (Ackerman vd.,2002). Sosyal ekonomik olarak dezavantajlı çocukların, gelişimi ve uyumunda hem duygu düzenlemesinin hem de psikolojik iyi oluşun bu açıdan önemi göz önüne alındığında, bu yapılar arasındaki ilişkileri değerlendirmek önemlidir (Selçuk vd., 2022).Yaşanan olumsuzluklara rağmen iyi performans göstermemizi sağlayan öz düzenleme yeteneği duygularımızı, düşüncelerimizi ve davranışlarımızı kontrol etmemizi sağlar ve özellikle yoksullaşma ve çatışma gibi olumsuz koşullar altında yaşayan çocuklarda sosyal ve duygusal becerilerin gelişmesinde ve psikolojik iyilik halinde önemli bir rol oynar (Kara ve Selçuk, 2021; Sümer-Büyükabacı vd., 2021). Duygusal iyi oluş, genellikle pozitif ruh sağlığının temel bir bileşeni olarak kabul edilir (Westerhof ve Keyes, 2010). DSÖ, ruh sağlığını “Bireyin kendi yeteneklerinin farkında olduğu, yaşamın normal stresleriyle başa çıkabildiği, üretken ve verimli bir şekilde çalışabildiği ve topluma katkıda bulunabildiği bir iyilik hali” olarak tanımlar (2018).

Duygusal iyi oluş, genel iyi oluşumuzun, mutluluğumuzun ve güvenimizin önemli bir unsurudur ve iyi bir yaşam kalitesi için gereklidir (Morgan vd., 2007). Psikolojik iyi oluş, duygu düzenleme, duygu düzenleme ile ilgili süreçleri tanımlamak için kullanılan terimdir. Duyguları etkili bir şekilde düzenlemek, duygusal ve psikolojik iyi oluş için önemlidir. Bu düzenlemenin psikolojik iyi oluş düzeylerini arttırması muhtemeldir (Boekaerts, 2011). Denham'ın (2007) çalışmasına göre, duygularını etkin şekilde yönetebilen çocuklar, okul öncesi dönemden ilkökul sonuna kadar olan süreçte akranları ve yetişkinler tarafından sosyal açıdan daha yetkin olarak görülmektedirler. Psikolojik iyi oluş, ruh sağlığının temel bir özelliğidir ve hedonik (zevk, mutluluk) ve eudaimonik (anlam, tatmin) mutlulukların yanı sıra dayanıklılık (sorunlarla başa çıkma, duygu düzenleme, sağlıklı problem çözme) olarak tanımlanabilir (Tang vd., 2019). Çocukların duygu düzenleme süreçlerinde ortaya çıkan bireysel farklılıkların, çevresel deneyimler yoluyla geliştirilen başa çıkma stratejileri olarak görülebileceğini ileri sürmektedirler (Wisner vd., 2004). Bir duygu düzenleme stratejisi olarak tanınan zihinsel değişim, bir olayın duygusal anlamını yeniden değerlendirme sürecini içerir (Gross ve John, 2003).

İlkokulun üst sınıflarına geldiklerinde çocuklar aynı zamanda değerlendirme ve uyum sağlama becerileri kazanma talebiyle karşı karşıyadırlar (Amawidyati ve Utami, 2020). Duygusal gelişim süreci, kişinin kendisini anlama ve yeni zorluklara nasıl uyum sağladığında psikolojik iyi oluşun şekillenmesinde önemli bir rol oynar, ebeveynlerin ve çocukların psikolojik iyi oluşu üzerinde derin bir etkisi olması muhtemeldir (Gassman vd., 2020). Okul ortamındaki sosyal

etkileşimler ve sosyal destek, duygusal gelişim ve uyum becerilerinin boyutları da bu yaşta çocukların psikolojik iyi oluşlarını anlamada önemlidir. Duyguları sağlıklı bir şekilde anlamak ve yönetmek için destekleyici bir ortam, çocukların bu zorlukların üstesinden gelmesine ve olumlu psikolojik iyi oluş geliştirmelerine yardımcı olabilir (Alfawaz,2021).

Harrod ve Scheer (2005), sosyo-ekonomik faktörlerin duygusal gelişime etkisini incelerken sosyo-ekonomik özelliklerin, cinsiyet gibi, ebeveynlerin eğitim seviyesi ve aile geliri ile duygusal zekâ arasında olumlu bir ilişki olduğunu gösterdiklerini bulmuşlardır. Sexton (2007), kırsal kesimdeki ilkököl çocuklarının benlik algılarının ve ders dışı etkinliklere katılımın birbirleriyle nasıl ilişkili olduğunu ve öğrencilerin başarılarını nelerin etkilediğine dair içgörüler sunar.Siaw (2009), sınıfta duygusal iyi oluşun duygusal gelişim üzerinde büyük etkisi olan kaynaklar ve sonuçlar karşılaştırılarak kentsel ve kırsal okullarda eğitimdeki farklılıkları incelemiştir.Young (2013),araştırmasında duygusal refahı etkileyen sosyo-ekonomik unsurların altını çizmektedir.Kennewell vd., (2022) düşük sosyo ekonomik geçmişe sahip öğrencilerin, yüksek sosyo ekonomik duruma sahip öğrencilere göre haftada daha az gün spor, ödev, okuma ve müzik etkinliklerine katıldıklarını; arkadaşlarıyla daha fazla vakit geçirdiklerini, daha fazla TV izleyip video oyunları oynadıklarını ve sosyal medyayı daha fazla kullandıklarını tespit etmişlerdir.

İlkokul çocuklarında psikolojik iyi oluşa ilişkin literatür incelendiğinde, psikolojik iyi oluşlarının karmaşık psikososyal ve çevresel faktörlerden etkilendiği anlaşılmaktadır. Okuldaki sosyal etkileşimler, aileden ve akranlardan gelen sosyal destek, duygusal gelişim ve uyum becerileri, bu yaşta çocukların psikolojik iyilik hallerinin şekillenmesinde temel unsurlardır. Bu faktörler arasındaki dinamik ilişkilerin daha iyi anlaşılması, eğitimcilere, ebeveynlere ve ruh sağlığı uzmanlarına uygun strateji ve müdahalelerin tasarlanması konusunda önemli bilgiler sağlayacaktır. Bu araştırmanın sonuçları, duygu düzenleme durumlarının ve psikolojik duygusal iyi oluşlarının iyileştirilmesine nasıl katkıda bulunabileceğine ve akademik sonuçların iyileştirilmesinde potansiyel alt faydalara sahip olabileceğine dair bilgi sunabilir.

Araştırmanın Amacı

Araştırmanın amacı, ilkököl öğrencilerinde duygu düzenleme durumlarının duygusal ve psikolojik iyi olma halinin okul, cinsiyet, yaş, ailenin sosyo ekonomik düzeyi, sınıfı, kardeş sayısı, derslerdeki başarı durumunu algılayışı, ebeveyn sağ/ölü olma durumu, ebeveyn evlilik durumu, ebeveyn eğitim, algıladığı anne baba tutumları açısından anlamlı farklılık gösterip göstermediğini incelemektir.

Araştırmanın Alt Amaçları

- İlkokul öğrencilerinin duygu düzenleme durumları düzeyi nedir?
- İlkokul öğrencilerinin duygusal ve psikolojik iyi oluş düzeyi nedir?
- İlkokul öğrencilerinin cinsiyete göre, duygu düzenleme durumları ile duygusal ve psikolojik iyi oluş arasında anlamlı bir farklılık var mıdır?
- İlkokul öğrencilerinin yaşa göre, duygu düzenleme durumları ile duygusal ve psikolojik iyi oluş arasında anlamlı bir farklılık var mıdır?
- İlkokul öğrencilerinin sınıfına göre, duygu düzenleme durumları ile duygusal ve psikolojik iyi oluş arasında anlamlı bir farklılık var mıdır?
- İlkokul öğrencilerinin ailenin sosyo -ekonomik durumuna göre, duygu düzenleme durumları ile duygusal ve psikolojik iyi oluş arasında anlamlı bir farklılık var mıdır?
- İlkokul öğrencilerinin anne-babanın medeni durumuna göre, duygu düzenleme durumları ile duygusal ve psikolojik iyi oluş arasında anlamlı bir farklılık var mıdır?
- İlkokul öğrencilerinin anne-babanın eğitim durumuna göre, duygu düzenleme durumları ile duygusal ve psikolojik iyi oluş arasında anlamlı bir farklılık var mıdır?
- İlkokul öğrencilerinin derslerdeki akademik başarı durumunu algılayışına göre, duygu düzenleme durumları ile duygusal ve psikolojik iyi oluş arasında anlamlı bir farklılık var mıdır?
- İlkokul öğrencilerinin kardeş sayısına göre, duygu düzenleme durumları ile duygusal ve psikolojik iyi oluş arasında anlamlı bir farklılık var mıdır?
- İlkokul öğrencilerinin algıladığı aile yaklaşım tutumuna göre, duygu düzenleme durumları ile duygusal ve psikolojik iyi oluş arasında anlamlı bir farklılık var mıdır?

Yöntem

Araştırma için kabul edilen modelleme yöntemine göre ilkök öğrencilerinin cinsiyet, yaş, sınıf düzeyi, anne baba tutumları, ekonomik düzeyleri ve anne baba eğitim düzeyleri gibi demografik değişkenler bağımsız değişken, öğrencilerin duygu düzenleme durumları ve duygusal ve psikolojik iyi oluşları ise bağımlı değişken olarak düşünülmüştür.

Araştırmanın Evreni ve Örneklemi

Araştırmanın evreni, 2023-2024 Eğitim-Öğretim yılında, Kuzey Kıbrıs Türk Cumhuriyeti Millî Eğitim Bakanlığına bağlı devlet okullarının ilköğretim kademesindeki Lefkoşa ilçesinde öğrenim gören ilkök öğrencileri oluşturmaktadır. Örneklem grubu ise Lefkoşa’da bulunan dezavantajlı öğrencilerin öğrenim gördüğü 3 ilkökulda öğrenim gören 3.4.

ve 5.sınıf öğrencilerinden oluşmaktadır.

Basit ve seçkisiz yöntemle oluşturulan örneklem grubu 157 (%52,16) kız ve 144 (%47,84) erkek öğrenci olmak üzere toplam 301 öğrenciden oluşmaktadır. Basit rastgele örnekleme yöntemi, araştırmacının uygun sayıdaki katılımcıya kolay şekilde ulaşmasını sağlar (Büyüköztürk vd., 2009). Araştırmada, çocukların duygu düzenleme düzeyleri ve duygusal- psikolojik iyi oluş düzeylerine ilişkin veriler çocuklara yüz yüze uygulanan ölçeklerle toplanmıştır.

Veri Toplama Araçları

Yapılan araştırmada, çocukların duygu düzenleme düzeylerini ölçmek için Rydell vd., tarafından geliştirilen ve Harmancı ve Aytar (2022) tarafından Türkçeye uyarlanmış “Çocuklar için Duygu Düzenleme Ölçeği (ÇDDÖ)”, ile çocukların duygusal ve psikolojik iyi oluş düzeylerini ölçmek için 8, ve Carter’ın, 2015 yılında geliştirdiği ve Akın, Yılmaz, Özen, Raba ve Özhan tarafından Türkçeye uyarlanmış “Stirling Çocuklar için Duygusal ve Psikolojik İyi Oluş Ölçeği (SCDPIÖ)” ve araştırmacı tarafından hazırlanmış olan “Kişisel Bilgi Formu” kullanılmıştır.

Kişisel Bilgi Formu

Araştırma grubundaki ilkokullarda öğrenim gören çocuklara yönelik oluşturulan kişisel bilgi formu çocuklara ilişkin bilgileri doldurmaları için veri toplama amaçlı hazırlanmıştır. 12 sorudan oluşmaktadır. Çocuklara ait bilgiler, okul adı, cinsiyeti, yaşı, sınıfı, anne baba ekonomik durumu, kardeş sayısı, doğum sırası, akademik başarı düzeyi, anne – baba medeni durumu, anne – baba eğitim düzeyi, çalışma durumu ve aile tutumlarına cevap arayan sorular yer almaktadır.

Çocuklar için Duygu Düzenleme Ölçeği: Çocukların duygu düzenleme düzeylerini ölçmek için kullanılan toplam 29 maddeden oluşan, “Çocuklar için Duygu Düzenleme Ölçeği” dört alt boyuttan oluşmaktadır. Bunlar Öfke toplam 9 madde, Heyecan toplam 5 madde, Korku toplam 8 madde ve Üzüntü toplam 7 maddeden oluşur.. Ölçeğin Türkçe uyarlama çalışması Harmancı ve Aytar (2022) tarafından yapılmıştır. Çalışmanın boyutlara ilişkin Cronbach Alpha değerleri orijinalinde, öfke alt boyutu için .77, heyecan alt boyutu için .57, korku alt boyutu için .61 ve üzünlük alt boyutu için .71 olarak bulunmuştur. Orijinal Cronbach Alpha değeri ise tamamına yönelik.85’tir.

Stirling Çocuklar için Duygusal ve Psikolojik İyi Oluş Ölçeği: Çalışmada kullanılan Duygusal ve Psikolojik İyi Oluş Ölçeğini; 2015 yılında Liddle ve Carter geliştirmiş olup tek boyutlu bir ölçektir. Ölçeğin Türkçeye uyarlama çalışmasını Akın, Yılmaz, Özen, Raba ve

Özhan 2016 yılında yapmışlardır. 12 maddeden oluşan bu ölçek, 5’li likert tipi derecelendirmeli bir ölçektir. Yükselen puanlar çocukların duygusal ve psikolojik iyi oluş düzeyinin yükseldiğini göstermektedir. Ölçeğin Cronbach alfa değeri ise .85 olarak bulunmuştur.

Verilerin Analizi

Çalışmanın sonunda araştırmadan elde edilen veriler, istatistiksel olarak analizi için Statistical Package for Social Sciences (SPSS) 27.0 yazılımı kullanılarak analiz edilmiştir. Araştırmaya katılan öğrencilerin demografik özelliklerine göre dağılımı frekans analiziyle belirlenmiş, “Çocuklar için Duygu Düzenleme Ölçeği” ve Stirling Çocuklar için Duygusal ve Psikolojik İyi Oluş Ölçeği puanlarının belirlenmesi için tanımlayıcı istatistikler verilmiştir. Araştırma sorularının test edilmesi için veriler normal dağılıma uyduğundan dolayı parametrik testler kullanılmıştır. Öğrencilerin demografik özelliklerine göre ölçek puanlarının karşılaştırılmaları için iki grup arasındaki karşılaştırmalarda bağımsız örneklem t testi, ikiden fazla gruptan oluşan karşılaştırmalarda ise ANOVA uygulanmıştır. İleri analizler içinse Tukey testi kullanılmıştır.

Bulgular

İlkokul Öğrencilerinin Kişisel Bilgilerine Ait Bulgular.

Öğrencilerin Cinsiyet, Yaş, Sınıf Düzeyi, Ders Başarı Durumu na Ait Bulgular.

Tablo 1. Öğrencilerin Yaş, Cinsiyet, Sınıf Düzeyi, Ders Başarı Durumu

Değişkenler	Gruplar	N	%
Cinsiyet	Kız	157	52,16
	Erkek	144	47,84
Yaş Aralığı	9 yaş ve altı	114	37,87
	10 yaş	127	42,19
	11 yaş ve üstü	60	19,93
Sınıf	3. Sınıf	76	25,25
	4. Sınıf	95	31,56
	5. Sınıf	130	43,19
Akademik Başarı Durumu	Kötü	32	10,63
	İyi	152	50,50
	Çok iyi	117	38,87

Araştırma grubunun kişisel özelliklerine bakıldığı zaman 157’si kız (%52,16), 144’ü (%47,84) erkek öğrencilerden oluşmaktadır. Yaş aralığına bakıldığı zaman 114’ü (%37,87) 9

yaş ve altı, 127'si (%42,19) 10 yaş, 60'ı (%19,93) ise 11 yaş ve üstü gruplarından oluşmaktadır. Öğrencilerin 76'sı (%25,25) 3.Sınıf, 95'i (%31,56) 4.Sınıf, 130'u (%43,19) 5.Sınıf öğrencilerinden oluşmaktadır. Akademik başarı durumuna göre 32'si (%10,63) kötü, 152'si (%50,50) iyi, 117'si (%38,87) çok iyi grubundadırlar.

Öğrencilerin Aile Ekonomik Durumu, Kardeş Sayısı, Doğum Sırası ve Aile Tutumuna Ait Bulgular.

Tablo 2. Öğrencilerin Aile Ekonomik Durumu, Kardeş Sayısı, Doğum Sırası ve Aile Tutumu

Değişkenler	Gruplar	N	%
Ailenin Ekonomik Durumu	Düşük	99	32,89
	Orta	171	56,81
	Yüksek	31	10,30
Kardeş Sayısı	Tek çocuk	10	3,32
	İki kardeş	94	31,23
	Üç kardeş	114	37,87
	Dört kardeş	53	17,61
	Beş ve üzeri	30	9,97
Aile Tutumu	Otoriter	80	24,25
	Aşırı koruyucu	81	26,91
	Demokratik	83	26,91
	Hoşgörülü	57	18,94
Anne Eğitim Düzeyi	Okur-yazar değil	37	12,29
	Okur-yazar	56	18,60
	İlkokul	83	27,57
	Ortaokul	42	13,95
	Lise	41	13,62
	Üniversite	42	13,95
Baba Eğitim Düzeyi	Okur-yazar değil	21	6,98
	Okur-yazar	49	16,28
	İlkokul	87	28,90
	Ortaokul	51	16,94
	Lise	47	15,61
	Üniversite	46	15,28

Katılımcıların demografik bilgileri incelendiği zaman 99'unun (%32,89) ekonomik durumu düşük, 171'inin (%56,1) orta ve 31'inin (%10,30) yüksek çıkmıştır. 10'u (%3,32) tek çocuk, 94'ü (%31,23) iki kardeş, 114'ü (%37,87) üç kardeş, 53'ü (%17,61) dört kardeş ve 30'ü

(%9,97) beş ve üzeri kardeş olarak belirtmişlerdir. Katılımcıların aile tutumuna göre dağılımı ise 80'i (%24,25) Otoriter, 81'i (%26,91) Aşırı koruyucu, 83'ü (%26,91) Demokratik, 57'si (%18,94) Hoşgörülü olarak çıkmıştır. Katılımcıların anne eğitim düzeyine bakıldığı zaman %12,29'unun annesinin okur-yazar olmadığı, %18,60'ının okur-yazar, %27,57'sinin ilkokul, %13,95'inin ortaokul, %13,62'sinin lise ve %13,95'inin üniversite mezunu olduğu, baba eğitim düzeyine bakıldığı zaman %6,98'inin okur yazar olmadığı, %16,28'inin babasının okur-yazar, %28,90'ının ilkokul, %16,94'ünün ortaokul, %15,61'inin lise ve %15,28'inin üniversite mezunu olduğunu ifade etmişlerdir.

Öğrencilerin Çocuklar için Duygu Düzenleme Ölçeği ve Stirling Çocuklar için Duygusal ve Psikolojik İyi Oluş Ölçeği Puanları Ölçeklerine İlişkin Bulgular

Tablo 3. Kullanılan Ölçeklere Ait Tanımlayıcı İstatistik

Ölçekler	n	$\bar{x}$	s	Min	Max
Öfke	301	25,68	4,28	12	36
Heyecan	301	13,18	2,62	6	20
Korku	301	21,32	4,52	9	32
Üzüntü	301	19,32	3,99	7	28
Çocuklar İçin Duygu Düzenleme Ölçeği	301	79,50	11,11	48	107
Stirling Çocuklar İçin Duygusal ve Psikolojik İyi Oluş Ölçeği	301	40,55	7,41	15	55

Araştırmaya katılan öğrencilerin Çocuklar için Duygu Düzenleme Ölçeği genelinden $\bar{x}=79,50\pm11,11$ puan, ölçekte yer alan öfke alt boyutundan $\bar{x}=25,68\pm4,28$ puan, heyecandan $\bar{x}=13,18\pm2,62$ puan, korkudan $\bar{x}=21,32\pm4,52$ puan ve üzüntü alt boyutundan $\bar{x}=19,32\pm3,99$ puan aldıkları belirlenmiştir.

Araştırmaya katılan öğrencilerin Stirling Çocuklar için Duygusal ve Psikolojik İyi Oluş Ölçeğinden $\bar{x}=40,55\pm7,41$ puan aldıkları belirlenmiştir.

Öğrencilerin Cinsiyetine göre Çocuklar için Duygu Düzenleme Ölçeği ve Stirling Çocuklar için Duygusal ve Psikolojik İyi Oluş Ölçeği Puanlarının Karşılaştırılması ve Anlamlı Farklılık ile İlgili Bulgular

Tablo 4. ÇDDÖ ve SÇDPİÖÖ Ölçeğine Ait Cinsiyet Değişkenine Göre t-testi Sonuçları

Ölçekler	Gruplar	n	$\bar{x}$	s	t	p
Öfke	Kız	157	25,91	4,03	0,973	0,332
	Erkek	144	25,43	4,53		
Heyecan	Kız	157	13,36	2,64	1,203	0,230
	Erkek	144	12,99	2,60		
Korku	Kız	157	20,76	4,48	-2,250	0,025*
	Erkek	144	21,93	4,50		
Üzüntü	Kız	157	19,22	4,07	-0,464	0,643
	Erkek	144	19,43	3,91		
Çocuklar İçin Duygu	Kız	157	79,25	10,64	-0,418	0,676
Düzenleme Ölçeği	Erkek	144	79,78	11,63		
Stirling Çocuklar İçin						
Duygusal ve Psikolojik İyi Oluş Ölçeği	Kız	157	39,75	7,59	-1,988	0,048*
	Erkek	144	41,44	7,13		

* $p < 0,05$ (t testi)

Araştırmaya dahil olan öğrencilerin cinsiyetine göre Çocuklar için Duygu Düzenleme Ölçeği genelinden ve ölçekteki öfke, heyecan ve üzüntüden aldıkları puanların arasında istatistiksel olarak anlamlı fark göstermediği tespit edilmiştir ($p > 0,05$). Öğrencilerin cinsiyetine göre ölçekteki korkudan aldıkları puanların arasında istatistiksel olarak anlamlı fark gösterdiği saptanmıştır ($p < 0,05$). Erkek öğrencilerin korku puanları kız öğrencilere göre yüksek olduğu belirlenmiştir. Araştırmaya katılan öğrencilerin cinsiyetine göre Stirling Çocuklar için Duygusal ve Psikolojik İyi Oluş Ölçeği puanlarının arasında istatistiksel olarak anlamlı fark gösterdiği saptanmıştır ($p < 0,05$). Erkek katılımcıların Stirling Çocuklar için Duygusal ve Psikolojik İyi Oluş Ölçeği puanlarının kızlara göre yüksek olduğu belirlenmiştir.

Öğrencilerin, Çocuklar için Duygu Düzenleme ve Stirling Çocuklar için Duygusal ve Psikolojik İyi Oluşa İlişkin Yaş Grupları Arasındaki Farkın Anlamlılık Durumuna Ait Bulgular

Tablo 5. Öğrencilerin Yaş Grubuna Göre Ölçek Puanlarının Karşılaştırılması

Ölçekler	Yaş grubu	n	$\bar{x}$	s	Min	Max	F	p	Fark
Öfke	9 yaş ve altı	114	25,20	4,11	14	36	2,974	0,053	
	10 yaş	127	25,57	4,40	12	36			
	11 yaş ve üstü	60	26,83	4,20	14	34			
Heyecan	9 yaş ve altı	114	12,96	2,68	6	20	2,863	0,059	
	10 yaş	127	13,04	2,41	6	19			
	11 yaş ve üstü	60	13,90	2,84	8	20			
Korku	9 yaş ve altı	114	21,62	3,92	11	31	0,430	0,651	
	10 yaş	127	21,09	5,18	9	32			
	11 yaş ve üstü	60	21,25	4,12	14	30			
Üzüntü	9 yaş ve altı	114	19,29	3,88	7	27	3,393	0,035*	2-3
	10 yaş	127	18,82	4,03	7	27			
	11 yaş ve üstü	60	20,43	3,97	12	28			
Çocuklar İçin Duygu Düzenleme Ölçeği	9 yaş ve altı	114	79,08	10,11	52	104	2,681	0,070	
	10 yaş	127	78,51	11,74	48	102			
	11 yaş ve üstü	60	82,42	11,26	57	107			
Stirling Çocuklar İçin Duygusal ve Psikolojik İyi Oluş Ölçeği	9 yaş ve altı	114	40,37	7,92	15	55	1,058	0,348	
	10 yaş	127	40,14	7,17	18	55			
	11 yaş ve üstü	60	41,78	6,89	28	54			

* $p < 0,05$ (ANOVA)

Tablo 5'e göre öğrencilerin yaş grubuna göre Çocuklar için Duygu Düzenleme Ölçeği genelinden ve ölçekteki öfke, heyecan ve korkudan aldıkları puanların arasında istatistiksel olarak anlamlı fark göstermediği belirlenmiştir ($p > 0,05$). Öğrencilerin yaş grubuna göre ölçekteki üzüntüden aldıkları puanların arasında istatistiksel olarak anlamlı fark gösterdiği saptanmış olup, 10 yaşındaki öğrencilerin üzüntü puanları 11 yaş ve üstü öğrencilere göre düşük bulunmuştur ($p < 0,05$).

Araştırmaya katılan öğrencilerin yaş grubunda göre Stirling Çocuklar için Duygusal ve Psikolojik İyi Oluş Ölçeği puanlarının arasında istatistiksel olarak anlamlı farklılık göstermediği tespit edilmiştir ($p > 0,05$).

Öğrencilerin, Çocuklar için Duygu Düzenleme ve Stirling Çocuklar için Duygusal ve Psikolojik İyi Oluşları ile Sınıf Dağılımları Arasındaki Farkın Anlamlılık Durumuna Ait Bulgular

Tablo 6. Öğrencilerin Sınıf Dağılımına Göre Ölçek Puanlarının Karşılaştırılması

Ölçekler	Sınıf	n	$\bar{x}$	s	Min	Max	F	p
Öfke	3. sınıf	76	25,11	4,11	14	34	0,951	0,388
	4. sınıf	95	25,96	4,27	14	36		
	5. sınıf	130	25,82	4,38	12	34		
Heyecan	3. sınıf	76	12,78	2,63	6	19	1,240	0,291
	4. sınıf	95	13,36	2,72	8	20		
	5. sınıf	130	13,29	2,54	6	20		
Korku	3. sınıf	76	21,67	4,40	11	31	2,118	0,122
	4. sınıf	95	21,87	3,89	14	32		
	5. sınıf	130	20,72	4,97	9	32		
Üzüntü	3. sınıf	76	18,87	4,15	7	28	0,652	0,522
	4. sınıf	95	19,51	3,89	7	27		
	5. sınıf	130	19,45	3,98	10	27		
Çocuklar İçin Duygu Düzenleme Ölçeği	3. sınıf	76	78,42	10,63	56	104	0,935	0,394
	4. sınıf	95	80,69	10,26	51	102		
	5. sınıf	130	79,27	11,96	48	107		
Stirling Çocuklar İçin Duygusal ve Psikolojik İyi Oluş Ölçeği	3. sınıf	76	40,71	7,90	15	55	1,174	0,311
	4. sınıf	95	41,38	7,85	22	55		
	5. sınıf	130	39,86	6,75	18	54		

(ANOVA)

Araştırmadaki öğrencilerin sınıfına göre Çocuklar için Duygu Düzenleme Ölçeği genelinden ve alt boyutlarından aldıkları puanların arasında istatistiksel olarak anlamlı fark göstermediği tespit edilmiştir ($p>0,05$). Öğrencilerin sınıfına göre Stirling Çocuklar için Duygusal ve Psikolojik İyi Oluş Ölçeği puanlarının arasındaki farkın istatistiksel olarak anlamlı fark göstermediği belirlenmiştir ($p>0,05$).

Öğrencilerin, Çocuklar için Duygu Düzenleme ve Stirling Çocuklar için Duygusal ve Psikolojik İyi Oluşları ile Ekonomik Durumları Arasındaki Farkın Anlamlılık Durumuna Ait Bulgular

Tablo 7. Öğrencilerin Ekonomik Duruma Göre Ölçek Puanlarının Karşılaştırma Analizi

Ölçekler	Ekonomik durum	n	$\bar{x}$	s	Min	Max	F	p	Fark
Öfke	Düşük	99	24,98	4,37	12	36	2,141	0,119	
	Orta	171	26,09	4,28	14	34			
	Yüksek	31	25,65	3,76	18	32			
Heyecan	Düşük	99	12,71	2,37	8	20	3,955	0,020*	1-2
	Orta	171	13,55	2,77	6	20			2-3
	Yüksek	31	12,68	2,26	8	19			
Korku	Düşük	99	20,29	4,59	9	32	4,102	0,017*	1-2

	Orta	171	21,91	4,45	9	32			1-3
	Yüksek	31	21,35	4,27	12	29			
Üzüntü	Düşük	99	18,45	3,89	7	27	3,598	0,029*	1-2
	Orta	171	19,70	3,78	7	27			1-3
	Yüksek	31	20,00	5,02	7	28			
Çocuklar İçin Duygu Düzenleme Ölçeği	Düşük	99	76,43	11,13	48	107	6,096	0,003**	1-2
	Orta	171	81,25	10,90	52	104			1-3
	Yüksek	31	79,68	10,42	56	98			
Stirling Çocuklar İçin Duygusal ve Psikolojik İyi Oluş Ölçeği	Düşük	99	37,93	8,17	15	55	9,854	0,000**	1-2
	Orta	171	41,77	6,53	22	55			1-3
	Yüksek	31	42,23	7,45	19	53			

* $p < 0,05$, ** $p < 0,01$ (ANOVA)

Öğrencilerin ekonomik durumuna göre Çocuklar için Duygu Düzenleme Ölçeği genelinden ve ölçekteki heyecan, korku ve üzüntü alt boyutlarından aldıkları puanların arasında istatistiksel olarak anlamlı farkların olduğu görülmüştür ($p < 0,05$). Geliri orta olan öğrencilerin heyecandan aldıkları puanlar geliri düşük ve yüksek olanlardan fazladır. Geliri düşük olan öğrencilerin Çocuklar için Duygu Düzenleme Ölçeği genelinden, korkudan ve üzüntüden aldıkları puanlar geliri orta ve yüksek olanlara göre düşüktür. Öğrencilerin ekonomik durumuna göre Stirling Çocuklar için Duygusal ve Psikolojik İyi Oluş Ölçeği puanlarının arasında istatistiksel olarak anlamlı fark gösterdiği tespit edilmiş olup, geliri düşük olan öğrencilerin Stirling Çocuklar için Duygusal ve Psikolojik İyi Oluş Ölçeği puanlarının geliri orta ve yüksek olanlara göre daha düşük olduğu belirlenmiştir.

Öğrencilerin, Çocuklar için Duygu Düzenleme ve Stirling Çocuklar için Duygusal ve Psikolojik İyi Oluşları ile Kardeş Sayıları Arasındaki Farkın Anlamlılık Durumuna Ait Bulgular

Tablo 8. Öğrencilerin Kardeş Sayılarına Göre Ölçek Puanlarının Karşılaştırılması

Ölçekler	Kardeş sayısı	n	$\bar{x}$	s	Min	Max	F	p	Fark
Ofke	Tek çocuk	10	26,30	3,71	22	33	1,638	0,165	
	İki kardeş	94	26,20	4,25	14	36			
	Üç kardeş	114	25,37	4,11	14	36			
	Dört kardeş	53	24,74	4,89	12	34			

	Beş ve üzeri	30	26,70	3,78	18	33		
Heyecan	Tek çocuk	10	14,40	3,17	10	19	2,462	0,045* 1-4
	İki kardeş	94	13,06	2,88	6	20		
	Üç kardeş	114	13,06	2,48	6	19		
	Dört kardeş	53	12,77	2,16	9	17		
	Beş ve üzeri	30	14,33	2,60	8	20		
Korku	Tek çocuk	10	22,80	4,76	16	29	1,406	0,232
	İki kardeş	94	22,03	3,84	14	31		
	Üç kardeş	114	20,89	4,89	9	32		
	Dört kardeş	53	20,66	4,69	9	29		
	Beş ve üzeri	30	21,43	4,58	13	31		
Üzüntü	Tek çocuk	10	20,00	3,16	15	26	1,766	0,136
	İki kardeş	94	19,46	3,76	7	27		
	Üç kardeş	114	19,83	3,89	10	28		
	Dört kardeş	53	18,43	4,27	7	26		
	Beş ve üzeri	30	18,27	4,56	7	25		
Çocuklar İçin Duygu Düzenleme Ölçeği	Tek çocuk	10	83,50	11,43	68	103	1,659	0,159
	İki kardeş	94	80,76	10,22	56	107		
	Üç kardeş	114	79,15	11,06	52	99		
	Dört kardeş	53	76,60	12,01	48	102		
	Beş ve üzeri	30	80,73	11,76	51	102		
Stirling Çocuklar İçin Duygusal Psikolojik İyi Oluş Ölçeği ve	Tek çocuk	10	42,70	7,18	33	52	1,197	0,312
	İki kardeş	94	40,97	7,11	15	54		
	Üç kardeş	114	40,46	7,70	18	55		
	Dört kardeş	53	38,89	7,65	22	53		
	Beş ve üzeri	30	41,87	6,76	25	52		

* $p < 0,05$

Araştırmaya dahil olan öğrencilerin kardeş sayısı değişkenine göre Çocuklar için Duygu Düzenleme Ölçeği genelinden ve ölçekteki öfke, korku ve üzüntüden aldıkları puanların arasında istatistiksel olarak anlamlı fark göstermediği tespit edilmiştir ($p > 0,05$). Öğrencilerin kardeş sayısına göre ölçekteki heyecan alt boyutundan aldıkları puanların arasında istatistiksel

olarak anlamlı farklılık gösterdiği belirlenmiştir ($p<0,05$). Tek çocuk olanların heyecan alt boyutundan aldıkları puanların dört kardeş olanlara göre daha yüksek olduğu tespit edilmiştir. Araştırma kapsamına alınan öğrencilerin kardeş sayısına göre Stirling Çocuklar için Duygusal ve Psikolojik İyi Oluş Ölçeği puanlarının arasında istatistiksel olarak anlamlı fark göstermediği saptanmıştır ($p>0,05$).

Öğrencilerin, Çocuklar için Duygu Düzenleme ve Stirling Çocuklar için Duygusal ve Psikolojik İyi Oluşları ile Anne Eğitim Durumu Arasındaki Farkın Anlamlılık Durumuna Ait Bulgular

Tablo 9. Öğrencilerin Anne Eğitim Durumuna Göre Ölçek Puanlarının Karşılaştırılması

Ölçekler	Anne Eğt. Dur.	n	$\bar{x}$	s	Min	Max	F	p	Fark
Öfke	Okur-yazar değil	37	24,68	3,87	17	36	1,055	0,386	
	Okur-yazar	56	26,29	4,67	14	34			
	İlkokul	83	25,75	4,78	12	34			
	Ortaokul	42	25,90	3,98	14	33			
	Lise	41	26,20	3,59	19	33			
	Üniversite	42	24,90	3,90	14	36			
Heyecan	Okur-yazar değil	37	12,30	2,03	8	17	1,673	0,141	
	Okur-yazar	56	13,43	2,83	8	19			
	İlkokul	83	13,41	2,79	6	20			
	Ortaokul	42	13,45	2,40	6	18			
	Lise	41	13,49	2,81	8	19			
	Üniversite	42	12,62	2,34	8	20			
Korku	Okur-yazar değil	37	20,00	4,21	11	29	2,292	0,046*	1-4
	Okur-yazar	56	20,68	4,79	9	31			
	İlkokul	83	22,22	5,27	9	32			
	Ortaokul	42	22,36	3,53	13	29			
	Lise	41	21,39	3,97	14	30			
	Üniversite	42	20,48	3,81	9	26			
Üzüntü	Okur-yazar değil	37	18,76	3,81	9	26	0,731	0,601	
	Okur-yazar	56	19,09	4,10	7	26			
	İlkokul	83	19,29	4,02	7	26			
	Ortaokul	42	20,33	3,16	14	27			

	Lise	41	19,24	4,42	11	27		
	Üniversite	42	19,24	4,29	7	28		
Çocuklar İçin Duygu Düzenleme Ölçeği	Okur-yazar değil	37	75,73	8,86	56	97	1,896	0,095
	Okur-yazar	56	79,48	11,81	52	99		
	İlkokul	83	80,66	13,12	48	103		
	Ortaokul	42	82,05	9,85	54	99		
	Lise	41	80,32	10,40	65	107		
	Üniversite	42	77,24	8,52	63	102		
Stirling Çocuklar İçin Duygusal ve Psikolojik İyi Oluş Ölçeği	Okur-yazar değil	37	38,05	7,99	15	50	1,636	0,150
	Okur-yazar	56	40,07	6,43	24	55		
	İlkokul	83	41,45	8,37	19	55		
	Ortaokul	42	39,57	6,78	26	54		
	Lise	41	41,78	6,37	28	52		
	Üniversite	42	41,43	7,35	18	53		

* $p < 0,05$ (ANOVA)

Araştırmaya dahil olan öğrencilerin anne eğitim durumuna göre Çocuklar için Duygu Düzenleme Ölçeği genelinden ve ölçekteki öfke, heyecan ve üzüntüden aldıkları puanların arasında istatistiksel olarak anlamlı fark göstermediği tespit edilmiştir ($p > 0,05$). Öğrencilerin anne eğitim durumuna göre ölçekteki korkudan aldıkları puanların arasında istatistiksel olarak anlamlı fark gösterdiği belirlenmiştir ($p < 0,05$). Annesi okur-yazar olmayan öğrencilerin korku alt boyutundan aldıkları puanlar annesi ortaokul mezunu olanlara göre daha düşük bulunmuştur. Öğrencilerin anne eğitim durumuna göre Stirling Çocuklar için Duygusal ve Psikolojik İyi Oluş Ölçeği puanlarının arasında istatistiksel olarak anlamlı fark göstermediği saptanmıştır ($p > 0,05$).

Öğrencilerin, Çocuklar için Duygu Düzenleme ve Stirling Çocuklar için Duygusal ve Psikolojik İyi Oluşları ile Baba Eğitim Durumu Arasındaki Farkın Anlamlılık Durumuna Ait Bulgular

Tablo 10. Öğrencilerin Baba Eğitim Durumuna Göre Ölçek Puanlarının Karşılaştırılması

Ölçekler	Baba eğt. Dur.	n	x	s	Min	Max	F	p	Fark
Öfke	Okur-yazar değil	21	25,10	3,45	17	30	0,931	0,461	
	Okur-yazar	49	25,08	4,49	14	34			
	İlkokul	87	25,87	4,87	12	36			
	Ortaokul	51	25,20	3,51	14	32			
	Lise	47	26,66	3,81	19	34			
	Üniversite	46	25,76	4,41	14	36			

Heyecan	Okur-yazar değil	21	12,29	1,90	8	15	0,924	0,465
	Okur-yazar	49	13,31	2,76	8	19		
	İlkokul	87	13,10	2,62	6	20		
	Ortaokul	51	13,22	2,71	6	18		
	Lise	47	13,70	2,40	9	18		
	Üniversite	46	13,04	2,87	8	20		
Korku	Okur-yazar değil	21	19,33	3,44	11	26	1,632	0,151
	Okur-yazar	49	20,49	4,36	13	31		
	İlkokul	87	21,71	5,66	9	32		
	Ortaokul	51	21,47	3,94	13	29		
	Lise	47	22,17	3,92	14	31		
	Üniversite	46	21,35	3,60	14	29		
Üzüntü	Okur-yazar değil	21	18,52	4,11	9	26	1,476	0,198
	Okur-yazar	49	19,96	3,21	13	26		
	İlkokul	87	19,20	4,25	7	27		
	Ortaokul	51	19,00	3,75	11	26		
	Lise	47	20,34	4,06	12	27		
	Üniversite	46	18,54	4,26	7	28		
Çocuklar İçin Duygu Düzenleme Ölçeği	Okur-yazar değil	21	75,24	7,75	56	90	1,636	0,150
	Okur-yazar	49	78,84	10,17	60	98		
	İlkokul	87	79,89	13,20	48	103		
	Ortaokul	51	78,88	10,21	54	96		
	Lise	47	82,87	10,27	64	107		
	Üniversite	46	78,70	10,37	52	102		
Stirling Çocuklar İçin Duygusal ve Psikolojik İyi Oluş Ölçeği	Okur-yazar değil	21	33,86	7,84	15	49	4,724	0,000** 1-2
	Okur-yazar	49	40,53	7,05	23	53		1-3
	İlkokul	87	40,25	8,12	18	55		1-4
	Ortaokul	51	40,75	6,68	25	55		1-5
	Lise	47	42,26	6,15	28	52		
	Üniversite	46	42,26	6,67	25	55		

** $p < 0,01$ (ANOVA)

Araştırmaya dahil olan öğrencilerin baba eğitim durumuna göre Çocuklar için Duygu Düzenleme Ölçeği puanlarının arasında istatistiksel olarak anlamlı farklılık göstermediği tespit edilmiştir ($p > 0,05$). Öğrencilerin baba eğitim durumuna göre Stirling Çocuklar için Duygusal ve Psikolojik İyi Oluş Ölçeği puanlarının arasında istatistiksel olarak anlamlı farklılık gösterdiği tespit edilmiştir ($p < 0,05$). Babası okur-yazar olmayan öğrencilerin Stirling Çocuklar için Duygusal ve Psikolojik İyi Oluş Ölçeği puanları diğer öğrencilere göre daha düşük bulunmuştur.

Öğrencilerin, Çocuklar için Duygu Düzenleme ve Stirling Çocuklar için Duygusal ve Psikolojik İyi Oluşları ile Anne Çalışma Durumuna göre Arasındaki Farkın Anlamlılık Durumuna Ait Bulgular

Tablo 11 Öğrencilerin Anne Çalışma Durumuna Göre Ölçek Puanlarının Karşılaştırılması

Ölçekler	Anne çalışma durumu	n	$\bar{x}$	s	t	p
Öfke	Çalışan	125	25,15	4,16	-1,815	0,071
	Çalışmayan	176	26,06	4,33		
Heyecan	Çalışan	125	13,01	2,58	-0,974	0,331
	Çalışmayan	176	13,31	2,65		
Korku	Çalışan	125	21,77	4,49	1,443	0,150
	Çalışmayan	176	21,01	4,53		
Üzüntü	Çalışan	125	18,95	3,63	-1,346	0,179
	Çalışmayan	176	19,58	4,22		
Çocuklar İçin Duygu Düzenleme Ölçeği	Çalışan	125	78,88	10,05	-0,822	0,412
	Çalışmayan	176	79,95	11,81		
Stirling Çocuklar İçin Duygusal ve Psikolojik İyi Oluş Ölçeği	Çalışan	125	40,34	7,40	-0,415	0,678
	Çalışmayan	176	40,70	7,44		

(t testi)

Tablo 11.'de araştırmadaki öğrencilerin anne çalışma durumuna göre Çocuklar için Duygu Düzenleme Ölçeği ve Stirling Çocuklar için Duygusal ve Psikolojik İyi Oluş Ölçeği puanlarının karşılaştırılmasına ilişkin bağımsız örneklem t testi sonuçları verilmiştir. Öğrencilerin anne çalışma durumuna göre Çocuklar için Duygu Düzenleme Ölçeği puanlarının arasında istatistiksel olarak anlamlı farklılık göstermediği saptanmıştır ($p>0,05$). Araştırma kapsamına alınan öğrencilerin anne çalışma durumuna göre Stirling Çocuklar için Duygusal ve Psikolojik İyi Oluş Ölçeği puanlarının arasında istatistiksel olarak anlamlı farklılık göstermediği tespit edilmiştir ($p>0,05$).

Öğrencilerin, Çocuklar için Duygu Düzenleme ve Stirling Çocuklar için Duygusal ve Psikolojik İyi Oluşları ile Baba Çalışma Durumuna göre Arasındaki Farkın Anlamlılık Durumuna Ait Bulgular

Tablo 12. Öğrencilerin Baba Çalışma Durumuna Göre Ölçek Puanlarının Karşılaştırılması

Ölçekler	Baba çalışma durumu	n	$\bar{x}$	s	t	p
Öfke	Çalışan	281	25,65	4,32	-0,398	0,691

	Çalışmayan	20	26,05	3,82		
Heyecan	Çalışan	281	13,20	2,67	0,498	0,619
	Çalışmayan	20	12,90	1,83		
Korku	Çalışan	281	21,32	4,53	-0,028	0,977
	Çalışmayan	20	21,35	4,60		
Üzüntü	Çalışan	281	19,29	4,01	-0,441	0,659
	Çalışmayan	20	19,70	3,80		
Çocuklar İçin Duygu Düzenleme Ölçeği	Çalışan	281	79,47	11,36	-0,206	0,837
	Çalışmayan	20	80,00	6,92		
Stirling Çocuklar İçin Duygusal ve Psikolojik İyi Oluş Ölçeği	Çalışan	281	40,54	7,48	-0,153	0,879
	Çalışmayan	20	40,80	6,53		

(t testi)

Tablo 12.'da araştırma kapsamına alınan öğrencilerin baba çalışma durumuna göre Çocuklar için Duygu Düzenleme Ölçeği ve Stirling Çocuklar için Duygusal ve Psikolojik İyi Oluş Ölçeği puanlarının karşılaştırılmasına ilişkin bağımsız örneklem t testi sonuçları verilmiş olup, gruplar arasında istatistiksel olarak anlamlı farklılık göstermediği belirlenmiştir ($p>0,05$).

Öğrencilerin, Çocuklar için Duygu Düzenleme ve Stirling Çocuklar için Duygusal ve Psikolojik İyi Oluşları ile Akademik Başarı Durumu Arasındaki Farkın Anlamlılık Durumuna Ait Bulgular

Tablo 13. Öğrencilerin Akademik Başarı Durumuna Göre Ölçek Puanlarının Karşılaştırılması

Ölçekler	Başarı	n	$\bar{x}$	s	Min	Max	F	p	Fark
Öfke	Kötü	32	24,03	4,14	12	31	5,145	0,006**	1-3
	İyi	152	25,38	4,06	12	34			
	Çok iyi	117	26,52	4,44	14	36			
Heyecan	Kötü	32	13,53	2,58	9	19	4,723	0,011*	2-3
	İyi	152	12,73	2,60	6	20			
	Çok iyi	117	13,68	2,59	6	20			
Korku	Kötü	32	20,63	3,32	15	27	1,981	0,140	
	İyi	152	20,98	4,66	9	32			
	Çok iyi	117	21,96	4,58	9	31			
	Kötü	32	19,06	3,44	12	25	0,727	0,484	

Üzüntü	İyi	152	19,11	3,68	7	27				
	Çok iyi	117	19,67	4,50	7	28				
Çocuklar İçin Duygu Düzenleme Ölçeği	Kötü	32	77,25	9,80	60	98	4,347	0,014*	1-3	
	İyi	152	78,20	10,71	48	107			2-3	
	Çok iyi	117	81,82	11,63	56	104				
Stirling Çocuklar İçin Duygusal ve Psikolojik İyi Oluş Ölçeği	Kötü	32	38,44	7,04	22	52	5,638	0,004**	1-3	
	İyi	152	39,68	6,53	18	54			2-3	
	Çok iyi	117	42,26	8,25	15	55				

* $p < 0,05$, ** $p < 0,01$ (ANOVA)

Tablo 13.'de öğrencilerin akademik başarı durumuna göre Çocuklar için Duygu Düzenleme Ölçeği ve Stirling Çocuklar için Duygusal ve Psikolojik İyi Oluş Ölçeği puanlarının karşılaştırılmasına ilişkin ANOVA sonuçları verilmiştir. Öğrencilerin akademik başarı durumuna göre Çocuklar için Duygu Düzenleme Ölçeği genelinden ve ölçekteki öfke ve heyecan alt boyutundan aldıkları puanların arasında istatistiksel olarak anlamlı farklılık gösterdiği tespit edilmiştir ($p < 0,05$). Başarı durumu kötü olanların öfke puanları çok iyi olanlara göre düşüktür. Başarı durumu iyi olanların heyecan puanları çok iyi olanlara göre düşük bulunmuştur. Başarı durumu çok iyi olan öğrencilerin Çocuklar için Duygu Düzenleme Ölçeği genelinden aldıkları puanlar başarı durumu kötü ve iyi olanlara göre yüksektir. Araştırmaya katılan öğrencilerin akademik başarı durumuna göre Stirling Çocuklar için Duygusal ve Psikolojik İyi Oluş Ölçeği puanlarının arasındaki farkın istatistiksel olarak anlamlı olduğu görülmüştür ($p < 0,05$). Başarı durumu çok iyi olan öğrencilerin Stirling Çocuklar için Duygusal ve Psikolojik İyi Oluş Ölçeği puanlarının başarı durumu kötü ve iyi olanlara göre yüksek olduğu tespit edilmiştir.

Öğrencilerin, Çocuklar için Duygu Düzenleme ve Stirling Çocuklar için Duygusal ve Psikolojik İyi Oluşları ile Anne Baba Tutumu Arasındaki Farkın Anlamlılık Durumuna Ait Bulgular

Tablo 14. Öğrencilerin Anne Baba Tutumuna Göre Ölçek Puanlarının Karşılaştırılması

Ölçekler	Aile tutumu	n	$\bar{x}$	s	Min	Max	F	p
Öfke	Otoriter	80	25,63	3,95	14	34	0,239	0,869
	Aşırı koruyucu	81	25,79	4,54	14	36		
	Demokratik	83	25,89	4,11	14	36		

		Hoşgörülü	57	25,30	4,65	12	34		
Heyecan		Otoriter	80	13,25	2,27	8	19	0,287	0,835
		Aşırı koruyucu	81	13,17	2,65	6	20		
		Demokratik	83	13,31	2,97	6	20		
		Hoşgörülü	57	12,91	2,55	8	18		
Korku		Otoriter	80	20,78	3,99	9	32	1,016	0,386
		Aşırı koruyucu	81	21,91	4,25	13	31		
		Demokratik	83	21,07	4,77	9	31		
		Hoşgörülü	57	21,61	5,18	10	32		
Üzüntü		Otoriter	80	19,21	4,03	7	28	0,264	0,851
		Aşırı koruyucu	81	19,10	4,29	7	27		
		Demokratik	83	19,63	3,93	12	27		
		Hoşgörülü	57	19,33	3,66	9	26		
Çocuklar İçin Duygu Düzenleme Ölçeği		Otoriter	80	78,86	8,47	59	98	0,190	0,903
		Aşırı koruyucu	81	79,98	11,39	51	102		
		Demokratik	83	79,90	12,21	48	107		
		Hoşgörülü	57	79,16	12,47	56	104		
Stirling Çocuklar İçin Duygusal ve Psikolojik İyi Oluş Ölçeği		Otoriter	80	39,78	6,28	23	52	0,660	0,577
		Aşırı koruyucu	81	40,83	8,09	19	55		
		Demokratik	83	41,30	7,01	18	54		
		Hoşgörülü	57	40,18	8,43	15	55		

(ANOVA)

Tablo 14.'de araştırmaya dahil olan öğrencilerin aile tutumuna göre Çocuklar için Duygu Düzenleme Ölçeği ve Stirling Çocuklar için Duygusal ve Psikolojik İyi Oluş Ölçeği puanlarının karşılaştırılmasına dair ANOVA sonuçları verilmiş olup, öğrencilerin aile tutumuna göre Çocuklar için Duygu Düzenleme Ölçeği ve Stirling Çocuklar için Duygusal ve Psikolojik İyi Oluş Ölçeği puanlarının arasında fark olmadığı saptanmıştır ($p>0,05$).

Sonuç, Tartışma ve Öneriler

Bu bölümde araştırma kapsamında toplanan verilerden elde edilen bulguların tartışılması ve sonuçlandırılması ile öneriler kısmından bahsedilecektir.

Sonuçlar ve Tartışma

Cinsiyet değişkenine göre ilkokul öğrencilerinin duygu düzenleme durumları ile duygusal ve psikolojik iyi oluşları arasında farklılık bulgularına yönelik tartışma.

Yapılan araştırmada ilkokul öğrencilerinin duygu düzenleme durumları düzeylerinin genelinden ve ölçekteki öfke, heyecan ve üzüntüden aldıkları puanların arasında cinsiyete göre anlamlı bir düzeyde farklılık görülmezken, korkudan aldıkları puanlar anlamlı bir fark göstermektedir. Bu araştırmada erkek öğrencilerin duygu düzenleme durumu korku puanları, kız öğrencilere oranla daha yüksek çıkmıştır.

Literatür incelendiğinde, Aktürk (2015) çocukların duygu düzenleme puanlarının cinsiyet değişkenine göre anlamlı düzeyde farklılaştığını tespit etmiştir. Erkek çocuklarının duygu düzenleme puanlarının kızlardan anlamlı düzeyde yüksek olduğu görülmektedir. Yaman (2018), yaptığı çalışmada çocuğun cinsiyeti ve duygu düzenleme becerileri arasında istatistiksel olarak anlamlı bir farklılık bulmamıştır. Daha önce yapılan çalışmaların bazılarında, çocuğun cinsiyeti ve duygu düzenleme becerisi arasında anlamlı ilişkiler bulunmuştur (Morris vd., 2002; Ecirli ve Ogelman, 2015). Bir başka çalışmada Kurbet (2010), kız çocuklarının duygu düzenleme puanlarının erkek çocukların puanlarına göre daha yüksek olduğu tespit edilmiştir. Bizim araştırmamızda ise anlamlı farklılık dezavantajlı erkek çocuklarının korku duygusunu düzenleme becerisinin yüksek olduğunu göstermektedir. Genel olarak araştırma sonuçlarına bakıldığında cinsiyet değişkenine göre duygu düzenleme durumlarının anlamlı farklar gösterdiği görülmektedir. Bu durum araştırma sonuçlarının birbiriyle tutarlı olduğunun göstergesi olarak düşünülebilir.

Duygusal ve psikolojik iyi oluş değişkeni cinsiyet faktörüne göre anlamlı bir şekilde farklılık göstermektedir. Erkek katılımcıların Stirling Çocuklar için Duygusal ve Psikolojik İyi Oluş Ölçeği puanlarının kızlara göre yüksek olduğu belirlenmiştir. Başaran, Erol ve Yılmaz (2020) yapmış olduğu çalışmada, kız ve erkek öğrencilerin psikolojik iyi oluşları arasında anlamlı bir farklılık olmadığını tespit etmiştir. Ay Taş (2022) yaptığı çalışmada da çocuklarda benzer şekilde duygusal psikolojik iyi oluşun cinsiyete göre anlamlı farklılık olduğunu tespit etmiştir. Cinsiyetin psikolojik iyi oluş düzeyi ile ilişkisini inceleyen bazı araştırmalarda örneğin, 1995 yılında yapılan Cooper ve diğerlerinin yaptığı çalışmada benzer olarak cinsiyet değişkeninin psikolojik iyi oluşu etkilemediği görülürken, bazı psikolojik iyi oluş düzeyi çalışmalarında (Cenkseven ve Akbaş, 2007; Gediksiz, 2013; Gündoğdu ve Yavuzer, 2012) kızların psikolojik refahlarının erkeklerden daha fazla olduğu sonuçlarını saptadıkları tespit edilmiştir. Bu tespitler, ulaştığımız sonuçla cinsiyet olarak zıtlık olduğunu göstermektedir. Yaptığımız

araştırmada, erkek öğrencilerin kızlara göre daha yüksek psikolojik iyi oluşa sahip olduğu görülmektedir.

Yaş grubu değişkenine göre ilkokul öğrencilerinin duygu düzenleme durumları ile duygusal ve psikolojik iyi oluş düzeyleri arasında farklılık bulgularına yönelik tartışma.

Dezavantajlı ilkokul öğrencileri ile yapılan çalışmada, duygu düzenleme durumları düzeylerinin genelinden ve ölçekteki öfke, heyecan ve korkudan aldıkları puanlar yaş grubuna göre anlamlı bir farklılık göstermemektedir. Ölçeğin üzüntü boyutundan aldıkları puanlarda çocukların yaş grubuna göre anlamlı fark olduğu saptanmıştır. 10 yaşındaki öğrencilerin üzüntü puanları 11 yaş ve üstü öğrencilere göre düşük bulunmuştur. İlgar (2017) 5 yaş çocuklar ile 6 yaş çocukların arasında yaş grubuna göre duygu düzenleme açısından bir farklılık olmadığı sonucuna ulaşmıştır. Yapılan araştırmalarda, yaş farklarının fazla olmaması sebebiyle sonuç bu şekilde çıkmış olabilir. Dağlı ve Dağlıoğlu (2021) çocukların duygu düzenleme becerilerini yaş grubuna göre incelediğinde yaş grubunun duygu düzenleme durumlarında anlamlı bir farklılık yaratmadığını tespit etmişlerdir. Bunun sebebi olarak ailelerin çocuklara karşı olan tutum ve yaklaşımının, yaş grubu fark etmemesi olarak düşünülebilir. Bununla birlikte çocukların duygu düzenleme becerilerinden üzüntü alt boyut puanlarının 10 yaş grubu çocuklarda 11 yaşa göre düşük çıktığını araştırmamız göstermektedir. Bu durumda 11 yaş ve üstü grubu çocuklar, 10 yaş grubu çocuklara göre üzüntü duygusunu olumlu yönde düzenleyebilmektedir. Çocuklar, belirli durumlara karşı olan duygusal tepkilerini düzenlemeyi öğrenebilirler, duygu düzenleme zamana bağlı gelişebilir.

Yapılan araştırmada duygusal ve psikolojik iyi oluş düzeyi yaş grubuna göre anlamlı bir farklılık göstermemektedir. Başaran, Erol ve Yılmaz (2020) çalışmalarında öğrencilerin yaş etkenlerinin psikolojik iyi oluş üzerinde etkili olmadığını belirtmişlerdir. Diğer taraftan, Mayr ve Ulich (2009) yaş değişkeninin duygusal iyi oluşta farklılıklar ortaya koyduğunu saptamıştır. İyi oluştan elde edilen yüksek puanların büyük yaş grubu lehine olduğu bulunmuştur. Tura (2019) ve Oymak, (2017), tarafından farklı yaş gruplarına yapılan araştırmalarda, psikolojik iyi oluş hali ile yaş değişkeni arasında bir ilişki saptanmamıştır.

Sınıf değişkenine göre ilkokul öğrencilerinin duygu düzenleme durumları ile duygusal ve psikolojik iyi oluşları arasında farklılık bulgularına yönelik tartışma.

Yapılan araştırmada ilkokul öğrencilerinin sınıf değişkeni düzeyine göre duygu düzenleme durumları düzeylerinde anlamlı bir farklılık görülmemiştir. Literatür incelendiği zaman sınıf düzeyine göre duygu düzenleme durumunu araştıran az çalışmaya rastlanmıştır.

Gülgez (2018) yaptığı araştırmada benzer bir şekilde, çocukların öfke, üzüntü ve neşe gibi duygu düzenleme durumlarının sınıf düzeylerine göre anlamlı farklılık göstermediğini tespit etmiştir. Demireğen ve Şener (2021) sınıf düzeyine göre duygu düzenleme durumlarının anlamlı bir şekilde farklılaştığını tespit etmiştir. Ergenlik döneminde duygu düzenleme becerilerinin sınıf değişkeni düzeyine göre farklılaşmasına yönelik 12. Sınıftakilerin duygu düzenleme becerilerinin 10. sınıf öğrencilerine göre anlamlı olarak daha fazla yüksek olduğu görülmektedir. Bu tespitte, ergenlik dönemindeki duygusal gelişime bağlı olarak değerlendirilebilir. Duygusal ve psikolojik iyi oluş düzeyinde sınıf düzeyine göre anlamlı bir farklılık olmadığını göstermektedir. Mazzucato ve Cebotari (2015) çalışmalarında benzer şekilde anlamlı bir fark bulmamışlardır. Ay Taş (2022) ergenlerin duygusal ve psikolojik iyi oluş düzeylerinin sınıf düzeyi değişkeni açısından anlamlı farklılık göstermediğini saptamıştır.

Ekonomik gelir değişkenine göre ilköğrencilerinin duygu düzenleme durumları ile duygusal ve psikolojik iyi oluş düzeylerinin farklılık bulgularına yönelik tartışma.

Araştırma sonucuna göre öğrencilerin duygu düzenleme durumları, ekonomik durumuna göre anlamlı farklılık göstermektedir. Çocukların duygu düzenlemelerinin genelinden ve heyecan, korku ve üzüntü alt boyutları puanları ile arasında anlamlı farklılıklar görülmektedir. Bu araştırmada geliri orta olan öğrencilerin heyecan alt boyut puanları, geliri düşük ve yüksek olanlardan fazladır. Geliri düşük olan öğrencilerin duygu düzenleme durumlarının genelinden, korkudan ve üzüntüden aldıkları puanlar geliri orta ve yüksek olanlara göre düşük çıkmıştır. Aktürk (2015)'ün araştırma sonuçlarında çocukların duygu düzenleme durumlarının, gelir düzeyi değişkenine göre anlamlı bir şekilde farklılaşmadığı görülmektedir. Demireğen ve Şener (2021) sosyo-ekonomik düzeyin ergenlik dönemindeki öğrencilerde duygusal düzenleme becerilerine etki eden etmenlerden olduğunu tespit etmiştir. Uz Baş (2003), Larsson ve Frisk (1999) araştırma sonuçlarında, genel sosyo ekonomik düzeyin çocuğun duygu düzenleme durumları ile pozitif yönlü ilişkili olduğunu saptamışlardır. Sosyo ekonomik düzeylerinin daha düşük olduğu düşünülen çocukların duygu düzenleme durumlarının olumsuz olarak farklılaşması artan yaşam stresi ve ekonomik kaygıların neden olduğu ihmalkâr davranışlar, şiddete dayalı disiplin uygulamaları, tutarsız davranışlar nedeniyle (Downey ve Coyne, 1990) daha az duygu düzenlemelerine neden olduğu şeklinde düşünülebilir. Sosyo ekonomik düzeyindeki artışın çocuklara daha fazla ve nitelikli olanaklar sunulmasına olanak sağladığı bilinmektedir (Parke ve Buriel, 2006).

Öğrencilerin ekonomik durumuna göre duygusal ve psikolojik iyi oluş düzeylerinde anlamlı farklılıklar olduğu görülmektedir. Geliri düşük olan öğrencilerin duygusal ve psikolojik iyi oluş

düzeylerinin geliri orta ve yüksek olanlara göre daha düşük olduğu belirlenmiştir. Moe (2012), psikolojik iyi oluş düzeylerine etki eden değişkenlerin araştırılmak istediği çalışmada, gelirlerin arttıkça, psikolojik iyi oluş seviyelerinin de olumlu düzeyde yükseldiğini tespit etmiştir. Rogers ve DeBoer (2001) çalışmalarında, ekonomik durumdaki artışların psikolojik iyi oluşları önemli ölçüde artırdığı sonucuna ulaşmışlardır. Literatür incelendiğinde genellikle ekonomik durum arttıkça psikolojik iyi oluşun yükseldiği benzer sonuçlara ulaşılmıştır. Yaptığımız çalışmada da ekonomik durumu yüksek olanların psikolojik iyi oluşlarının olumlu düzeyde arttığı saptanmıştır. Yapılan bazı çalışmalarda da farklı sonuçlar çıkmıştır. Diener ve Sandvik (1993), yaptıkları çalışmada gelir durumundaki artışın psikolojik dayanıklılıkta bir artışa neden olmadığını, düşük sosyoekonomik seviyedeki bireyler arasında da dayanıklılığın belirgin olduğunu tespit etmiştir. Schmerse (2020), okul öncesi dönem çocukları ile yaptığı çalışmada etkilerin ekonomik düzeylere göre farklılaştığı ve en düşük sosyo ekonomik düzeyine sahip çocukların lehine olduğunu tespit etmiştir. İşgör (2017), çalışmasında psikolojik iyi oluş ve sosyoekonomik düzey arasında anlamlı bir fark olduğunu tespit etmiştir. Düşük ekonomik düzeyin, yüksek ekonomik düzeye oranla iyi oluş puanlarının daha yüksek olduğunu saptamıştır. Çelik (2016), araştırmasında psikolojik iyi oluş ve gelir düzeyi arasında anlamlı bir fark olmadığını tespit etmiştir. Yapılan araştırmalar incelendiğinde düşük gelirli çocukların daha çok duygu düzenleme, akademik ve davranışsal yönden etkilendiği belirlenmiştir (Rouse ve Fantuzzo, 2009). İncelenen çalışmaların bazılarında bulguların bir kısmı psikolojik iyi oluşun ekonomik düzeye göre farklılaşmadığını gösterirken, bazı araştırmalar ise farklılaştığını göstermektedir.

Kardeş sayıları değişkenine göre ilköğrencilerinin duygu düzenleme durumları ile duygusal ve psikolojik iyi oluş düzeylerinin farklılık bulgularına yönelik tartışma.

Yapılan çalışmada öğrencilerin kardeş sayısına göre duygu düzenleme düzeylerinin genelinden ve öfke, korku ve üzüntüden alt boyutları arasında anlamlı fark olmadığı tespit edilmiştir. Öğrencilerin kardeş sayısına göre heyecan alt boyutunda anlamlı fark olduğu belirlenmiştir. Tek çocuk olan öğrencilerin heyecan alt boyutu duygu düzenleme durumları puanlarının dört kardeş olanlara göre daha fazla olduğu saptanmıştır. Tek çocuk olanların duygu düzenleme durumlarından heyecan alt boyutu olumlu olarak daha yüksek çıkmıştır. İlgar (2017) tarafından yapılan araştırma, çocukların kardeş sayısının azalmasıyla duygu düzenleme yeteneklerinde bir artış gözlemlendiğini belirlemiştir. Bununla birlikte, Arı ve Seçer (2004) kardeş sayısı ve duygu düzenleme yetenekleri arasında anlamlı bir ilişki bulunmadığını ortaya koymuştur. Öte yandan, Filiz (2011), az kardeş sayısına sahip çocukların, çok kardeşli

çocuklara kıyasla daha yüksek benlik saygısına sahip olduğunu ve bu çocukların duygu düzenleme becerilerinin daha gelişmiş olduğunu tespit etmiştir.

Yapılan araştırmada ilkokul öğrencilerinin kardeş sayısının duygusal ve psikolojik iyi oluşları üzerinde anlamlı bir fark yapmadığı saptanmıştır. Başaran, Erol ve Yılmaz (2020) yaptıkları araştırmada benzer olarak kardeş sayısı değişkeninin psikolojik iyi oluşa anlamlı bir etki yapmadığını saptamışlardır. Bazı çalışmalar incelendiğinde (Atarbay, 2017; Açıkgoz, 2016), kardeş sayısına göre psikolojik dayanıklılıkta anlamlı bir ilişki olmadığı görülmektedir. Yapılan bu çalışmaların sonuçları bulgumuzu desteklemektedir. Literatür incelendiğinde Atarbay (2017), Açıkgoz (2016) çalışmalarında kardeş sayısı ile psikolojik iyi oluş arasında anlamlı bir ilişki olmadığı görülmektedir. Erata ve Özbey (2020) tarafından yapılan bir araştırmada okul öncesi dönem çocuklarının duygusal iyi oluş ve psikolojik sağlamlık düzeylerinin kardeş sayısına bağlı olarak önemli ölçüde değişmediğini saptamışlardır. Bu bulgular da araştırmada ulaşılan sonuçları desteklemektedir. Farklı sonuçlara ilişkin araştırmalardan 2018 yılında Aydın ve Egemberdiyeva ile 2014 yılında Kılıç'ın yaptıkları araştırmalarda kardeş sayısının psikolojik dayanıklılığı etkilediğini saptanmıştır. Zoul (2022) tarafından yapılan başka bir araştırmada, çocukların psikolojik iyi oluşları ve kardeş sayısı faktörünün önemli bir etkiye sahip olduğu görülmektedir.

Akademik Başarı Durumu değişkenine göre ilkokul öğrencilerinin duygu düzenleme durumları ile duygusal ve psikolojik iyi oluş düzeylerinin farklılık bulgularına yönelik tartışma.

Araştırma grubunda, öğrencilerin akademik başarı durumuna göre duygu düzenleme durumlarının geneli, ayrıca öfke ve heyecan alt boyutları arasında anlamlı fark olduğu tespit edilmiştir. Başarı durumu kötü olan öğrencilerin öfke puanları çok iyi olan öğrencilere göre düşüktür. Başarı durumu iyi olan öğrencilerin heyecan puanları çok iyi olan öğrencilere göre düşük bulunmuştur. Başarı durumu çok iyi olan öğrencilerin duygu düzenleme durumlarının geneli başarı durumu kötü ve iyi olanlara göre yüksektir. Graziano vd., (2007), duygu düzenlemenin çocukların akademik başarıları üzerindeki etkisi ile ilgili çalışmalarında duygu düzenlemenin çocukların akademik, dil ve matematik başarılarında olumlu etkisi olduğu sonucuna varmışlardır. Çocuklarda duygu düzenleme becerilerinin gelişimi onların akademik başarıları açısından oldukça önemlidir. Bu beceriler yaşa ve deneyimlere göre değişir ve gelişirler (Bronson, 2000). Literatür incelendiğinde yapılan çalışmalarda duygusal becerileri düşük olan çocukların, genellikle daha saldırgan davranışlar sergiledikleri ve bu nedenle davranışlarda problem yaşadıkları (Arı ve Yaban, 2016); öte yandan, Graziano'nun (2007) araştırması, yüksek duygusal becerilere sahip çocukların akademik olarak daha başarılı

olduklarını ortaya koymaktadır. , bu çalışmaların geliştirilmesinin çocuklar için çok önemli olmaya devam edeceğini göstermektedir. Duygu düzenleme becerilerinin çocukların akademik başarıları üzerindeki etkisinin saptanması bu becerileri geliştirici çalışmaların, çocukların duygusal tepkilerini yönetmelerine yardımcı olduğu ve bu nedenle öneminin artmasına devam edeceğini düşündürmektedir.

İlkokul Öğrencilerinin akademik başarı durumuna göre duygusal ve psikolojik iyi oluş düzeylerinde anlamlı fark olduğu tespit edilmiştir. Başarı durumu çok iyi olan çocukların duygusal ve psikolojik iyi oluş düzeyi başarı durumu kötü ve iyi olanlara göre yüksek olduğu tespit edilmiştir. Murray-Harvey (2010), psikolojik iyi oluşun, olumlu psikolojik özelliklerin, akademik başarıya etkisini ortaya koymuştur. Chu, Saucier ve Hafner (2010) çalışmalarında psikolojik sağlamlıkla, akademik başarı arasında pozitif bir korelasyon olduğunu ortaya çıkardı. Çocuk ve ergenlerin psikolojik iyi oluşları yükseldiğinde daha iyi akademik performans göstermektedir (Bru, Murberg ve Stephens, 2001; Natvig, Albreksten, Anderssen ve Qvarnstrom, 1999; Wentzel, 1998). Gizir (2007) araştırmasında, psikolojik sağlamlıkla, akademik başarı arasındaki pozitif ilişkinin varlığını saptamıştır. Hafilia ve Priyambodo, (2022)'ya göre psikolojik iyi oluşu iyi olan öğrenciler okulda başarıya ulaşabilirler. Farklı olarak Kındıroğlu 2018 yılında yaptığı çalışmada psikolojik iyi oluşla algılanan akademik başarı arasında anlamlı düzeyde farklılık tespit etmemiştir. Ay Taş (2022), çalışmasında ergenlerin duygusal ve psikolojik iyi oluş düzeylerinin okul başarısı değişkenleri açısından anlamlı farklılık göstermediğini saptamıştır.

Anne – baba eğitim düzeyi değişkenine göre ilkokul öğrencilerinin duygu düzenleme durumları ile duygusal ve psikolojik iyi oluş düzeylerinin farklılık bulgularına yönelik tartışma.

Çocukların duygu düzenleme durumları anne ve baba eğitim düzeyine göre anlamlı farklılık göstermektedir. Öğrencilerin anne eğitim düzeyine göre korku alt boyutu puanında anlamlı fark olduğu belirlenmiştir. Annesi okur-yazar olmayan öğrencilerin korku alt boyutu duygu düzenleme durumu, annesi ortaokul mezunu olan öğrencilere göre daha düşük bulunmuştur. Anne eğitim durumu düşük olan çocukların korku duygusunu düzenleme becerilerinin de olumsuz yönde düştüğü görülmüştür. Farklı olarak Aktürk (2015), çocukların duygu düzenleme becerilerinin, anne ve baba eğitim düzeyi değişkenine göre anlamlı düzeyde farklılaşmadığını tespit etmiştir. Benzer olarak; Kurbet (2010), araştırmasında çocukların duygu düzenleme puanlarının anne eğitim düzeyi ile farklılık olmadığını göstermektedir. Anne eğitim düzeyinin düşük olmasının duygu düzenleme becerisi durumları yönünden dezavantajlı

bir durum olduđu Kapçı vd.,(2009) arařtırmalarında saptamıřtır. Gülgez (2018) anne eđitim düzeyi ile ilgili bulgularında, eđitim düzeyi yüksek annelerin çocuklarının duygu düzenlemelerinin anne eđitim düzeyi daha düşük çocuklara göre daha yeterli olduđunu göstermektedir. Vardi ve Demiriz (2021)'in, yaptıđı arařtırma sonuçlarına göre anne öğrenim düzeyinin çocukların duygu düzenleme durumlarında anlamlı düzeyde farklılıđa yol açtıđı görölmüřtür. Anne eđitim düzeyi çocukların duygu düzenlemelerini etkileyen bir faktör olduđu, bunun nedeni olarak da anne eđitim düzeyi arttıkça çocukların gelişimine yönelik yayınlara, eđitimsel, uzmanlara ulaşmaları da artabildiđi söylenebilir. Yüksek eđitim düzeyine sahip anneler, çocuklarının öğrenme süreçlerine karřı hassas ve olumlu bir katkı sunarak yaklařabilmektedirler. Bu anneler, çocuklarıyla daha nitelikli bir řekilde vakit geçirmeyi önemseyip ve çocuklarını kabul edici bir tutumla yaklařabilmektedirler (Argun, 2005).

Yapılan arařtırmada ilkokul öđrencilerinin anne ve baba eđitim durumuna göre duygusal ve psikolojik iyi oluř düzeylerinde anlamlı düzeyde bir farklılık tespit edilmiřtir. Çocukların baba eđitim düzeyine göre duygusal ve psikolojik iyi oluřlarında farklılık görölmektedir. Babası okur-yazar olmayan öđrencilerin duygusal ve psikolojik iyi oluř düzeyleri diđer öđrencilere göre daha düşük bulunmuřtur. Güngör (2023)'ün alıřmasında psikolojik iyi oluř puanlarının çocukların baba eđitim durumuna göre anlamlı farklılık gösterdiđi tespit edilmiřtir. Babaların eđitim düzeyleri arttıkça çocukların iyi oluřlarının yükseldiđi görölmektedir. Smith ve Werner (2001), anne babanın düşük eđitim düzeyinin psikolojik iyi oluř için bir dezavantaj olduđunu belirtmiřtir. Prince-Embury (2009), çocukların ailelerinin eđitim seviyeleri ile psikolojik sađamlıklarını incelediđinde, anne babası eđitim düzeyi yüksek çocukların daha etkili bir řekilde desteklendiklerini ve yetenekli bireyler olarak yetiřtiđini saptamıřtır. Condly (2006), annenin eđitim seviyesi ile çocukların psikolojik iyi oluřu arasında belirgin bir faktör olduđunu ve eđitim düzeyi yüksek annelerin çocuklarının daha sađlam bir psikolojik iyi oluřa sahip olduklarını saptamıřtır. Erdem (2017) alıřmasında, babaların eđitim düzeyi ile çocukların psikolojik sađamlıđı arasında olumlu bir iliřki tespit etmiř, arařtırmamıza benzer bir sonuç olarak babanın eđitim düzeyi yükseldikçe, çocuđun psikolojik sađamlıđı ve iyi oluřu da yükseldiđi görölmüřtür. Bu durumda anne baba eđitim düzeyi çocukların duygusal ve psikolojik iyi oluřuna etki eden bir faktör olarak düşünölebilir.

Algılanan Aile tutumu deđiřkenine göre ilkokul öđrencilerinin duygu düzenleme durumları ile duygusal ve psikolojik iyi oluř düzeylerinin farklılık bulgularına yönelik tartıřma.

İlkokul öđrencilerinin duygu düzenleme durumlarının algılanan aile tutumuna göre anlamlı düzeyde farklılık göstermediđi görölmüřtür. Arařtırmalara göre, ilkokul ađı

çocuklarının duygu düzenleme yetenekleri genel olarak aile tutumlarıyla ilgisiz gibi görünmektedir (Kurbet, 2010). Bununla birlikte, anne tutumlarının çocukların duygu düzenleme becerileri üzerinde belirgin bir etkisi olduğunu gösteren çalışmalar bulunmaktadır. Örneğin, 2020 yılında Bilge ile Sezgin ile 2010 yılında Yağmurlu ile Altan tarafından yapılan araştırmalarda, annelerin yaklaşımlarının çocukların duygu düzenleme yetenekleriyle pozitif bir bağlantı içerdiğini belirtmişlerdir. Yaman (2018), farklı aile tutumlarının çocukların duygu düzenleme becerileri üzerindeki etkisini incelemiş ve demokratik yönetim tarzının bu yetenekleri güçlendirdiğini, otoriter tutumların ise zarar verdiğini tespit etmiştir. Jabeen ve Anil-ul-Haque (2013) ise demokratik ebeveyn tutumlarının ergenlerin duygu düzenleme kabiliyetleri üzerinde olumlu bir etkiye sahip olduğunu bulmuşlardır. Yapılan araştırmada, duygusal ve psikolojik iyi oluş durumu ilköğrencilerinin aile tutumuna göre anlamlı farklılık göstermemektedir. Demirci ve Şar (2017) araştırmalarında, psikolojik iyi oluş, kendini bilme ve algılanan ebeveyn tutumları arasındaki ilişkiyi incelemişler, algılanan aile tutumlarına göre psikolojik iyi oluş düzeyleri arasında farklılık tespit etmişlerdir. Araştırmalarında en yüksek psikolojik iyi oluş düzeyine sahip öğrencilerin demokratik ebeveyn tutumunu algıladıklarını daha sonra sırasıyla koruyucu ve son olarak otoriter ebeveyn tutumlarını algıladıkları sonucuna ulaşmışlardır. Yapılan araştırmaya benzer az sonuca ulaşılmıştır. Öngider (2013); Karabekiroğlu, Rodopman Arman ve Berkem (2008) çalışmalarında baba tutumlarının çocukların psikolojik iyi oluş düzeylerini etkilemediğini tespit etmiştir. Aile tutumu değişkenine ilişkin elde ettiğimiz bulgular alan yazında yapılan diğer araştırmaların birçoğu ile paralellik göstermemektedir. Bunun sebebi, dezavantajlı bölgelerdeki çocukların büyük bir bölümünün ailelerinin tutumunu olumlu olarak algılamaları ve ailelerini koruma amaçlı olabileceği düşünülebilir.

Öneriler

Bu bölümde araştırma sonucuna ve araştırmacılara yönelik öneriler yer almaktadır.

Araştırma Sonucuna Göre Öneriler

- Bu çalışma çocukların duygu düzenleme düzeyleri incelendiği zaman aynı zamanda duygusal ve psikolojik iyi oluşun da nasıl dikkate alınması gerektiğini önerir. Duyguyu düzenleme hedefleri ve yöntemleri ele alınarak eğitim programları hazırlanabilir ve bu programlarda çocukların duygu düzenleme becerilerini geliştirmeye yönelik etkinliklere yer verilebilir. Duygu düzenlemeyi ve psikolojik iyi oluşu geliştirmek için programların oluşturulması önerilir.

- Ebeveynler, öğretmenler ve alanda çalışan uzmanlar, uygulayıcılar çocukların gelişimi ve psikolojik iyi oluşu hakkında daha fazla bilgi edinerek konu ile ilgili temel ihtiyaçlara yönelik belirli duygu düzenlemesinin edinilmesini ve kullanılmasını hedefleyerek stratejiler geliştirebilirler.
- Çocuğa duygularını düzenlemediği zamanlarda hızlı şekilde kullanabileceği başka sakinleştirme becerilerini de öğretecek etkinlikler gerçekleştirilebilir. Böylelikle bu becerilerin gelişimi için uğraşmak, ihtiyaç olunan zamanlarda donanımlı ve hazır olunmasını sağlayabilir.
- Yapılan çalışma, dezavantajlı ortamlardaki çocuklara ilişkin araştırmaları öne çıkararak, evrensel olarak çocukların gelişimini ve psikolojik iyi oluşunu desteklemek için duygu düzenleme stratejilerinin ve iyi oluşa katkılarına yönelik çözümlere yer verilmesini önermektedir.
- Öğretmenlerin çocukları duygusal açıdan desteklemesine odaklanan stratejiler, günlük olarak karşılaşılan zorlu durumlarla başa çıkmaları için olanak sağlayacaktır.
- Yapılan araştırmada farklı sosyo ekonomik düzeye sahip ailelerdeki çocukların duygu düzenlemelerinde ve iyi oluşlarında farklılıklarda açıkça görüldüğü gibi, anne babalar önemli bir rol oynamaktadır ve bu konunun da ayrıca ele alınması gerekmektedir.
- Çocukların duygusal ve psikolojik iyi oluşunu artıran duygu düzenleme süreçleri hakkında okullar aracılığıyla veli seminerleri ile gerçekleştirilmesi önerilir. Özellikle sosyoekonomik düzeyi düşük bölgelerde yaşayan çocukların bu tür sorunlarla karşılaşma olasılığı daha yüksektir.
- Yapılan araştırmada akademik başarı durumunun iyi olmasının hem duygu düzenlemelerinde hem de psikolojik iyi oluşlarını olumlu yönde etkilediği görülmüştür. Akademik başarıyı okullarda arttırmaya yönelik çalışmalara yer verilmesi önerilir.
- Oyun oynama çocuğun duygularını ifade edebildiği, yeteneklerini fark edip öz yeterliliğini ve becerilerini geliştirebildiği önemli bir araçtır. Çocukluklarda oyun oynama faaliyetlerinin arttırılması hem duygu düzenlemelerine hem de psikolojik iyi oluşlarına katkı sağlayacaktır.
- Anne baba eğitimleri, çocuklarla yapılacak grup çalışmaları, oyun atölyeleri gibi çalışmalar ile çocukların duygularını düzenlemelerine ve duygusal psikolojik iyi oluşlarına olumlu katkı sağlayacaktır.

Araştırmacılara Öneriler

- Yapılan çalışma, sosyo ekonomik açıdan dezavantajlı çocukların çoğunlukta olduğu bölgelerde yaşamaktadır. Sonuçlar incelendiğinde, sosyoekonomik durum ve çocuğu inceleyen araştırmaların gözden geçirilmesinde bu araştırma dahil çoğu araştırmada, sosyoekonomik durum ile çocukların duygusal psikolojik iyi oluş durumlarında anlamlı bir farkla karşılaşılmıştır. Ekonomik durumu düşük olan çocukların duygusal psikolojik iyi oluşları orta ve yüksek olanlara göre daha düşük olarak tespit edilmiştir. Garner ve Spears (2000) farklı olarak şunu belirterek; “Duygu düzenlemesi açısından düşük ve orta gelirli çocuklar farklı olmaktan çok benzerdir.” ifadesini kullandığı görülmektedir. Duyguların hem düzenlenmesinde hem de duygusal ve psikolojik olarak iyi oluşta bireysel farklılıklar gözetildiğinde bu durumun sadece dezavantajlı öğrencilerde görülüp görülmeyeceği daha avantajlı gruplarla birlikte araştırılıp değerlendirilebilir .
- Literatür incelendiği zaman konuya ilişkin dezavantajlı bölgelerde yaşayan daha az avantajlı çocuklarla ilgili çok az çalışma ile karşılaşılmıştır. Neredeyse bu çocukların duygu düzenleme durumları ve psikolojik iyi oluş çalışmalarında literatür bilgisi mevcut değildir. Bu alanda araştırmalar ve çalışmalar yapılması konunun hem daha iyi anlaşılmasına hem de çözüm önerileri geliştirilmesine olanak sağlayacaktır.
- Yapılan çalışma, çocukların gelişimi ve desteklenmesi ile ilgili ilişkili görünen çeşitli konuları ele almıştır ve bu konuları etkilediği düşünülen bazı etkenlerle birlikte, işlevsel olarak yapılabileceklerle yönelik yeni bir bakış açısını kolaylaştıracak önerilerde bulunmaktadır. Bu sebeple yeni çalışmalarda ve araştırmalarda farklı evren ve örneklem gruplarında kullanılması farklılık ve benzerliklerin görülmesini kolaylaştıracaktır.

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Yaşlılarda Yalnızlığın Psikolojik İyi Oluş Üzerine Etkisi: Literatür Derlemesi

Ümmühan Okur

Süleyman Demirel Üniversitesi, Eğirdir Sağlık Hizmetleri Meslek Yüksekokulu, TÜRKİYE,
e-mail: ummuhanokur@sdu.edu.tr, Orcid No: 0000-0002-9816-3689.

Büşra Solmaz

Karamanoğlu Mehmetbey Üniversitesi, Ermenek Uysal ve Hasan Kalan Sağlık Hizmetleri
Meslek Yüksekokulu, TÜRKİYE,
e-mail: bsolmaz@kmu.edu.tr, Orcid No: 0000- 0002-0592-4769.

Özet

Son yıllarda, yalnızlık duygusunun yaşlı bireylerin psikolojik iyi oluşları üzerindeki etkileri giderek artan bir ilgi odağı haline gelmiştir. Bu derleme çalışması, literatürde bu konuda yer alan çalışmaları inceleyerek yaşlı bireylerde yalnızlığın psikolojik iyi oluş ve genel yaşam kalitesi üzerindeki etkilerini değerlendirmektedir.

Yalnızlık, genellikle sosyal izolasyon ve yetersiz sosyal destek ağları ile ilişkilendirilir ve bu durum yaşlı bireylerin depresyon, anksiyete ve düşük yaşam tatmini gibi psikolojik sorunlar yaşama riskini artırır. Çalışmalar, yalnızlığın yaşlılarda depresyon ve anksiyete belirtilerinin şiddetini artırabileceğini, demans gibi sağlık sorunlarının ortaya çıkmasına zemin hazırlayabileceğini ve bağışıklık sistemi fonksiyonlarını zayıflatarak fiziksel sağlığı olumsuz etkileyebileceğini belirtmektedir. Yalnızlığın etkilerini hafifletmek ve yaşlı bireylerin psikolojik iyi oluşlarını artırmak için çeşitli müdahale stratejileri önerilmektedir. Sosyal bağlantıların güçlendirilmesi, grup terapileri, destek grupları ve topluluk etkinliklerine katılım, dijital iletişim araçlarının kullanımı yalnızlık duygusunu azaltabilecek etkin yaklaşımlar arasındadır. Sonuç olarak, yaşlı bireylerin psikolojik iyi oluşunu önemli ölçüde etkileyen etkenlerden biri olan yalnızlığın erken müdahale ve uygun destek mekanizmaları ile yönetilerek yaşlıların sosyal katılımlarının artırılması, yalnızlık duygusunun olumsuz etkilerini azaltmada anahtar rol oynamaktadır. Literatürdeki mevcut bulgulara göre, yalnızlığın hem bireysel hem de toplumsal olarak incelenmesi gereken önemli bir durum olduğu görülmektedir.

Anahtar sözcükler: psikolojik iyi oluş, ruh sağlığı, yaşlı, yalnızlık

The Effect of Loneliness on Psychological Well-Being in Older Adults: A Literature Review

Abstract

In recent years, the effects of loneliness on the psychological well-being of older adults have become an increasingly important area of interest. This review study examines the literature on this topic to assess the effects of loneliness on psychological well-being and overall quality of

life in older adults.

Loneliness is often associated with social isolation and inadequate social support networks, which increase the risk of psychological problems such as depression, anxiety, and low life satisfaction in older adults. Studies indicate that loneliness can increase the severity of depression and anxiety symptoms in older adults, contribute to the onset of health issues such as dementia, and negatively impact physical health by weakening immune system functions. Various intervention strategies are recommended to mitigate the effects of loneliness and improve the psychological well-being of older adults. Strengthening social connections, group therapy, support groups, participation in community activities, and the use of digital communication tools are among the effective approaches that can reduce feelings of loneliness. In conclusion, loneliness, which is one of the factors that significantly affects the psychological well-being of older adults, plays a key role in reducing the negative effects of loneliness by increasing the social participation of older adults through early intervention and appropriate support mechanisms. According to the current findings in the literature, loneliness is an important issue that needs to be examined both individually and socially.

Keywords: psychological well-being, mental health, elderly, loneliness

Giriş

Yaşlılık, beraberinde getirdiği birçok değişiklikle yaşam boyunca devam eden bir süreçtir (Fisher ve Specht, 1999). Yaşlı bireyler genellikle azalan sağlık, bilişsel yetenekler ve sosyal bağlılık, azalan hareketlilik, genel sağlık ve refahlarını zorlayan artan sosyal izolasyon ve yalnızlık gibi bir dizi endişeyle karşı karşıya kalmaktadır (Cunningham vd., 2020; Hedden ve Gabrieli, 2004; Wilson vd., 2002; Theeke, 2009). Toplum içinde geniş aile tipinden çekirdek aile tipine geçişle birlikte, yaşlı yetişkinlerin toplumsal rolleri de değişiklik göstermeye başlamış, onları yalnız ve sosyal olarak izole hale getirmiştir. Huzurevlerinde kalan yaşlı yetişkinlerin oranının gittikçe artış göstermesi yaşlı popülasyonun yalnızlığının artmasına ve psikolojik iyi oluşlarının olumsuz etkilenmesine yol açmıştır (Rajesh vd., 2022). Yapılan çalışmalar da yalnızlık düzeyi arttıkça psikolojik iyi oluşun azaldığını (Cacioppo vd., 2015; Domènech-Abella vd., 2019; Ergin vd. 2022, Mishra vd., 2023; Birditt vd., 2021; Rook, 2015) vurgulamaktadır. Bu nedenle yaşlı yetişkinlerde yalnızlığın kontrolü ve psikolojik iyi oluşun desteklenmesi önem arz etmektedir.

Dünya Sağlık Örgütü (DSÖ), fiziksel, psikolojik ve sosyal boyutları içeren kapsamlı bir refah yaklaşımıyla sağlıklı yaşlanmanın önemini belirtmektedir (Patzelt vd., 2016). Bu nedenle,

sağlıklı ve aktif yaşlanmayı sağlamada sağlık politikalarının bu hususları gündemine alması çok önemlidir (Dahany vd., 2014). Ayrıca aktif ve sağlıklı yaşlanmayı dikkate alan müdahaleler ve uygulamalar yaşlılarda yalnızlığı azaltmada ve psikolojik iyi oluşu artırmada umut vadetmektedir. Bu derleme çalışması, literatürde bu konuda yer alan çalışmaları inceleyerek yaşlı bireylerde yalnızlığın psikolojik iyi oluş ve genel yaşam kalitesi üzerindeki etkilerini değerlendirmektedir.

Yalnızlık Kavramı ve Yaşlılık

Yaşlılar arasında refah ve genel işleyişin önemli belirleyicilerinden biri olan yalnızlık (Holt-Lunstad ve Steptoe, 2022; Barnes vd., 2022; Leigh-Hunt vd., 2017); genellikle "bireyin arzu ettiği ve elde ettiği sosyal ilişki düzeyleri arasındaki tutarsızlık" olarak tanımlanmaktadır (Perlman ve Peplau, 1981). Artan geriatric nüfus ve değişen sosyo-kültürel bağlamla birlikte yalnızlık (Landeiro vd., 2017); ≥ 60 yaş yetişkinlerin %40'ından fazlasını etkileyen ciddi bir halk sağlığı sorunudur (National Academies of Sciences, Engineering and Medicine [NASEM], 2020). Yalnızlık hem duygusal hem de sosyal dışlanma ile karakterize edilen öznel bir olumsuz duyguyu ifade etmekte ve bu duygu, diğer insanların varlığında bile ortaya çıkabilmektedir (de Jong Gierveld vd., 2007). Duygusal yalnızlık, bağlanma figürünün veya önemli bireylerin yokluğu olarak tanımlanırken; sosyal yalnızlık bir bireyin aidiyet duygusu geliştirmesine izin veren bir insan çevresinin yokluğudur (Yanguas vd., 2018).

Yaşlılık genellikle yalnızlık için bir risk faktörü olarak görülmekte ve yaşlılığın yalnızlığa neden olan faktörlerle ilişkisi olduğu kabul edilmektedir. Bunlar arasında sevilen birinin kaybı, sağlığın bozulması, fiziksel gerileme (Luo vd., 2012; Smith, 2012) ve sosyoekonomik değişiklikler (örneğin, araba kullanma özerkliğinin kaybedilmesi veya emeklilik) yer almaktadır (NASEM, 2020). Literatürde buna ilişkin olarak aile geçişlerinin, azalan kişilerarası ilişkilerin, eş kaybı algılarının ve sosyal desteğin azalmasının yalnızlığın başlıca nedenleri olduğu belirtilmektedir (Manchana vd., 2023; Park vd., 2012; Roos ve Kloppe, 2010; Salma, 2018). Bu doğrultuda aileden, arkadaşlardan ve toplum katılımından gelen destek, yaşlı yetişkinlerde başa çıkma ve esenlik kaynağı olarak kendini göstermektedir (Thoits, 2011). Yaşlı yetişkinlerde hissedilen yalnızlık bireylerin yaşam kalitesini de olumsuz etkilemektedir (Patel ve Chauhan, 2020). Yalnızlık, uzun vadeli bir stres kaynağı olarak görülmekte ve stres etkileri uzun sürdüğünde sağlık üzerinde önemli etkilere neden olabilmektedir (Hsu vd. 2020). Bir çalışmada yalnızlığın ölüm riskini %26 oranında artırdığı belirtilmektedir. Bu oran, günde 15 sigara içmeye ve alkol kullanım bozukluğuna sahip olmaya eş değer görülmektedir. Ayrıca,

yalnızlığın sağlık üzerine oluşturduğu risk obezitenin oluşturduğu riskten daha fazladır (Holt-Lunstad vd., 2015).

Psikolojik İyi Oluş Kavramı ve Yaşlılık

Psikolojik iyi oluş, amaçlar doğrultusunda ilerlemek, diğerleriyle olumlu ilişkiler içerisinde olmak ve gelişmek için çabalamak gibi başarılı bir mücadeleyi ifade etmektedir (Keyes vd., 2002). Ryff ve Keyes (1995)'e göre psikolojik iyi oluş altı önemli kavramdan oluşmaktadır. Bu kavramlar; bireyin kendini kabul etmesi, kişisel büyümeye istekliliği, özerk olması, anlamlı hayat için yaşam amacı oluşturması, diğer bireylerle olumlu ilişkiler içinde olması ve çevresine hâkim olup çevresini yönetebilmesidir (Ryff ve Keyes, 1995). Ryff psikolojik iyi oluşun yalnızca psikolojik gelişmeyi sağlamaya yönelik bir mücadele olmadığını, aynı zamanda fiziksel sağlık için de çok önemli olduğunu vurgulamıştır (Ryff, 2014). Araştırmalara göre de psikolojik iyi oluşun azalması depresyon, erken ölüm, koroner kalp hastalığı, diyabet, engellilik ve diğer kronik rahatsızlıklarla ilişkilendirilmiştir (Steptoe vd., 2015). Psikolojik iyi oluşun sağlıkla ilişkisi göz önüne alındığında; yaşlı yetişkinlerde gözlenen sağlık sorunları ve kayıpların (sevilen insanların kaybı, fiziksel güç kaybı, emeklilik yoluyla iş kaybı, partner rolünün kaybı gibi) psikolojik iyi oluşu önemli düzeyde etkilediği belirtilmektedir (Brown vd., 2015). Yaşlı nüfus oranının ve beraberinde beklenen yaşam süresinin artması, yaşamı tehdit edici sağlık sorunlarının tedavi oranının artmasını sağlamıştır. Bu doğrultuda yaş arttıkça iyi oluşun devamlılığının sağlanması konusu önemli bir konudur (Steptoe vd., 2015).

Yalnızlığın Psikolojik İyi Oluş Üzerindeki Etkileri

Yalnızlık, kötü sağlık davranışları, fiziksel sağlık sorunları ve ruhsal sağlık koşulları için önemli bir risk faktörüdür (Canham vd., 2016). Literatürde yer alan çalışmalar incelendiğinde yalnızlık ile psikolojik iyi oluş arasında negatif yönlü bir ilişki olduğu (Cacioppo vd., 2015; Domènech-Abella vd., 2019; Ergin vd. 2022, Mishra vd., 2023, Birditt vd., 2021; Rook, 2015) görülmektedir. Yalnızlık hissetmeyen, iletişim kurma, sosyal hayata katılma ve yakınlarıyla yaşama konusunda yeterli fırsata sahip olan yaşlılarda psikolojik iyilik hali düzeyi daha yüksektir (Kovalenko ve Spivak, 2016). Ek olarak uzunlamasına bir çalışmada yalnızlığın bilişsel işlevi etkileyebileceği ve bunama riskini artırabileceği (Holwerda vd., 2015), başka bir çalışmada da yalnızlığın depresif semptomlarla ilişkili olduğu belirtilmektedir (Grover vd., 2018).

Yapılan çalışmalarda cinsiyet, eğitim, medeni durum (Mishra vd., 2023) ve sosyoekonomik durum (Au vd., 2020; Hsu, 2020) gibi sosyo-demografik faktörlerin yalnızlığın psikolojik iyi

oluşu etkileme biçimine aracılık edebileceği varsayılmıştır. Eğitim düzeyi yaşlı yetişkinler arasında kontrol duygusunun gelişmesinde ve psikososyal işlevselliğin sağlanmasında önemli bir faktör olarak görülmektedir (Mishra vd. 2023). Ayrıca, yaşlanan bireylerin deneyimlediği düşük kontrol duygusu ve umutsuzlukla birlikte gelen değişikliklere karşı dirençli olmalarına yardımcı olduğunu ve böylece yaşlanan nüfusun psikolojik iyi oluşu üzerinde olumlu bir etkiye sahip olduğunu belirtmektedir (Mishra vd., 2023; Mitchell vd., 2018). Ancak, literatürde cinsiyetin psikolojik iyi oluşa etkisi çelişkilidir. Araştırmalarda kadın cinsiyetin yalnızlık yaşama ihtimalinin daha fazla olduğu (Djundeva vd., 2019), erkeklere oranla daha çok yalnızlık hissettikleri ve sosyal destek eksikliğine karşı daha hassas oldukları belirtilmektedir (Stephoe vd., 2013; Yang ve Victor, 2008). Bu nedenle yalnızlık yaşlı kadınların psikolojik iyi oluşu üzerinde yaşlı erkeklerden daha büyük bir etkiye sahip olabilir. Örneğin, Finlandiya'da yapılan bir araştırma, yalnızlığın kadınların depresif semptomlarıyla erkeklerinkinden daha güçlü bir şekilde ilişkili olduğunu göstermiştir (Heikkinen ve Kauppinen, 2004). Tersine, yaşlı Amerikalılar üzerinde yapılan başka bir araştırmaya göre, yalnızlık erkeklerde depresif semptomlar üzerinde daha fazla etkilidir (Cacioppo vd., 2006). Buna ek cinsiyet ile psikolojik iyi oluş arasında anlamlı ilişki bulamayan çalışmalarda bulunmaktadır (Holt-Lunstad vd., 2015; Steptoe vd., 2013). Ayrıca medeni durumun, yalnızlığın yaşlı yetişkinlerin psikolojik refahı üzerindeki etkisini kısmen etkilediği (Mishra vd. 2023) ve özellikle dulluğun kötüleşmiş öznel refaha yol açtığı belirtilmektedir (Cheng vd., 2021). Yaşlılık döneminde bir eşe sahip olmak, sıkıntı düzeyinin azalması ve psikolojik refahın artması ile ilişkilendirilmektedir (Wright ve Brown, 2017). Ayrıca evliliğin bireylerde yalnızlığın ve sosyal izolasyonun azalmasında önemli bir faktör olduğu belirtilmektedir (Štípková, 2021). Ekonomik durumun ve finansal güvenliğin ise, özellikle yaşlı yetişkinlerin sosyal desteğe güvenmediği durumlarda, psikolojik iyi oluşla ilişkili olduğu belirtilmektedir. Avrupa'da yapılan bir çalışma, ülkelerinde daha fazla nüfus yaşlanması ve daha fazla gelir eşitsizliği öngörülyorsa, bireylerin emeklilik geliri konusunda daha fazla endişe duyduğunu göstermektedir (Hershey vd., 2010). Bu konuda hükümetin yaşlı dostu olmasının, daha düşük depresif semptomlar ve daha yüksek yaşam memnuniyeti ile ilişkili olduğu ortaya konmuştur (Au vd., 2020; Hsu, 2020).

Yaşlılarda Yalnızlığı Önleme ve Psikolojik İyi Oluşu Sağlamada Yaklaşımlar

Yaşlılarda yalnızlığa ve psikolojik iyi oluşa katkıda bulunan sosyal destek mekanizmaları üzerine yapılan önceki araştırmalar, yalnızlığı azaltmada duygusal desteğin (Cacioppo vd., 2015; Chen ve Feeley, 2014; Hawkey ve Cacioppo, 2010) ve kişilerarası ilişkilerin rolünü tutarlı bir şekilde göstermiştir (Hryhorivna ve Spivak, 2018). Çalışmalar, artan sosyal katılımın

yaşlı yetişkinler arasında psikolojik iyilik halini desteklediğini belirtmektedir (Amagasa vd., 2017). Ayrıca çalışmalarda daha güçlü sosyal ilişkilere sahip bireylerin hayatta kalma olasılığının %50 arttığı (Holt-Lunstad vd., 2015); sosyal bağlantıların tıbbi rejimlere uyumu iyileştirdiği (DiMatteo, 2004) ve hastanede kalış süresini azalttığı da gösterilmiştir (Holt-Lunstad vd., 2010).

Literatürde sevgi veya şefkat duygularının psikolojik iyi oluşu desteklediğini gösteren çalışmalar yer almaktadır (Kahana vd., 2021; Lopez vd., 2018; Trent vd., 2020). Çalışmalarda sevilmenin depresif semptomları, yalnızlık duygusunu ve kaygıyı azalttığı belirtilmektedir (Kahana vd., 2021; Lekhak vd., 2023). Bu nedenle toplum ve sağlık çalışanlarının yaşlılara sevgi ve şefkatle bakım sağlamaları önemlidir; bu, yaşlı yetişkinler arasındaki yalnızlık salgınına azaltmada faydalı olabilir (Lekhah vd., 2023).

Bilgi ve iletişim teknolojileri kullanarak sosyal ağlar kurmanın ve etkileşim almanın yaşlı yetişkinlerde psikolojik iyi oluş üzerinde önemli etkileri olduğu araştırmalarda belirtilmektedir (Bennet, 2015; Fang vd., 2018; Leist, 2013; Nimrod, 2010). Ancak araştırma sonuçları arasında bir tutarlılık bulunmamaktadır. Genel olarak çalışmalarda yaşlı bireylerdeki bilgi ve iletişim teknolojileri kullanımının yalnızlığı azalttığı, sosyal desteği artırdığı, iletişim düzeyini artırarak psikopatolojik semptomları azalttığı vurgulanmaktadır (Casanova vd., 2021; Leist, 2013; Fu ve Xie, 2021). Fakat bazı çalışmalar bilgi ve iletişim teknolojileri kullanımının yaşlılarda psikolojik iyi oluşla ilişkili olmadığı düşüncesini öne sürmektedir (Chan, 2018; Van Ingen vd., 2017). Ayrıca, bilgi ve iletişim teknolojileri kullanmanın telefon bağımlılığı ile birlikte sosyal izolasyona ve yalnızlığa yol açabileceği de belirtilmektedir (Whaite vd., 2018).

Literatürde yaşlı yetişkinlerde evcil hayvan sahipliği ve evcil hayvanlara bağlılığın yalnızlığı azalttığı ve psikolojik iyi oluş üzerinde olumlu etkilere sahip olduğu belirtilen çalışmalar da yer almaktadır. Bununla ilişkili bir çalışmada evcil hayvana bağlılığın, yalnızlık ve depresif semptomları olan bireylerin bu duyguları ile baş etmesini kolaylaştırdığı (Krause-Parello, 2012) ve bireylerin evcil hayvanlara bağlılığın artması ile yalnızlık hissinin azaldığını ifade ettikleri belirtilmektedir. Bu noktada evcil hayvanlar yas tutan kişilerin kaybı ile baş etmesine yardımcı olmuş ve sosyal destek sunmuştur (Krause-Parello ve Gulick, 2013). Bu konuda yapılan bir meta analiz çalışması, yaşlı yetişkinlerin evcil hayvanlar ile etkileşim kurmasının psikolojik iyi oluşlarını artırdığını ortaya koymaktadır. Evcil hayvan sahibi olmanın ruh sağlığı üzerinde evcil hayvan destekli etkileşim seanslarından daha fazla olumlu etki oluşturduğu belirtilmektedir (Gee vd., 2019).

Yaşlı bireylerde yalnızlığı önleme ve psikolojik iyi oluşu sağlamada müzik temelli uygulamalar

da etkili olarak görülmektedir. Müzik dinlemek, şarkı söylemek, müzik aleti çalmak ve müzik topluluklarında yer almak psikolojik iyi oluşa katkı sağlamaktadır (Sloboda, 1999). Dunphy ve ark. (2018) tarafından yapılan bir meta analiz çalışmasında, müzik uygulamalarının yaşlı yetişkinlerin depresyonları üzerinde olumlu etkileri olduğunu ortaya koymuştur (Dunphy vd., 2018). Bir başka çalışmada, 14 haftalık bir şarkı söyleme programında grubun fiziksel, psikolojik, sosyal iyi oluşları üzerinde olumlu etkileri olduğu saptanmıştır (Skingley vd., 2016). Cohen ve ark. (2006) tarafından yapılan boylamsal bir çalışmada 30 haftalık bir koro çalışmasında yaşlı bireylerin yalnızlıklarının azaldığını, sağlıklarının daha iyi olduğunu ve kendilerini daha iyi hissettiklerini ifade etmişlerdir (Cohen vd., 2006).

Sonuç ve Öneriler

Bu derleme çalışması; yaşlı yetişkinlerde yalnızlık duygusunun en aza indirilmesi ve psikolojik iyi oluşu artırmak için müdahale stratejileri geliştirmede bir içgörü sağlayacaktır. Yaşlı yetişkinleri sosyal yönlerini güçlendirecek ve sosyal katılımlarını artıracak boş zaman aktiviteleri gibi faaliyetlere dahil etmek yalnızlık hislerinin azalmasına katkıda bulunabilir. Yaşlı yetişkinlerin dijital teknolojiyle güçlendirilebileceği önlemler tasarlamak, yaşlı yetişkinler arasında yalnızlığın azaltılmasına yardımcı olabileceği gibi psikolojik iyi oluşu da artırabilir. Ayrıca, yaşlı yetişkinlere bilgilerini aktarmak için çeşitli sosyal gruplarda etkileşim kurma fırsatları sağlamak, genel yaşam kalitelerini artırmaya yardımcı olabilir (Mishra vd., 2023).

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Yaşlılarda Öznel İyi Oluş ve Psikolojik Sağlamlık: Güncel Bulgular Işığında Bir Derleme

Büşra SOLMAZ

Karamanoğlu Mehmetbey Üniversitesi, Ermenek Uysal ve Hasan Kalan Sağlık Hizmetleri Meslek Yüksekokulu, E-mail: bsolmaz@kmu.edu.tr, ORCID Code: 0000- 0002-0592-4769, Türkiye.

Ümmühan OKUR

Süleyman Demirel Üniversitesi, Eğirdir Sağlık Hizmetleri Meslek Yüksekokulu, E-mail: ummuhanokur@sdu.edu.tr, ORCID Code: 0000-0002-9816-3689, Türkiye.

Özet

Dünya genelinde ortalama yaşam süresinin uzamasıyla birlikte yaşlı nüfusun oranı hızla artmakta; bu durum, yaşlı bireylerin yaşam kalitesini artırmaya yönelik psikososyal yaklaşımların önemini gündeme getirmektedir. Yaşlılık dönemi; emeklilik, sosyal rollerde değişim, bedensel işlevlerde azalma ve kayıplarla karakterize edilen bir süreçtir. Bu nedenle, bireylerin yaşamlarının bu döneminde psikolojik sağlamlıklarını korumaları ve öznel iyi oluş düzeylerini yüksek tutmaları, sağlıklı yaşlanma sürecinin temel taşlarını oluşturur. Bireyin yaşamdan aldığı doyum ve duygusal deneyimlerinin bütününe yansıtan öznel iyi oluş; psikolojik sağlamlıktan, yani bireyin stres ve güçlükler karşısında dengeyi sürdürme kapasitesinden farklı bir yapıdır. Öznel iyi oluş, yalnızca bireyin kendini iyi hissetmesi değil, aynı zamanda topluma katkı sağlama, anlamlı ilişkiler kurma ve yaşamdan tatmin olma haliyle de ilişkilidir. Psikolojik sağlamlık ise bireyin krizler, travmalar ya da zorluklar karşısında yıkılmadan ayağa kalkabilmesini ve uyum sağlayabilmesini ifade eder. Bu iki kavram, birlikte değerlendirildiğinde yaşlı bireylerin sadece ruh sağlığını değil, fiziksel sağlık durumlarını ve yaşam motivasyonlarını da olumlu yönde etkilemektedir. Özellikle olağandışı durumlar, yaşlı bireylerin dayanıklılığını artırmaya yönelik önleyici halk sağlığı politikalarının geliştirilmesinin zorunlu olduğunu göstermektedir. Ayrıca, dijital araçlara erişim ve dijital okuryazarlık düzeyleri de yaşlıların psikolojik durumları üzerinde doğrudan etkilidir.

Sonuç olarak, yaşlı bireylerde öznel iyi oluş ve psikolojik sağlamlık düzeylerinin artırılması, sadece bireysel düzeyde değil; aynı zamanda toplumsal refah, sağlık sistemlerinin yükünü hafifletme ve aktif yaşlanma politikalarının başarısı açısından da büyük önem taşımaktadır. Bu bağlamda, sosyal hizmetler, psikolojik danışmanlık, toplum temelli destek programları ve aile katılımının güçlendirilmesi gibi bütüncül müdahale stratejileri geliştirilmelidir.

Anahtar Sözcükler: Yaşlılık, öznel iyilik, psikolojik sağlamlık, psikolojik iyi oluş

Subjective Well-Being and Psychological Resilience in the Elderly: A Review in Light of Current Findings

Abstract

With the increase in the average life expectancy worldwide, the proportion of the elderly population is rapidly increasing; this situation brings to the agenda the importance of psychosocial approaches aimed at improving the quality of life of elderly individuals. Old age is a process characterized by retirement, changes in social roles, decreases and losses in physical functions. Therefore, individuals maintaining their psychological resilience and keeping their subjective well-being levels high during this period of their lives constitute the cornerstones of the healthy aging process. Subjective well-being, which reflects the totality of an individual's satisfaction with life and emotional experiences, is a different construct from psychological resilience, that is, the individual's capacity to maintain balance in the face of stress and difficulties. Subjective well-being is not only related to the individual feeling good about himself/herself, but also to contributing to society, establishing meaningful relationships, and being satisfied with life. Psychological resilience refers to the individual's ability to stand up and adapt without collapsing in the face of crises, traumas, or difficulties. When these two concepts are evaluated together, they positively affect not only the mental health of older individuals, but also their physical health and motivation for life. Especially extraordinary situations show that it is necessary to develop preventive public health policies to increase the resilience of older individuals. In addition, access to digital tools and digital literacy levels have a direct impact on the psychological state of the elderly.

As a result, increasing the levels of subjective well-being and psychological resilience in older individuals is of great importance not only at the individual level but also in terms of social welfare, reducing the burden on health systems and the success of active aging policies. In this context, holistic intervention strategies such as social services, psychological counseling, community-based support programs and strengthening family participation should be developed.

Keywords: Old age, subjective well-being, psychological resilience, psychological well-being

Giriş

Günümüzde dünya genelinde yaşlı nüfusta gözlemlenen hızlı artış, toplumların sosyal, ekonomik ve sağlık alanındaki politika ve hizmetlerini yeniden düzenlemelerini gerekli

kılmaktadır. Birleşmiş Milletler'in (2020) projeksiyonlarına göre, 2050 yılı itibarıyla dünya nüfusunun yaklaşık %16'sını 65 yaş ve üzeri bireyler oluşturacaktır. Bu demografik değişim, yaşlanma sürecinin yalnızca biyolojik ve fiziksel yönleriyle sınırlı olmadığını; aynı zamanda bireylerin psikolojik iyilik hallerinin de çok boyutlu olarak ele alınması gerektiğini göstermektedir. Yaşlılık, bireyin yaşamında emeklilik, toplumsal rollerin yeniden tanımlanması, yakın çevresinde kayıpların yaşanması ve fiziksel kapasitenin azalması gibi çeşitli kritik geçişleri kapsayan bir dönemdir. Bu nedenle, yaşlı bireylerin ruhsal uyumlarını anlayabilmek açısından öznel iyi oluş ve psikolojik sağlamlık gibi psikolojik yapılar önemli belirleyiciler olarak değerlendirilmektedir.

Öznel iyi oluş, bireyin yaşamına dair genel memnuniyet algısını ve yaşadığı olumlu ya da olumsuz duyguların düzeyini içeren, bireyin yaşam kalitesine ilişkin kişisel değerlendirmesini yansıtan bir kavramdır (Diener, 1984). Bu yapı, yaşlı bireyin karşılaştığı stresli yaşam olaylarıyla başa çıkma kapasitesine katkı sağlayan psikolojik bir kaynak olarak işlev görmektedir. Diğer yandan psikolojik sağlamlık, bireyin yaşamındaki olumsuzluklara, krizlere ve kayıplara rağmen uyum sağlayabilme, esneklik gösterebilme ve yeniden denge kurabilme becerisidir (Windle, 2011). Özellikle yaşlılık döneminde daha sık karşılaşılan sağlık sorunları, yalnızlık ve sosyal izolasyon gibi zorluklarla mücadelede psikolojik sağlamlık koruyucu bir faktör olarak öne çıkmaktadır.

Son yıllarda yaşlı bireylerin psikolojik iyilik hallerini güçlendirmeye yönelik uygulamalarda sosyal destek sistemlerinin, inanç ve değer sistemlerinin, yaşamın anlamlılığına dair algıların ve çeşitli baş etme stratejilerinin etkili olduğu ortaya konmuştur. Ancak öznel iyi oluş ve psikolojik sağlamlık çoğu çalışmada ayrı kavramlar olarak incelenmekte, bu iki yapı arasındaki etkileşim yeterince derinlemesine ele alınmamaktadır. Bu derleme çalışmasının amacı, yaşlılık döneminde öznel iyi oluş ve psikolojik sağlamlık kavramlarını kuramsal bir çerçevede irdelemek, aralarındaki ilişkiyi değerlendirmek ve bu yapıları destekleyen etmenlere yönelik bilgilere yer vermektir.

Öznel İyi Oluş Kavramı ve Yaşlılıkta Görünümü

Öznel iyi oluş, bireyin yaşamından duyduğu memnuniyet ile olumlu ve olumsuz duyguların dengesini içeren psikolojik bir yapıdır. Yaşlanma ile birlikte bireylerin fiziksel, sosyal ve bilişsel alanlarda çeşitli değişimler yaşaması, bu dönemde öznel iyi oluşun daha dikkatli ele alınmasını gerekli kılmaktadır. Dünya genelinde artan yaşlı nüfus oranı, yaşlılıkta öznel iyi oluşu etkileyen faktörlerin belirlenmesini ve buna yönelik koruyucu/önleyici politikaların geliştirilmesini önemli hale getirmiştir (Liu et al., 2023). Öznel iyi oluş; yaşam doyumu, olumlu duyguların

sıklığı ve olumsuz duyguların azlığı olmak üzere üç ana bileşenden oluşur. Bu yapı, bireyin yaşamına dair yaptığı öznel değerlendirmeleri içerir ve yaş, kültür, sosyoekonomik durum gibi değişkenlere göre farklılaşabilir (Duan, 2024).

Dijital Katılım ve Sosyal Sermaye

Yaşlı bireylerin dijital teknolojilere erişimi ve bu teknolojileri kullanma becerileri, sosyal bağlantılarını sürdürmelerine katkı sağlamakta ve öznel iyi oluşlarını artırmaktadır. Örneğin Çin’de yürütülen bir çalışmada, dijital köy projelerinin yaşlıların sosyal sermayesini güçlendirdiği ve yaşam memnuniyetlerini artırdığı görülmüştür (Duan, 2024).

Fiziksel Aktivite ve Çevresel Faktörler

Fiziksel egzersiz, aktif yaşam ve doğayla temas (örneğin park kullanımı), yaşlıların hem fiziksel sağlıklarını hem de öznel iyi oluşlarını artırmaktadır. Yaşlı bireyler, yeşil alanlara erişim sağladıklarında daha yüksek yaşam memnuniyeti bildirmişlerdir (Liu et al., 2023).

Sosyal Destek ve Bakım Modelleri

Yaşlı bireylerin aileleriyle, arkadaşlarıyla ve toplumla olan ilişkileri; yalnızlık duygusunu azaltarak duygusal iyi oluşlarını artırmaktadır. Ayrıca, bireylerin tercih ettikleri bakım modeliyle yaşam memnuniyetleri arasında pozitif bir ilişki saptanmıştır (Li and Li, 2023).

Bilişsel Sağlık ve Süper Yaşlanma

Bazı yaşlı bireyler, ileri yaşlara rağmen bilişsel işlevlerini büyük ölçüde koruyabilmektedir. Bu kişiler “süper yaşlılar” (superagers) olarak tanımlanmakta ve yaşam boyu öğrenme, zihinsel uyarım ve sosyal etkileşim gibi faktörlerle öznel iyi oluşlarını sürdürebilmektedirler (Cassata, 2023).

Öznel İyi Oluş ve Sağlık Arasındaki İlişki

Çin’de yapılan geniş ölçekli bir çalışmaya göre, öznel iyi oluş düzeyi yüksek olan yaşlı bireylerde tüm nedenlere bağlı ölüm oranlarının daha düşük olduğu bulunmuştur. Bu bulgu, öznel iyi oluşun yaşlı bireylerin hem psikolojik hem de fiziksel sağlığı için koruyucu bir faktör olduğunu göstermektedir (Zhu et al., 2023).

Psikolojik Sağlamlık: Yaşlılıkta Bir Baş Etme Kaynağı

Psikolojik sağlamlık, bireyin stres, travma, kayıp ve diğer olumsuz yaşam olaylarına karşı gösterdiği uyum ve toparlanma kapasitesi olarak tanımlanır (Windle, 2011). Yaşlılık, çok sayıda stres verici yaşam olayını içerebilecek bir dönem olduğundan, psikolojik sağlamlık bu yaş

grubunda önemli bir koruyucu faktör olarak değerlendirilir. Resilient yaşlı bireyler, yaşamsal değişimlere daha esnek tepki verebilmekte ve ruhsal açıdan daha sağlıklı kalabilmektedir (Wagnild and Young, 1993). Psikolojik sağlık, aynı zamanda öznel iyi oluşun artmasına katkı sağlamakta; yaşlı bireylerin yaşamdan daha fazla doyum almalarına olanak tanımaktadır.

Yaşlılıkta Psikolojik Sağlamlığı Etkileyen Faktörler

Bilişsel ve Fiziksel Sağlık

Yaşlı bireylerin bilişsel işlevlerini ve fiziksel bağımsızlıklarını korumaları, psikolojik sağlamlıklarını destekleyen önemli unsurlardır. Araştırmalar, normal bilişsel işlevlere ve fonksiyonel bağımsızlığa sahip bireylerin daha yüksek psikolojik sağlamlık düzeylerine sahip olduğunu göstermektedir (Rolandi et al., 2024).

Baş Etme Stratejileri

Pozitif baş etme stratejileri, yaşlı bireylerin karşılaştıkları zorluklarla daha etkili bir şekilde başa çıkmalarını sağlar. Bu stratejiler arasında problem çözme, duygusal düzenleme ve sosyal destek arayışı yer alır (Liu et al., 2025).

Sosyal Destek, Anlam Arayışı ve Ruhsal Dayanıklılık

Yaşlılıkta sosyal destek sistemlerinin varlığı, hem öznel iyi oluşun hem de psikolojik sağlamlığın güçlenmesinde temel rol oynamaktadır. Özellikle aile, arkadaşlar ve komşularla kurulan sosyal ilişkiler, yaşlı bireylerin aidiyet hissini artırmakta ve yalnızlık duygusunu azaltmaktadır (Antonucci et al., 2010). Bunun yanı sıra, yaşamın anlamlı bulunması ve spiritüel yönelimlerin güçlü olması, yaşlı bireylerin olumsuz yaşam olaylarına karşı psikolojik dayanıklılık geliştirmelerine katkı sunmaktadır (Park, 2010). Spiritüel yaklaşımlar ve dini inançlar, özellikle travmatik deneyimlerin anlamlandırılmasında destekleyici bir çerçeve sunmaktadır.

Müdahale Yaklaşımları ve Uygulamalar

Psikolojik sağlamlığı desteklemek amacıyla geliştirilen müdahaleler, yaşlı bireylerin yaşam doyumlarını artırmayı, stresle başa çıkmalarını kolaylaştırmayı ve sosyal bağlarını güçlendirmeyi hedeflemektedir. Bu müdahaleler hem bireysel hem de grup temelli olabilir ve farklı psikolojik yaklaşımlar temelinde uygulanmaktadır (Windle, 2012).

Psiko-eğitim Programları

Psiko-eğitim temelli müdahaleler, yaşlı bireylerin duygusal farkındalıklarını artırmayı ve stresle

başta çıkma becerilerini geliştirmeyi amaçlar. Bu programlarda genellikle yaşam olaylarıyla baş etme, öz şefkat, pozitif düşünme ve sosyal destek arama konularında eğitimler verilmektedir (Liao et al., 2022).

Bilişsel Davranışçı Müdahaleler (BDT)

Bilişsel Davranışçı Terapi (BDT), yaşlı bireylerin olumsuz otomatik düşüncelerini tanımlamalarına ve daha sağlıklı başa çıkma yolları geliştirmelerine yardımcı olur. BDT temelli programlar, depresyon belirtilerini azaltmakta ve yaşam kalitesini artırmakta etkili bulunmuştur (Nagel et al., 2024).

Mindfulness ve Farkındalık Temelli Yaklaşımlar

Mindfulness temelli müdahaleler, yaşlı bireylerin anı yaşama becerilerini geliştirerek stres düzeylerini azaltmalarını ve psikolojik sağlamlıklarını artırmalarını sağlar. Özellikle kronik ağrı ve yalnızlıkla baş etmede etkili bulunmuştur (Janssen et al., 2023).

Sosyal Katılım ve Toplumsal Dayanışma Programları

Yaşlı bireylerin topluluk temelli etkinliklere katılımları, sosyal izolasyonu azaltarak psikolojik sağlamlığı destekler. Gönüllülük faaliyetleri, sanat temelli gruplar veya yaşlılar için tasarlanmış sosyal kulüpler bu kapsamda önemli uygulamalar arasında yer alır (Carr et al., 2019).

Dijital Müdahaleler ve Telepsikoloji

Teknoloji destekli uygulamalar sayesinde yaşlı bireylerin ruh sağlığı desteklenebilir. Online destek grupları, mobil uygulamalar ve telepsikoloji hizmetleri, özellikle pandemi sonrası dönemde etkili çözümler arasında yer almaktadır (Choi et al., 2020).

Sonuç ve Öneriler

Yaşlılık döneminde öznel iyi oluş ve psikolojik sağlamlık, bireyin yaşam kalitesinin korunması açısından birbirini tamamlayan iki önemli psikolojik yapıdır. Bu bağlamda, yaşlı bireylerin hem bireysel güç kaynaklarının (örneğin baş etme becerileri, yaşam deneyimi) hem de sosyal destek sistemlerinin güçlendirilmesi önem arz etmektedir. Politika yapıcılar, sağlık hizmet sunucuları ve sosyal hizmet uzmanları, yaşlı bireylerin psikolojik ihtiyaçlarını göz önünde bulundurarak bütüncül müdahale stratejileri geliştirmelidir. Gelecekte yapılacak çalışmalarda, kültürel farklılıkların etkisi ve kırılgan gruplara yönelik özel müdahale modelleri geliştirilmesi önerilmektedir.

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48-72 Aylık Çocuğa Sahip Annelerin Gözünden Yürütücü İşlevler: Algılar, Stratejiler Ve Günlük Yaşam Pratikleri

Esra KABACA

Lisansüstü Eğitim Enstitüsü, esra.kabaca@gop.edu.tr, 0009-0008-5966-9071, TÜRKİYE

Nuran TUNCER

Lisansüstü Eğitim Enstitüsü, nuran.tuncer@gop.edu.tr, 0000 0002 8748 5084, TÜRKİYE

Özet

Yürütücü işlevler; bireyin düşünce ve davranışlarını kontrol etmesini, çevresel uyaranlara karşı tepkilerini düzenlemesini ve uzun vadeli hedeflere yönelik planlama yapmasını sağlayan üst düzey bilişsel süreçlerdir. Bilişsel esneklik, çalışan bellek ve engelleyici kontrol gibi temel becerileri kapsayan yürütücü işlevler, bireyin sosyal ve bilişsel durumlara uyum sağlamasında kritik bir rol oynar. Alanyazın, yürütücü işlevlerin özellikle erken çocukluk döneminde hızlı bir gelişim gösterdiğini ve bu dönemin gelişim açısından hassas ve belirleyici bir süreç olduğunu ortaya koymaktadır. Çocukların yürütücü işlev becerilerini edinme süreci yalnızca bireysel gelişimle sınırlı kalmayıp, çevresel etmenler ve özellikle aile dinamikleri tarafından da şekillenmektedir. Bu bağlamda, çocukların yürütücü işlevlerinin desteklenmesinde ebeveynlerin —özellikle annelerin— bilgi düzeyleri, tutumları ve günlük yaşantılarındaki uygulamaları belirleyici bir faktör olarak öne çıkmaktadır. Ebeveynlerin bu süreçte sergilediği bilinçli ve destekleyici tutumlar, çocukların hem akademik başarıları hem de sosyal-duygusal gelişimleri açısından önemli katkılar sunmaktadır. Bu araştırmanın amacı, 48-72 aylık çocuğa sahip annelerin yürütücü işlev becerilerine ilişkin bilgi düzeylerini, düşüncelerini ve günlük yaşam pratiklerini derinlemesine incelemektir. Betimsel nitelikte desenlenen bu çalışmada veri toplama aracı olarak yarı yapılandırılmış görüşme tekniği kullanılmış; çalışma 15 gönüllü anne ile gerçekleştirilmiştir. Elde edilen veriler içerik analizi yöntemiyle çözümlenmiş ve bulgular beş ana tema altında sınıflandırılmıştır: Yürütücü İşlev Becerileri Kavramına Yönelik Farkındalık, Planlama ve Organizasyon Becerileri, Öz Düzenleme Süreçleri, Çocuğun Katılım Hakkı ve Karar Süreçleri ile Hatırlama ve Bellek Takibi. Elde edilen bulgulardan yola çıkarak; araştırmaya katılan annelerin önemli bir kısmının yürütücü işlev becerileri kavramının farkında olmadığı. Kavrama aşına olan katılımcıların ise yürütücü işlevleri günlük yaşam pratiklerine

tam olarak entegre edemediği belirlenmiştir. Aynı zamanda araştırma bulguları, ebeveynlere yönelik bilinçlendirme programlarının önemini ortaya koymaktadır.

Anahtar Kelimeler: Çocuk Katılım Hakkı, Öz Düzenleme, Planlama ve Organizasyon, Yürütücü İşlevler

Executive Functions From The Perspective Of Mothers With 48–72-Month-Old Children: Perceptions, Strategies, And Daily Practices

Abstract

Executive functions are high-level cognitive processes that allow individuals to regulate their thoughts and behaviors, respond appropriately to environmental stimuli, and plan for long-term goals. These functions—including cognitive flexibility, working memory, and inhibitory control—play a critical role in adapting to social and cognitive demands. Research indicates that executive functions develop rapidly during early childhood, making this period particularly sensitive and pivotal for developmental outcomes. The acquisition of executive function skills in children is influenced not only by individual factors but also by environmental elements, especially family dynamics. In this context, parents’—particularly mothers’—knowledge, attitudes, and daily practices are key determinants in supporting the development of these skills. Conscious and supportive parenting behaviors contribute significantly to both academic achievement and socio-emotional development in children. This study aims to explore in depth the knowledge, perceptions, and everyday practices of mothers with children aged 48 to 72 months regarding executive function skills. Designed as a descriptive qualitative study, data were collected through semi-structured interviews with 15 volunteer mothers. The collected data were analyzed using content analysis, and the findings were categorized under five main themes: Awareness of the Concept of Executive Functions, Planning and Organizational Skills, Self-Regulation Processes, Child Participation in Decision- Making, and Remembering and Memory Tracking. Based on the findings obtained; a significant portion of the mothers participating in the study were not aware of the concept of executive function skills. It was determined that the participants who were familiar with the concept could not fully integrate executive functions into their daily life practices. At the same time, research findings reveal the importance of awareness-raising programmes for parents.

Keywords: Executive functions, planning and organization, self-regulation, child participation

Giriş

Çocuk gelişiminde en etkili sosyal çevre, hiç şüphesiz ailedir. Aile ortamı, çocuğun fiziksel, bilişsel, sosyal ve duygusal gelişimini şekillendiren ilk ve en temel çevresel etkindir. Özellikle anne ile kurulan erken dönem ilişki, çocuğun benlik algısı, güven duygusu ve duygusal düzenleme becerilerinin gelişmesinde önemli bir yapı taşıdır (Yavuzer, 2008). Ev ortamında edinilen erken öğrenme deneyimleri, çocukların psikomotor becerilerinin yanı sıra dilsel, bilişsel ve sosyal-duygusal alanlardaki gelişimlerini doğrudan etkileyen bir rol oynamaktadır (Büyüktaşkapu, 2012). Ebeveynlerin çocuklarına yönelik tutumları, çocukların sosyal dünyayı nasıl algılayacağı ve bu dünyada nasıl davranışlar geliştireceği konusunda belirleyici olmaktadır. Özellikle çocukla empatik bir bağ kurabilen, kabul edici, saygılı ve güven verici ebeveyn tutumları, çocukların özgüven gelişimini, özdenetim becerilerini ve sosyal ilişkilerdeki yeterliliklerini desteklemektedir (Üredi & Erden, 2009). Bu bağlamda ebeveynler, çocuklarının sahip olmasını istedikleri kişilik özellikleri doğrultusunda bilinçli ya da farkında olmadan çeşitli yönlendirme stratejileri geliştirmektedir. Kullanılan bu stratejiler; pekiştirme, disiplin, sınır koyma ya da serbestlik gibi tutumsal yelpazede farklılık gösterebilir. Bu çeşitliliğin arkasında ise ailelerin sosyo-kültürel yapısı, eğitim düzeyi, yaşantıları ve toplumun genel değer sistemleri gibi birçok faktör yer almaktadır (Baumrind, 1971). Anne babaların çocuklarına yönelik tutumları, sadece bireysel ilişkilerle sınırlı kalmayıp aynı zamanda çocuğun sosyal davranış örüntülerini de etkilemektedir. Özellikle sosyal yeterlik, empati kurabilme ve problem çözme gibi beceriler, çocuğun ebeveyniyle geliştirdiği ilişkiden beslenmektedir (Fitzgerald & White, 2003). Aile yapısı içinde benimsenen değerler sistemi, anne babalar arası iletişim ve çocuğa karşı sergilenen ortak ya da çelişkili davranışlar, çocuğun zihinsel ve duygusal dünyasını doğrudan şekillendirmektedir (Altay & Güre, 2012). Ayrıca ebeveyn tutumları; ebeveynlerin çocukluk deneyimleri, ebeveyn rollerine ilişkin algıları, eğitim düzeyleri, yaşadıkları çevresel koşullar, çocuğun yaşı ve cinsiyeti gibi çok sayıda faktöre bağlı olarak farklılaşabilmektedir (Aslışen, 2017; Çağdaş & Seçer, 2006).

Yürütücü işlevler, bireylerin düşüncelerini ve davranışlarını düzenlemelerine, kontrol etmelerine ve uzun vadeli hedeflere yönelik olarak yönlendirmelerine imkân tanıyan üst düzey nörobilişsel beceriler olarak tanımlanmaktadır (Carlson, Zelazo ve Faja, 2013; Hendry, Jones ve Charman, 2016; Zelazo ve Carlson, 2012). Özellikle erken çocukluk döneminde, çocukların yeni durumlarla baş edebilmeleri, dikkat dağınıcı ya da cezbedici uyaranlara karşı direnç gösterebilmeleri, akıl yürütebilmeleri ve problem çözme becerilerini kullanabilmeleri için bu bilişsel süreçlere duyulan ihtiyaç belirgin hale gelmektedir (Diamond, 2013). Yürütücü işlevler; planlama, dikkat kontrolü, bilişsel esneklik ve tepki inhibisyonu gibi hedefe yönelik, etkili ve

duruma uygun (sosyal) davranışların sergilenebilmesi için gerekli olan zihinsel süreçleri kapsamaktadır. Bu nedenle yürütücü işlevler, bireyin günlük yaşamındaki işlevselliği açısından kritik bir rol üstlenmektedir. Söz konusu işlevlerde yaşanan güçlükler; dürtü kontrolünde zayıflık, planlama becerilerinde yetersizlik ve davranışların değişen çevresel koşullara uyarlanmasında zorluk gibi çeşitli sorunlar şeklinde ortaya çıkabilmekte ve bu durum çocuğun günlük yaşantısında önemli işlevsel kısıtlılıklara yol açabilmektedir (Huizinga ve Smidts, 2011). Yürütücü işlevlerin gelişimi, yaşam boyunca devam eden ve çeşitli dönemlerde farklı hızlarda ilerleyen uzun vadeli bir süreçtir. Bu beceriler, bebeklik döneminde ilk belirtilerini göstermeye başlamakta, erken çocukluk döneminde belirgin bir gelişim göstermekte, geç ergenlik döneminde olgunlaşmakta ve ileri yetişkinlik döneminde ise gerileme eğilimi göstermektedir (Diamond, 2013). Literatürde yer alan araştırmalar, yürütücü işlev becerilerinin özellikle 3 ila 7 yaş arasında hızlı bir gelişim gösterdiğini ve bu gelişimin erken yetişkinliğe kadar sürdüğünü ortaya koymaktadır (Diamond, 2013; Senn, Espy ve Kaufmann, 2004). Hughes, Ensor, Wilson ve Graham (2010) tarafından yürütülen bir çalışmada, 4 ila 6 yaş arasındaki çocukların yürütücü işlev görevlerinde gösterdikleri performansın, bireyler arası farklılıklar olmakla birlikte, ortalama olarak iki standart sapmalı bir artış sergilediği belirlenmiştir. Benzer şekilde, Willoughby, Blair, Wirth, Greenberg ve The Family Life Project Investigators (2012) tarafından yürütülen ve 3 ila 5 yaş grubundaki çocukların yürütücü işlev becerilerinin incelendiği bir araştırmada, bu yaş aralığında gözlenen toplam değişimin yaklaşık %60'ının 4 ila 5 yaş arasında meydana geldiği rapor edilmiştir. Bu bulgular, erken çocukluk döneminin yürütücü işlevlerin gelişimi açısından kritik bir dönem olduğunu vurgulamaktadır. Bu bağlamda, yürütücü işlevler adı verilen üst düzey zihinsel beceriler, çocuğun hem kendi davranışlarını düzenleyebilmesi hem de çevresiyle sağlıklı bir şekilde etkileşim kurabilmesi açısından oldukça önemlidir. Görev başlatma, plan yapma, zaman yönetimi, dikkati sürdürme, esneklik, üst biliş ve hedefe yönelik ısrar gibi bileşenlerden oluşan yürütücü işlevler, çocuğun akademik ve sosyal yaşamda karşılaştığı karmaşık durumları yönetmesini mümkün kılar (Dawson & Guare, 2012; Harris, 2016). Bu beceriler yalnızca öğrenme sürecini kolaylaştırmakla kalmayıp, aynı zamanda sosyal ilişkilerde duygusal esneklik ve öz düzenleme becerilerini de destekler (Meuwissen & Carlson, 2015). Yürütücü işlevlerdeki gelişim, çocukların bağımsızlık kazanımı, sosyal normlara uyum ve duygularını yönetme gibi üst düzey yeterlilikleri kazanmalarında kritik bir rol üstlenmektedir (Brown, Odom, McConnell & Rathel, 2008). Yürütücü işlevleri desteklenen çocuklar, çevrelerine karşı duyarlılık geliştirmenin yanı sıra kendi haklarının ve başkalarının haklarının farkına varma, saygı gösterme, duygularını kontrol etme gibi sosyal sorumluluk bilincini de edinirler. Bu beceriler, çocukların ileriki yaşam

dönemlerinde bağımsız, kendine güvenen ve toplumsal kurallara uyum sağlayabilen bireyler olmalarının temelini oluşturur (Myers, 1990; Özmete, 2008). Dolayısıyla aile içi etkileşim biçimleri, ebeveynin rehberliği ve çocuğa sunulan deneyimlerin niteliği, yürütücü işlevlerin gelişiminde vazgeçilmez bir rol oynamaktadır. Bu çalışma, 48–72 aylık çocuk sahibi annelerin günlük yaşam pratiğinde yürütücü işlevleri nasıl desteklediğini ve algıladıklarını derinlemesine incelemeyi amaçlamaktadır

Yöntem

Evren ve Örneklem

Araştırmaya Tokat ilinde yaşayan 48-72 aylık çocuğu olan 15 anne katılmıştır. Uygun örnekleme yöntemi ile anneler belirlenmiştir. Uygun örnekleme yöntemine göre annelerin 48-72 ay arası çocuğunun olması ve çalışmaya katılmaya gönüllü olmaları kriter olarak belirlenmiştir.

Tablo 1: Katılımcıların demografik özellikleri

Katılımcı	Yaş Aralığı
A2, A3, A7, A9, A10, A11	32-35
A1, A4, A8, A14	36-40
A5, A6, A12, A13, A15	41-46

Tablo 2: Katılımcıların eğitim durumları

Lisans	Yüksek Lisans	Doktora
A3	A2	A1
A6	A9	A4
A7		A5
A11		A8
		A10
		A12
		A13

Veri Toplama Araçları

Araştırma verileri, yarı yapılandırılmış görüşme formu aracılığıyla toplanmıştır. Yarı

yapılandırılmış görüşme, nitel araştırmalarda sıklıkla tercih edilen veri toplama tekniklerinden biridir ve araştırmacıların önceden belirlediği soru formuna sadık kalarak ancak gerektiğinde esneklik göstererek yeni sorular yöneltebilmesine olanak tanır. Bu teknikte sorular belirli bir sıra dahilinde sorulmakla birlikte, katılımcının verdiği cevaplara göre detaylandırıcı sorular eklenebilir ve böylece görüşme süreci daha derinlemesine bir yapıya kavuşur. Bu yönüyle yarı yapılandırılmış görüşmeler, hem araştırmanın sistematikliğini korur hem de katılımcıların düşüncelerini daha açık ve özgür biçimde ifade etmelerine olanak tanır (Yıldırım & Şimşek, 2018). Görüşme formu, çocukların ev içinde verilen görevleri yerine getirme süreçleri, yönerge alma durumları, rutinlere katılım ve organizasyon becerileri gibi alanlara yönelik 18 adet açık uçlu sorulardan oluşmaktadır. Araştırmada kullanılacak yarı yapılandırılmış görüşme formu, literatür taraması doğrultusunda oluşturulmuş ve içerik geçerliliğini sağlamak amacıyla ilgili alanda uzman olan akademisyen görüşüne sunulmuştur. Uzmanın alınan geri bildirimler doğrultusunda, bazı sorular yeniden yapılandırılmış, dil ve anlam açısından daha açık ve anlaşılır hale getirilmiştir. Ayrıca, soruların kavramsal tutarlılığı ve amaca uygunluğu yeniden değerlendirilmiştir. Uzman onayının ardından, görüşme formunun uygulanabilirliğini test etmek ve soruların hedef kitle tarafından nasıl anlaşıldığını görmek amacıyla iki anne ile pilot görüşme gerçekleştirilmiştir. Bu pilot görüşmeler sırasında, annelerin bazı soruları anlamakta güçlük çekebildikleri görülmüş ve bu doğrultuda sorulara açıklayıcı örnekler eklenmiştir. Bu örnekler, soruların bağlamını daha anlaşılır kılmak ve katılımcıların daha sağlıklı yanıtlar verebilmelerini sağlamak amacıyla özellikle detaylandırılmıştır. Pilot uygulamadan elde edilen gözlemler ve geri bildirimler doğrultusunda görüşme formuna son hali verilmiş ve asıl veri toplama sürecinde kullanılmak üzere nihai hale getirilmiştir.

Veri Toplama Araçlarının Uygulaması ve Analizi

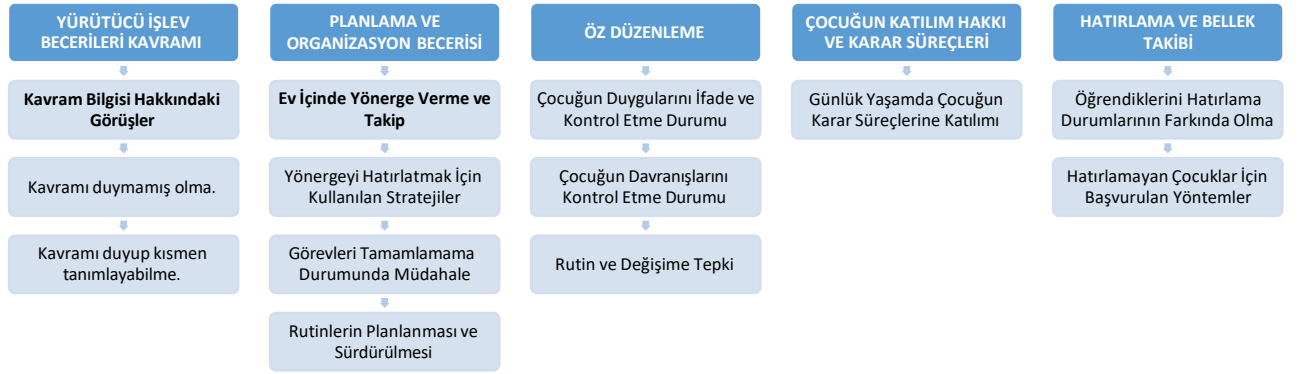
Veri toplama süreci gönüllülük esasına dayalı olarak yürütülmüştür. Katılımcılardan yazılı onam alınmış, araştırmanın amacı ve gizlilik ilkeleri açıkça belirtilmiştir. Görüşmeler bireysel olarak ve yüz yüze gerçekleştirilmiş, her biri ortalama 18-20 dakika sürmüştür. Görüşmeler ses kayıt cihazı ile kaydedilmiş ve sonrasında hiçbir değişiklik yapılmadan görüşmeci tarafından yazılı dökümleri bilgisayar ortamına geçirilmiştir. Toplanan nitel veriler okunarak içerik analizi yapılmış. Öncelikle veriler temalara, kategorilere ve kodlara ayrılmış; ardından kavramsal olarak benzer yanıtlar gruplanarak örüntüler oluşturulmuştur. Kodlar arasında kavramsal örtüşme sağlanmış, gerekli durumlarda kodlar birleştirilerek kategori başlıkları yeniden yapılandırılmıştır. Analiz sürecinde araştırmacılar, katılımcı ifadelerinden doğrudan alıntılara yer vererek verinin güvenilirliğini artırmıştır. Raporlar üzerinden oluşturulan veriler tematik içerik analizine tabi tutulmuştur. Tematik içerik analizi; aynı konu üzerinde

yapılan çalışmaların tema ya da ana şablonlar (matrix) oluşturularak eleştirel bir bakış açısı ile sentezlenmesi ve yorumlanmasını içermektedir. (Çalık&Sözbilir,2014) Toplanan veriler MAXQDA programı üzerinden analiz edilmiş ve analiz süreci sonlandırılmıştır.

Bulgular

48-72 aylık çocuğa sahip annelerin gözünden yürütücü işlevler: algılar, stratejiler ve günlük yaşam pratiklerini ortaya sunmayı amaçlayan bu çalışmada ‘Yürütücü İşlev Becerileri Kavramı, Planlama ve Organizasyon Becerisi, Öz Düzenleme, Çocuğun Katılım Hakkı ve Karar Süreçleri ile Hatırlama ve Bellek Takibi’ olmak üzere beş ana tema belirlenmiştir. Temaların kategorilere göre dağılımı Şekil 1’ de sunulmuştur.

Şekil 1: Alt Temaların Temalar Göre Dağılımı



Yürütücü İşlev Becerileri Kavramı

Bu tema, annelerin yürütücü işlev becerileri kavramına ilişkin bilgi düzeylerini ve bu kavramı günlük yaşamda nasıl yorumladıklarını ortaya koymaktır.

Kavram Bilgisi Hakkındaki Görüşler

Çalışma kapsamında annelere ilk olarak yürütücü işlev kavramı ile ilgili soru sorulmuştur ve annelerin görüşlerinin analizi Tablo 3’te yer almaktadır.

Tablo 3: Yürütücü işlev kavramına ilişkin anne görüşleri.

TEMA	Alt Tema	Frekans
Daha önce yürütücü işlevler kavramını duydunuz mu?	EVET	14
	HAYIR	1
Toplam		15

Tablo 3 incelendiğinde ‘Daha önce yürütücü işlevler kavramını duydunuz mu?’ sorusunun evet ve hayır olacak şekilde iki adet koddan oluştuğu görülmektedir. Burada 14 annenin daha önce yürütücü işlev kavramını duymamasına karşın bir annenin ise daha önce bu kavramı duyduğunu belirttiği görülmektedir. Yürütücü işlev kavramını daha önce duyduğunu belirten bir anne:

“ Şimdi tam nasıl ifade ederim bilemiyorum ama yani aslında düşündüğümüz şeyin davranışa dönüşmesi noktasında beynin organizasyonu diye tanımlayabilirim yani.”(A14).

Şeklinde görüşünü ifade etmiştir. Önceki soru ile bağlantılı olarak yürütücü işlev kavramını daha önce duyduğunu belirten anneye, Bu kavramların günlük yaşamda ve ebeveynlik uygulamalarında yeri nedir? Bu uygulamaları günlük yaşamda nerede ve nasıl kullanıyorsunuz? Sorusu sorulmuş ve soruya cevaben;

“ Çok böyle ifade edilmemiş olabiliriz ama Sorumluluk verebilir yani ya da ifade ettiği, talep ettiği şeyi kendisinin yapabilmesi noktasına teşvik edebilir. Anne baba tutumu bence bu önemlidir diye düşünüyorum. Eğer anne baba o sorumluluğunu alırsa çocuktan, çocuk zaten zihninde o düşünce üretse dahi davranışa dönüştürmekte zorlanacaktır. “ (A14). Sözleriyle açıklayarak konuya dair düşüncelerini ifade etmiştir.

Bu bulgular yürütücü işlevler kavramını katılımcı annelerin çok büyük çoğunluğu tarafından bilinmediğini, kavramı duyduğunu belirten katılımcının da ifadesinde kavramı net bir şekilde tanımlamakta zorlandığını ortaya koymaktadır.

Planlama ve Organizasyon Becerisi

Bu tema, annelerin çocuklarına ev içinde verdiği yönergeleri nasıl yapılandırdıklarını, bu yönergeleri hatırlatmak için hangi stratejileri kullandıklarını, rutinleri nasıl oluşturup sürdürdüklerini ve görevler tamamlanmadığında hangi müdahaleleri yaptıklarını ortaya koymaktadır. Bu temaya ilişkin annelere dört soru yöneltilmiştir. Soruların alt teması ve kodlaması Tablo 4’te verilmiştir.

Tablo 4: Planlama ve organizasyon becerisi kategori tablosu

Planlama ve Organizasyon Becerisi
Ev İçinde Yönerge Verme ve Takip
1-2
2-3
3-4
En fazla 3

Tek Yönerge
Yönergeyi Hatırlatmak İçin Kullanılan Stratejiler
Tekrar ederek hatırlatma
Rol model olma
Açıklayarak izah etme
Yardımcı olarak destek verme
Görsel destek (tablo vs.) kullanma
Görevleri Tamamlamama Durumunda Müdahale
Tekrar hatırlatma
Beraber yapma
Sonucunu yaşatarak öğretme
Ceza veya mahrum bırakma
Alternatif sunarak çözüm üretme
Motivasyon sağlama
Rutinlerin Planlanması ve Sürdürülmesi
Ev içi sorumluluklar için rutin kurallar belirleme
Rutinlere gönüllü katılım sağlama
Rutin kurallarının olmaması veya zayıf olması

Ev İçinde Yönerge Verme Sayısı

Annelere ‘ Evde yapması gereken rutinler sırasında çocuğunuza art arda kaç yönerge veriyorsunuz?’ sorusu yöneltildiğinde en çok iki-üç yönerge cevabı verilmiştir? Araştırmada yer alan katılımcıların çoğu, çocuklara verdikleri yönerge sayısını çocuğun yaşına, gelişim düzeyine ve dikkat süresine göre belirlediklerini ifade etmiştir. Bu durum, ebeveynlerin çocukların bilişsel kapasitelerine duyarlı yaklaştıklarını göstermektedir. Bununla birlikte, bazı katılımcılar daha fazla yönerge verebildiklerini ancak bu durumda çocuğun dikkatinin dağıldığını belirtmiştir. Bu bulgu, çocuklarla etkili iletişimde yönerge sayısının sınırlı ve çocuğa uygun biçimde verilmesinin önemini vurgulamaktadır.

Yönergeyi Hatırlatmak İçin Kullanılan Stratejiler

Annelere bu alt tema kapsamında ‘ Verdiğiniz yönergeler çocuğunuz tarafından anlaşılmadığında neler yapıyorsunuz? Hangi stratejileri uyguluyorsunuz?’ sorusu yöneltilmiştir ve cevapları analiz edilmiştir.

Katılımcılar, çocukların verilen yönergeleri unutmaları durumunda çeşitli destekleyici stratejiler kullandıklarını belirtmiştir. Bu stratejiler, çocukların görevleri bağımsız gerçekleştirebilmelerine yardımcı olmayı amaçlamaktadır. Görsel materyal kullanan katılımcı bir anne:

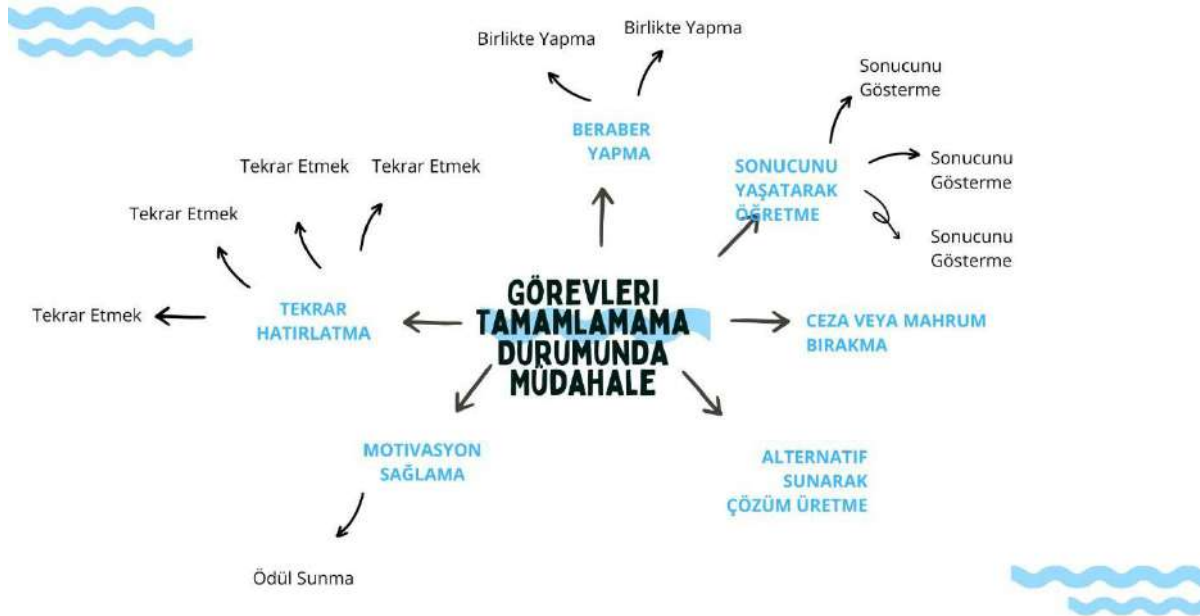
“ Sözlü olarak söylüyorum. Bazen bir kağıt üzerine çetele yapıyorum, yapıştırıyorum. Yaptıklarını işaretliyoruz yapmadıklarına işte hani farklı imgeler koyuyoruz, işte gülen yüz, ağlayan yüz, mutlu yüz. Bu şekilde planlama yapıyoruz. ” (A15). Şeklinde bu strateji hakkındaki uygulamalarını açıklamıştır.

Ebeveynlerin sadece yönerge vermekle kalmayıp aynı zamanda çocuğun bu yönergelere uygun hareket etmesini sağlamak için aktif destek sundukları görülmektedir.

Görevleri Tamamlamama Durumunda Müdahale

Birinci araştırmacı tarafından annelere ‘ Çocuğunuz verilen görevleri tamamlamadığında hangi müdahale yöntemlerini kullanıyorsunuz?’ sorusu sorulmuş ve katılımcıların cevapları analiz edilerek Şekil 2’de verilmiştir.

Şekil 2: Görevleri Tamamlamama Durumunda Müdahale



Araştırmaya katılan anneler, çocukların görevleri tamamlamamaları durumunda çeşitli müdahale yöntemleri uyguladıklarını ifade etmiştir. Bu yöntemler arasında tekrar hatırlatma, birlikte yapma, sonucunu yaşatarak öğretme, ceza/mahrum bırakma, alternatif sunma ve motivasyon sağlama gibi stratejiler öne çıkmaktadır. Araştırmaya katılan annelerden biri doğal sonuçlarla öğretmeyi tercih ettiğini belirtmiştir. Bu konudaki düşüncelerini ifade eden katılımcı bir anne:

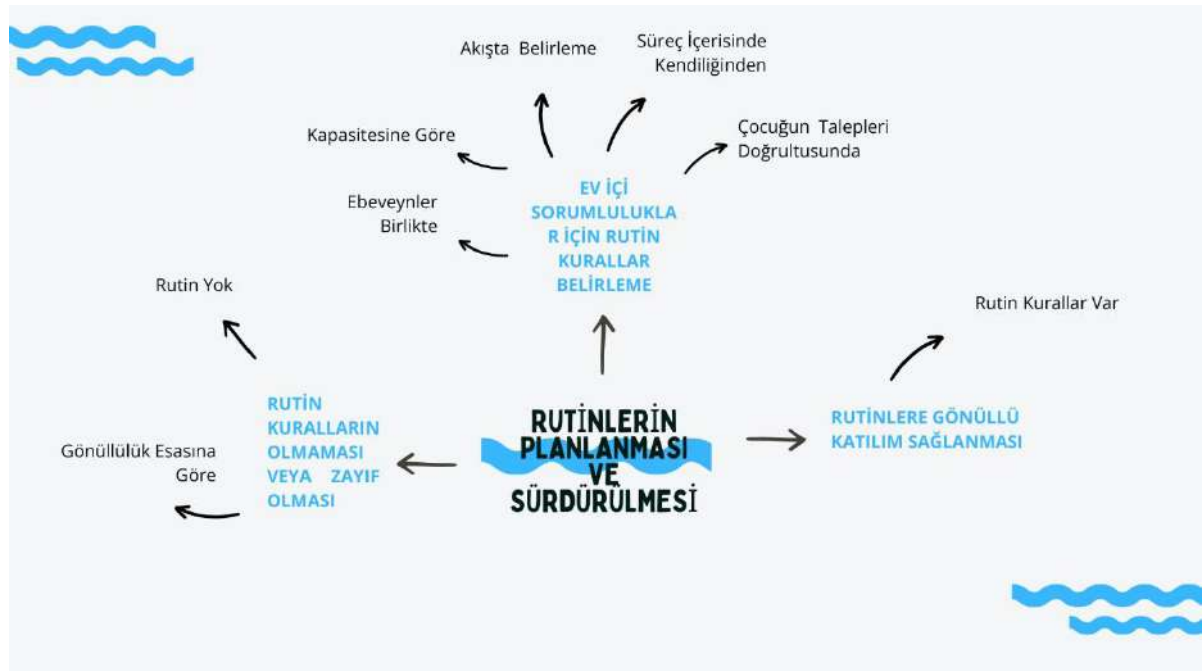
“ Uyumadığım takdirde sonucunu görsün istiyorum. Aslında uyumadığı zaman bunun sonucunu görsün ve sonucunu gördüğünde evet annemin dediği doğru, doğru olan deyip bir sonrakinde bunu denemesi. Yani yaşayarak öğrenmesi. Tabii bu yaşayarak öğrenme. Çok abartmadan yaşayarak öğrenmesini istiyorum.” (A1). Diyerek görüşünü dile getirmiştir.

Buna göre ebeveynlerin daha çok destekleyici ve öğretici yaklaşımları tercih ettikleri, ancak bazı durumlarda sabır sınırlarının zorlandığı görülmektedir. Müdahale biçimleri, ebeveynin kendi duygusal kontrolü kadar çocuğun davranış biçimiyle de yakından ilişkilidir.

Rutinlerin Planlanması ve Sürdürülmesi

Birinci araştırmacı tarafından annelere ‘ Evde çocuğunuzun katılımını gerektiren rutin kurallarınız var mı? Bu kuralları nasıl belirliyorsunuz?’ sorusu sorulmuş ve katılımcıların cevapları analiz edilerek Şekil 3’te verilmiştir.

Şekil 3: Rutinlerin planlanması ve sürdürülmesi



Annelerin bir bölümü ev içinde belirli rutinlerin yer aldığını ve bu rutinlerin çocukların sorumluluk kazanmasına katkı sağladığını ifade etmiştir. Bu konuda katılımcı bir anne bu yöndeki düşüncelerini;

“ -Ama rutin olarak yapmıyorlar. Kuralları eşimle birlikte belirliyoruz. Yani bu kuralları belirlerken hani şuna dikkat ediyoruz aslında böyle sürekli başkasına işini yaptıran, oturduğu yerde işte hani büyüdüğünde işte yemeğini annesinden isteyen, suyunu babasından isteyen bireyler değil, daha bağımsız hani kendi işlerini yapabilsinler, kendi kendilerine yetebilsinler. Hani daha çok hani ayakları üzerinde durabilsinler. Bağımlı bireyler olmasınlar diye düşünüyoruz ve buna göre belirliyoruz.” (A5). Şeklinde paylaşmıştır.

Ancak bazı katılımcılar evde belirgin rutinlerin olmadığını ya da bu rutinlere çocukların katılımının sınırlı olduğunu ifade etmiştir. Rutinlerin bazı ailelerde yapılandırılmış şekilde işlediği, bazılarında ise esnek ya da zayıf biçimde sürdürüldüğü görülmektedir.

Bu bulgular, okul öncesi dönemde çocukların ev içindeki planlama ve organizasyon becerilerinin gelişiminde ebeveyn tutumlarının belirleyici bir rol oynadığını ortaya koymaktadır. Annelerin çoğu, çocuklara verilen yönergelerin anlaşılır olması ve çocuğun gelişim düzeyine uygunluğunu gözetmekte; gerektiğinde destekleyici stratejilerle süreci kolaylaştırmaktadır. Rutinlerin planlanmasında ve görevlerin tamamlanmasında ebeveynlerin hem yönlendirici hem de esnek bir tutum sergilediği görülmektedir. Bununla birlikte, bazı durumlarda karar verme yetkisi tamamen ebeveynde kalmakta ve çocukların sürece katılımı sembolik düzeyde kalabilmektedir. Müdahale stratejileri incelendiğinde, olumlu pekiştirme ve doğal sonuçla öğretme gibi yapıcı yaklaşımların yaygın olduğu, ancak zaman zaman tepkisel tutumların da gözlemlendiği görülmektedir. Sonuç olarak, ebeveynlerin yönlendirme biçimi, çocuğun bağımsızlık kazanımında ve sorumluluk alma becerilerinin gelişiminde temel bir yapı taşı olarak değerlendirilebilir.

Öz Düzenleme

Bu tema, annelerin çocuklarının yoğun duygularla başa çıkma, duygularını ifade ve kontrol etme, davranışlarını kontrol etme süreçlerinde nasıl destek olduklarını ve hangi stratejileri kullandıklarını ortaya koymaktadır. Bu temaya ilişkin annelere beş soru yöneltilmiştir. Annelerin verdiği cevaplar incelenerek alt tema ve kod olarak Tablo 5’te verilmiştir.

Tablo 5. Öz Düzenleme

Öz Düzenleme
Çocuğun Duygularını İfade ve Kontrol Etme Durumu
Duygularını İfade Etme Yöntemleri
Konuşarak ifade etme
Ağlayarak ifade etme
Sarılarak ifade etme
Şiddet göstererek ifade etme
Duygularını Kontrol Etme Yöntemleri
<u>Sakinleşme Stratejileri</u>
Kendi kendine sakinleşme
Destek alarak (ebeveyn müdahalesiyle) sakinleşme
Dikkatini başka yöne çekme
Alternatif sunarak yönlendirme
Dokunarak sakinleştirme
Çocuğun Davranışlarını Kontrol Etme Durumu
<u>Davranışsal Müdahale Yöntemleri</u>
Açıklama yapma
İkna etme
Sınır koyma ve süre verme
Tehdit etme / ceza verme
Mahrum bırakma
Zorla uygulama (fiziksel müdahale)
Beraber yaparak yönlendirme
Motivasyon sağlama
Rutin ve Değişime Tepki
Rutin değişikliğine kolay uyum sağlama
Rutin değişikliğine karşı sinirlenme / huzursuzluk
Alternatif sunarak değişikliğe uyum sağlama

Çocuğun Duygularını İfade ve Kontrol Etme Durumu

Duygularını İfade Etme Yöntemleri

Birinci araştırmacı tarafından bu alt tema doğrultusunda annelere Çocuğunuz duygularını nasıl ifade eder? Sorusu sorulmuş ve cevapları analiz edilmiştir.

Çoğu katılımcı, çocuklarının duygularını sözlü olarak ifade edebildiğini belirtmiştir. Özellikle olumlu duyguların ve basit duygusal tepkilerin konuşarak ifade edilmesi yaygın bir durumdur. Bazı çocuklar ise duygularını ağlayarak ya da şiddet göstererek ifade etmektedir. Buna göre katılımcı annelerden biri bu durumu şu sözlerle ifade etmiştir:

" Genelde konuşarak ifade eder ama bazen öfkesini şiddet göstererek yapabiliyor."(A3).

Bu durumda çocukların duygularını ifade etme biçimlerinde belirgin farklılıklar olduğu görülmektedir.

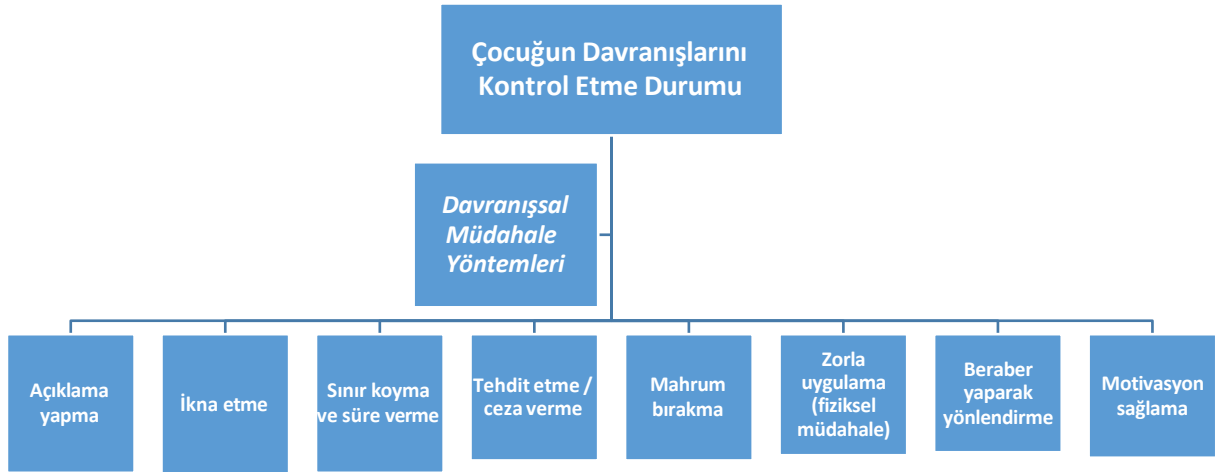
Duygularını Kontrol Etme Yöntemleri

Birinci araştırmacı tarafından bu alt tema doğrultusunda annelere Çocuğunuz yoğun duygusal durumlarda kendisini nasıl sakinleştirebiliyor? Sakinleşmediğinde siz nasıl bir yol izliyorsunuz? Nasıl destek veriyorsunuz? Sorusu sorulmuş ve cevapları analiz edilmiştir. Çocukların duygusal dalgalanma yaşadıklarında nasıl sakinleştikleri incelendiğinde, ebeveyn desteğiyle sakinleşmenin yaygın olduğu görülmektedir. Bazı çocuklar ebeveynlerinin yönlendirmesiyle duygularını düzenlerken, bazıları kendi kendine zamanla sakinleşebilmektedir.

Çocuğun Davranışlarını Kontrol Etme Durumu

Birinci araştırmacı tarafından annelere ‘ İsrarla istenmeyen davranışlar karşısında nasıl bir yaklaşım sergiliyorsunuz? Oyun veya diğer aktivitelerin sürekliliğinde çocuk aktiviteyi bırakmada zorlandığında hangi yöntemleri uyguluyorsunuz?’ soruları sorulmuş ve katılımcıların cevapları analiz edilerek Şekil 4’te verilmiştir.

Şekil 4: Çocuğun davranışlarını kontrol etme durumu



Davranışsal Müdahale Yöntemleri

Annelerin, çocuklarının istenmeyen davranışları karşısında farklı müdahale yöntemleri kullandıkları görülmüştür. Bu yöntemler arasında açıklama yapma, ikna etme, dikkatini başka bir yöne çekme, ödül sunma ve bazı durumlarda sınırlı ceza uygulamaları yer almaktadır. Araştırmaya katılan annelerden biri bu konuda düşüncelerini:

" Mahrum bırakma. Başka bir şeyi yok yani benim için. Çünkü söylemin çok etkili olduğunu düşünmüyorum bu konuda. Hani mahrum bırakmak, evet ben söylüyorum, defalarca kez söylüyorum ama bu konuda ortak bir paydada buluşamıyoruz. Dolayısıyla sorumluluklarını yerine getirmediğin için bunu veremeyeceğim ya da bunu alamayacaksın ya da bu hakkını kullanamayacaksın gibi" (A14). şeklinde ifade etmiştir.

Rutin ve Değişime Tepki

Annelere ‘Çocuğunuzun rutinlerinde bir değişiklik olduğunda nasıl tepki verir? Bu değişikliklere uyum sağlaması için hangi yolları izliyorsunuz? ’ sorusu sorulmuş ve yanıtlar incelenmiştir.

Çocukların rutin değişimlerine verdikleri tepkiler de farklılık göstermektedir. Bazı çocuklar değişikliklere kolayca uyum sağlarken, bazıları huzursuzluk veya öfke tepkileri göstermektedir. Bunun yanında, bazı anneler ikna etme yöntemini kullanarak çocuğun değişime uyum sağlamasını kolaylaştırdıklarını belirtmiştir. Bazı katılımcılar ise alternatif sunarak çocuklarını rutinlerin dışındaki durumlara uygun hale getirmeye çalıştıklarını ifade etmişlerdir.

Bulgular, çocukların duygularını ifade etme yöntemlerinde ve ebeveynlerin müdahale yaklaşımlarında çeşitlilik olduğunu göstermektedir. Annelerin çocuklarının duygu ve davranış

kontrol süreçlerine müdahale ederken, öncelikli olarak açıklama yapma, ikna etme ve duygusal destek sağlama yöntemlerini tercih ettiklerini göstermektedir. Çocukların çoğu duygularını sözlü olarak ifade edebilmekte, ancak yoğun duygusal tepkilerde ebeveyn desteğine ihtiyaç duymaktadır. Rutin değişimlerinde ise alternatif sunma ve açıklama yapma stratejileri, çocuğun uyum sürecini kolaylaştırmaktadır.

Çocuğun Katılım Hakkı Ve Karar Süreçleri

Bu tema, çocuğun katılım hakkını aile içi karar süreçleri bağlamında inceleyerek, çocukların günlük yaşamda ne ölçüde ve nasıl söz sahibi olduklarını ortaya koymaktadır. Bu kapsamda katılımcılara iki soru yöneltilmiştir. Annelerin verdiği cevaplar incelenerek alt tema ve kod olarak Tablo 6’da belirtilmiştir.

Tablo 6: *Çocuğun katılım hakkı ve karar süreçleri*

Çocuğun Katılım Hakkı Ve Karar Süreçleri
Günlük Yaşamda Çocuğun Karar Süreçlerine Katılımı
Ev içi ve dış mekân aktivitelerinde fikrini alma
Evet
Hayır
Ev için uzun süreli eşya alımında fikrini alma
Çocuğun fikrini alma
Seçenek sunarak karar sürecine dahil etme
Uyumlandırarak karar sürecine dahil etme
Kısıtlı alanlarda fikir sorma
Fikrini alıyor gibi yapıp son kararı ebeveynin vermesi
Karar sürecinden tamamen dışlama

Günlük Yaşamda Çocuğun Karar Süreçlerine Katılımı

Ev içi ve dış mekân aktivitelerinde fikrini alma

Bu alt tema kapsamında annelere ‘ Ev içi veya dış mekân aktiviteleri planlarken çocuğunuzun fikrini alıyor musunuz? Ne sıklıkta alıyorsunuz?’ sorusu yöneltilmiş ve alınan cevaplar analiz edilmiştir.

Çocuğun karar süreçlerine katılımı konusunda olumlu bir tutum sergileyen anne, genellikle çocuğun özgüvenini desteklemek amacıyla fikrini sorduğunu belirtmiştir. Bu konuda katılımcı bir anne çocuğun fikrini almanın önemine şöyle değinmiştir:

“ Hatta onun özgüveni gelişsin diye soruyoruz. Eşim de öyledir, biz sormaya çalışırız. Onun özgüvenini geliştirmek için ekstradan sorarım da. Tabii tabii farkında olsun diye de sorarım.” (A12). Şeklinde konuşarak çocuğun özgüveninin ve farkındalık düzeyinin artmasına katkı sağladığını ifade etmiştir.

Ev İçin Uzun Süreli Eşya Alımında Fikrini Alma

Bu alt tema kapsamında annelere ‘ Ortak karar süreçlerinde çocuğun katkısına nasıl yer veriyorsunuz?’ sorusu yöneltilmiş ve alınan cevaplar analiz edilmiştir. (Şekil 5).

Şekil 5 : Ev İçin Uzun Süreli Eşya Alımında Fikrini Alma



Araştırmada yer alan annelerin çoğu, günlük yaşamda çocuklarının fikirlerini almaya özen gösterdiklerini ifade etmiştir. Katılımcıların bir kısmı çocukların seçim süreçlerine aktif olarak katılmasına izin verirken, bazıları yalnızca belirli koşullarda veya sınırlı alanlarda çocuklarının fikirlerine başvurduklarını belirtmiştir. Bunun yanında, çocuğun karar sürecine katılımının bazen ebeveynin uygunluk değerlendirmesine bağlı olduğu görülmüştür. Bazı anneler, karar verme süreçlerinde çocuğun yaşını ve konunun önemini dikkate aldıklarını, her konuda çocuğun fikrine başvurmadıklarını ifade etmiştir. Bu bağlamda fikir belirten katılımcı bir anne:

“ Hayır almayız yani orada. O karar bize ait. Daha çok yetişkinlere yani bir elektronik eşya alırken, bir işte halı alırken, bir koltuk alırken, bir mutfak eşyası alırken onların görüşlerini almıyoruz. ” (A5). Şeklinde düşüncelerini ifade etmiştir. Ayrıca bazı katılımcılar,

çocukların belirli yaşta karar verme olgunluğuna sahip olmadığını düşündükleri için katılımı sınırladıklarını ifade etmiştir. Katılımcı annelerden bir tanesi bu konuda:

" Yani şöyle yarı yarıya %90 onların diyemem. Çünkü akledemiyorlar, öngöremeyebiliyorlar." (A13).diyerek konuya ilişkin görüşlerini paylaşmıştır.

Katılımcıların büyük çoğunluğu çocuklarının kendi eşyalarıyla ilgili karar süreçlerinde aktif katılım sağladıklarını belirtmiştir.

Elde edilen bulgular, çocuğun katılım hakkını aile içi karar süreçleri bağlamında inceleyerek, çocukların günlük yaşamda ne ölçüde ve nasıl söz sahibi olduklarını ortaya koymaktadır. Araştırma bulguları, ebeveynlerin özellikle çocukların bireysel yaşamlarını etkileyen konularda (kıyafet, oyuncak, aktivite seçimi gibi) çocukların fikirlerini alma eğiliminde olduklarını, ancak aileyi genel olarak ilgilendiren konularda (ev eşyası seçimi gibi) çocukların karar süreçlerinden büyük ölçüde dışlandığını göstermektedir. Bu durum, çocukların katılım hakkının çoğu zaman sembolik düzeyde kaldığını, gerçek anlamda karar verici olarak görülmediklerini ortaya koymaktadır. Ebeveynlerin çoğu, çocuğa seçenek sunma, önceden uyumlandırma ya da yalnızca gönlünü hoş tutma amacıyla görüş alma gibi dolaylı yollarla katılım sağlarken, kararın nihayetinde kendi ellerinde olduğunu vurgulamaktadır. Çocuğun yaşına, olgunluğuna ve konunun önemine göre katılım düzeyinin değiştiği görülmektedir. Çalışma genel olarak, çocuk hakları bağlamında "Katılım Hakkı"nın aile içinde halen gelişmeye açık bir alan olduğunu ve ebeveyn tutumlarının bu hakkın etkili biçimde uygulanmasında belirleyici rol oynadığını ortaya koymaktadır.

Hatırlama ve Bellek Takibi

Bu tema, annelerin çocuklarının hatırlama becerilerini nasıl destekledikleri, unutmalar karşısında nasıl tepkiler verdikleri ve bellek gelişimini nasıl gözlemlediklerini ortaya koymaktadır. Bu kapsamda katılımcılara iki soru sorulmuştur verilen cevaplar doğrultusunda alt tema ve kodlar analizi Tablo 7’de belirtilmiştir.

Tablo 7: Hatırlama ve Bellek Takibi

Hatırlama ve Bellek Takibi
Öğrendiklerini Hatırlama Durumlarının Farkında Olma
İlgi duyduğu konuları hatırlama
Genel hafızanın güçlü olması

Hatırlamayan Çocuklar İçin Başvurulan Yöntemler.
Tekrar ederek pekiştirme
Gözlem yaparak hatırlatma
Soru sorarak hatırlamayı destekleme

Öğrendiklerini Hatırlama Durumlarının Farkında Olma

Bu alt tema kapsamında annelere ‘ Çocuğunuzun öğrendiklerini hatırlama durumunu nasıl gözlemliyorsunuz? Evde unuttuğu şeyler oluyor mu?’ sorusu sorulmuş ve cevaplar analiz edilmiştir. Burada 13 anne evet ve iki anne ise ilgi duyduğu konuları hatırlar cevaplarını vermiştir. Araştırmaya katılan annelerden biri, çocuğun ilgi alanlarının hatırlama üzerindeki etkisinden şu şekilde bahsetmiştir.

“ Öğrendiklerini hatırlamada ilgi duyup duymaması çok önemli. İlgi duyduğu bir şey ise onu zaten tekrarladığı için unutmuyor. Hatırlatmaya fırsat vermiyor. Ama ilgi duymadığı bir şeyse, dikkatini çekmediyse hatırlamayabilir.” (A1). Diyerek, çocuğun ilgi duyduğu içeriklerin, bilginin hatırlanmasında kolaylaştırıcı bir rol üstlendiğini de ifade etmiştir.

Bu bulgular çocukların hatırlama durumlarında farklılıklar olduğunu göstermektedir. Ayrıca çocukların hatırlama durumlarının ne düzeyde olduğunu, annelerin çocuklarının hatırlama durumlarını nasıl gözlemlediğini, hatırlama süreçlerinde aktif bir yönlendirici rol üstlendiklerini de ortaya koymaktadır.

Hatırlamayan Çocuklar İçin Başvurulan Yöntemler.

Yukarıdaki alt tema ile bağlantılı olarak annelere ‘ Hatırlaması için nasıl bir yol izliyorsunuz?’ sorusu sorulmuş ve cevapları analiz edilmiştir. Hatırlamanın desteklenmesi gereken durumlarda ebeveynlerin başvurduğu stratejilere ilişkin bulgular da dikkat çekicidir. Tekrar ederek pekiştirme, gözlem yaparak hatırlatma ve soru sorarak hatırlamayı destekleme yöntemlerini kullandıkları belirlenmiştir.

Araştırmaya katılan annelerden biri, “ *Soru sorarak bazen, bazen geçmişle ilgili konuşuyoruz* ” (A5). Bu şekilde konuşarak hatırlamayı tetikleyici stratejilerin bilinçli olarak kullanıldığını ortaya koymuştur. Bu yaklaşım, çocuğun pasif değil aktif bir şekilde hatırlamaya yönlendirilmesini sağlamaktadır. Ayrıca, çocukların öğrendiklerini paylaşımları da hatırlamayı destekleyen bir unsur olarak değerlendirilmiştir.

Bulgular hatırlama sürecinin aktif olarak yapılandırılabilir bir süreç olduğunu ve ebeveyn müdahalesinin bu süreçte belirleyici bir rol oynadığını göstermektedir.

Tartışma ve Sonuç

48-72 aylık çocuğa sahip annelerin yürütücü işlev becerilerine ilişkin bilgi düzeylerini, düşüncelerini ve günlük yaşam pratiklerini belirlemek amacıyla yapılan bu araştırma kapsamında gönüllü 15 anne ile yürütülmüştür. Cevaplar yürütücü işlev becerileri kavramı, planlama ve organizasyon becerileri, öz düzenleme, çocuğun katılım hakkı ve karar süreçleri ile hatırlama ve bellek takibi olmak üzere beş temaya ayrılmıştır. Bu temalar doğrultusunda alt temalar ve kodlar oluşturularak analiz edilmiştir. Araştırmaya katılan annelerin 14'ü yürütücü işlev becerileri kavramını duymamışken bir anne ise daha önce bu kavramı duyduğunu belirtmiştir. Annelere ev içinde yönerge verme sayısı sorulduğunda ise en çok üç-dört cevabı verilmiştir. Annelerin yönergeyi hatırlamayan çocuklar için kullandıkları stratejilerden belirgin olanları ise tekrar ederek hatırlatma ve rol model olma olmuştur. Görevleri tamamlamama durumlarında başvurulacak müdahale yöntemlerinden öne çıkanlar ise tekrar hatırlatma ve sonucunu yaşatarak öğretme olmuştur. Rutinlerin planlanması ve sürdürülmesi temasına bağlı olarak ev içi sorumluluklar için rutin kuralların belirleme sürecinde ise kapasitesine göre, çocuğun talepleri doğrultusunda ve anne babaların birlikte kural belirliyor olması verilen cevaplardan bazılarıdır. Çocuğun duygularını ifade etme yöntemlerinden en çok başvurulunu konuşarak ifade etme ve ağlayarak ifade etmedir. Duygularını kontrol etme kategorisinde ise çocukların sakinleşme stratejileri yer almaktadır. Anneler çocuklarının ebeveynlerinden destek alarak sakinleştiklerini belirtmişlerdir. Bazı anneler ise çocuklarının kendi kendine sakinleşmeyi tercih ettiğini söylemiştir. Anneler çocukların davranışlarını kontrol etme durumlarından en çok açıklama yapma, ikna etme ve mahrum bırakma yöntemlerini kullanmışlardır. Araştırmaya katılan annelerin sekizi çoğunluğu rutin değişikliklerine adapte olmada problem yaşamadıklarını üçü rutinlerinde olan değişikliği kabul etmek istemediğini, dört tanesi ise bu duruma sinirlenerek tepki gösterdiğini belirtmiştir. Ev içi ve dış mekan aktiviteleri planlarken çocuğun fikrini alma durumlarına annelerin 12 si evet, üç tanesi hayır cevabını vermiştir. Uzun süreli kullanılacak eşyaların alımında çocuğun fikrini alma durumlarında ise annelerin büyük bir kısmının cevabı hayır olmuştur. Bazı anneler ise fikrini alıyor gibi yapıp son kararın yine kendisinde olduğunu ifade etmişlerdir. Annelere çocukların hatırlama durumları ile ilgili soru sorulduğunda çocukların öğrendiklerini hatırlama düzeylerinin farkında olduklarını ve bu süreci gözlemlediklerini ifade etmişlerdir. 13 anne çocuğunun iyi bir şekilde hatırladığını iki anne ise ilgi duyduğu şeyleri hatırladığını ifade etmiştir. Hatırlamayan çocuklar için başvurdukları yöntemlere ise tekrar ederek ve soru sorarak hatırlamayı desteklediklerini belirtmişlerdir. Yürütücü işlev becerilerinin gelişiminde biyolojik

olgunlaşma önemli bir temel oluşturmakla birlikte, çevresel etkenlerin bu süreci önemli ölçüde biçimlendirdiği görülmektedir (Blair, 2006; Ceci, 1991). Özellikle erken çocuklukta yaşanan olumsuz deneyimler —örneğin ihmal ya da istismar— dikkat eksikliği, duygusal düzensizlik ve dil gelişiminde gecikme gibi sorunlarla ilişkilendirilmiştir (O'Connor et al., 2000). Ayrıca, çocuğun bu becerileri edinme süreci, bakım verenin duyarlılığı, çocuğun dikkatini ve problem çözme becerilerini destekleyici deneyimlere erişimi gibi sosyal ve fiziksel çevre koşullarına bağlı olarak farklılık gösterebilmektedir. Anne depresyonu, yetersiz sosyal destek, kronik stres, şiddet ve yoksulluk gibi olumsuz çevresel faktörler, yürütücü işlev gelişimini sekteye uğratabilecek riskler arasındadır (Goldsmith & Rogoff, 1997). Araştırmalar, ebeveyn tutumlarının ve ev ortamındaki etkileşim kalitesinin sadece yürütücü işlevlerden sorumlu beyin bölgelerinin gelişimini değil, aynı zamanda çocuğun genel bilişsel ve davranışsal gelişimini de etkilediğini göstermektedir (Hackman, Farah & Meaney, 2010). Örneğin, çocukların problem çözme esnasında ebeveynlerinden aldığı yapılandırılmış ve aşamalı destek (yapı iskelesi), yürütücü işlev becerilerinin de gelişimine katkı sağlayacaktır. (Hammond et al., 2012). Bu bulgular, ebeveyn rehberliğinin çocukların yürütücü işlev becerilerinin gelişmesinde ne denli kritik olduğunu ortaya koymaktadır. Araştırma sonucunda, ailelerin özellikle görsel materyal kullanımı ve açıklayıcı iletişim teknikleri konusunda bilinçlendirilmesinin çocukların yürütücü işlev becerilerini artırabileceği anlaşılmıştır. Ayrıca, çocukların bireysel özellikleri ve gelişimsel ihtiyaçları doğrultusunda farklı müdahale stratejilerinin esnek biçimde uygulanmasının önem taşıdığı görülmektedir. Özellikle annelerin zamanla çocuklarının güçlü ve zayıf yönlerini fark ederek esnek ve bireyselleştirilmiş stratejiler geliştirmeleri, ebeveyn duyarlılığı ve rehberliğinin önemini vurgulamaktadır.

Öneriler

1. Ebeveyn Eğitim Programları:

- Ebeveynlere yürütücü işlevler konusunda farkındalık kazandıracak atölyelerin düzenlenmesi.
- Çocuk katılımı ve doğal sonuçla öğretme stratejileri üzerine uygulamalı eğitim modülleri geliştirilmesi.

2. Uygulama Rehberi:

- Öğretmen ve okul öncesi program yöneticilerine, aile-okul iş birliğini pekiştirecek protokollerin önerilmesi.

- Rutin ve kuralların gelişim düzeyine uygun şekilde belirlenmesi için basit kontrol listelerinin hazırlanması.

3. Gelecek Araştırmalar İçin Öneriler:

- Daha geniş ve farklı sosyo-demografik gruplardan katılımcılarla tekrarlanması,
- Karar süreçlerinde çocuğun sesinin ne ölçüde sürdürülebilir olduğu üzerine uzunlamasına çalışmalar yapılması,
- Yürütücü işlevleri ölçen nicel araçlarla nitel bulguların karşılaştırılması.

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Psikolojik Saęlamlık ve Öznel İyi Oluş İlişkisi: Mesleki İlginin Rolünü Anlamak

Psk. Dan. Gökçen H. Karakuş

Karpaz Meslek Lisesi, gokcen.hanife@gmail.com, Orcid No:0009-0009-2635-7976. KKTC

Psk. Dan. Zeynel Yiğit

Karpaz Meslek Lisesi, zeynelyigitpdr@gmail.com, Orcid No:0009-0003-5847-9114. KKTC

Yrd. Doç. Dr. F. Sülen Şahin Kıralp

Lefke Avrupa Üniversitesi, Eğitim Fakültesi, RPD Bölümü, fkiralp@eul.edu.tr, Orcid No:0000-0002-0912-0346. KKTC

Özet

Ergenler, zamanlarının büyük bir çoğunluğunu kendileri için hem akademik hem de psiko-sosyal gelişim anlamında önemli yeri olan okullarda geçirmektedirler. Meslek liselerinde öğrenim gören ergenlerin bir kısmı isteyerek ve hazırlandığı meslek dalına ilgi duyarak okula devam ederken bir kısmı da çeşitli zorunlu sebeplerden dolayı isteksiz veya ilgisiz olarak okula devam etmektedir. Bu nedenlere bağlı olarak öğrencilerin psikolojik sağlamlıkları ile okulda öznel iyi oluşlarının etkilenebileceği düşünüldüğünden bu çalışmada meslek lisesinde okuyan öğrencilerin psikolojik sağlamlıkları ile okulda öznel iyi oluşları arasındaki ilişkide mesleki ilginin moderatörlük rolünü incelemek amaçlanmıştır. Bu çerçevede yapılan araştırmada nicel bir araştırma yöntemi olan ilişkisel tarama modeli kullanılmıştır. Araştırmanın örneklemini 2024-2025 eğitim öğretim yılında Kuzey Kıbrıs Türk Cumhuriyeti Milli Eğitim ve Kültür Bakanlığı'na bağlı bir meslek lisesinde okuyan öğrenciler oluşturmuştur. Araştırmanın örneklemini, tesadüfi olmayan örnekleme yöntemlerinden biri olan uygun (kolayda) örnekleme yöntemi kullanılarak belirlenmiştir. Bu yöntem, araştırmacının ulaşma kolaylığı ve mevcut imkânları doğrultusunda tercih edilmiştir. Verileri toplamak için Kişisel Bilgi Formu, Psikolojik Sağlamlık Ölçeği ve Ergenler İçin Kısa Okulda Öznel İyi Oluş Ölçeği kullanılmıştır. Uygulama neticesinde 47'si (%31,3) kadın 103'ü (%68,7) de erkek olmak üzere toplam 150 öğrenciden veri toplanmıştır.

Elde edilen verilerin analizinde meslek lisesinde okuyan öğrencilerin psikolojik sağlamlıkları ile öznel iyi oluşları arasındaki ilişkide mesleki ilginin moderatörlük rolü analiz edilmiştir. Yapılan moderatörlük analizi sonucunda psikolojik sağlamlık ile okulda öznel iyi oluş arasındaki ilişkinin, öğrencilerin seçtikleri meslek alanına duydukları ilgi düzeyine göre anlamlı bir şekilde değişmediği bulunmuştur ($B = 0.175$, $p = .213$). Bu sonuç, mesleki ilginin psikolojik sağlamlık ile öznel iyi oluş arasındaki ilişkiyi güçlendiren ya da zayıflatan bir etkisi olmadığını göstermektedir. Araştırma bulguları doğrultusunda öneriler sunulmuştur.

Anahtar Kelimeler: Psikolojik sađlamlık, Öznel iyi oluş, Mesleki ilgi, Meslek lisesi

The Relationship Between Psychological Resilience and Subjective Well-Being: Understanding the Role of Vocational Interest

Abstract

Adolescents spend most of their time in schools, which are important for them in terms of both academic and psychosocial development. While some of the adolescents studying in vocational high schools continue their education willingly and with interest in the profession they are preparing for, some continue their education reluctantly or uninterestedly due to various compelling reasons. Since it is thought that the psychological resilience of the students and their subjective well-being at school may be affected due to these reasons, this study aimed to examine the moderating role of vocational interest in the relationship between the psychological resilience of the students studying in vocational high schools and their subjective well-being at school. In this context, the relational screening model, which is a quantitative research method, was used in the research conducted. The sample of the study consisted of students studying in a vocational high school affiliated to the Ministry of Education of the Turkish Republic of Northern Cyprus in the 2024-2025 academic year. The sample of the study was determined using the convenience sampling method, which is one of the non-random sampling methods. This method was preferred in line with the researcher's accessibility and available opportunities. Personal Information Form, Psychological Resilience Scale and Short Subjective Well-being Scale for Adolescents in School were used to collect data. As a result of the application, data were collected from a total of 150 students, 47 (31.3%) of whom were female and 103 (68.7%) were male.

In the analysis of the obtained data, the moderating role of vocational interest in the relationship between psychological resilience and subjective well-being of students studying at vocational high schools was analysed. As a result of the moderating analysis, it was found that the relationship between psychological resilience and subjective well-being at school did not change significantly according to the level of interest of the students in the chosen vocational field ($B = 0.175$, $p = .213$). Result shows that vocational interest does not have an effect that strengthens or weakens the relationship between psychological resilience and subjective well-being. Suggestions are presented in line with the research findings.

Keywords: Psychological resilience, Subjective well-being, Vocational interest, Vocational high school

Giriş

Psikoloji bilimi son yıllarda kaygı, depresyon ve şiddet gibi olumsuz sağlık boyutlarına odaklanmak yerine ruh sağlığı alanında pozitif psikolojinin etkisinin artmasıyla birlikte mutluluk, yaşam doyumu, psikolojik sağlamlık, iyimserlik ve iyi oluş gibi olumlu sağlık boyutlarına odaklanmıştır (Doğan ve Eryılmaz, 2013; 2010; Sarıcaoğlu, 2011). Psikolojik sağlamlık, literatürde farklı şekillerde tanımlanmakla birlikte Karcı ve Balcı Çelik (2024) tanımlardaki ortak özellikleri şu şekilde ifade etmektedir; etkin ve dinamik bir yapıya sahip olunması, zorlayıcı yaşam koşullarına karşı başarılı bir şekilde mücadele edilmesi, pozitif uyumun ortaya konması, yeterlik düşüncesinin gelişmesi. Buna göre psikolojik sağlamlık; hastalıklardan, psikolojik sorunlardan, olumsuz yaşantılardan ve stresten hızlı bir şekilde kurtulabilme, iyileşme ve kendini toparlayabilme gücü olarak da tanımlanmaktadır. Başka bir deyişle, kişinin olumsuz şartların üstesinden başarıyla gelebilme ve yaşanan yeni duruma uyum sağlama kabiliyetidir (Doğan, 2015). Psikolojik dayanıklılık doğuştan gelen bir özellik veya kişisel bir nitelik değil, çevre ve çocuk etkileşimleri nedeniyle insana özgü bir adaptasyon sistemidir (Yavuz, 2023). Bu nedenle insan yaşamının her döneminde olduğu gibi ergenlik döneminde de psikolojik sağlamlık dikkatle ele alınmalıdır.

Bilindiği gibi ergenlik dönemi insan gelişimi açısından en önemli dönemlerden biridir. Bu dönemde, ergenler psikolojik, fizyolojik, bilişsel, sosyal ve duygusal açılardan kendileri için önemli ve büyük değişimler yaşarlar. Ergenler çevreleriyle daha olumlu ilişkiler kurmak, sosyal kimliklerini oluşturmak, duygusal açıdan bağımsızlık kazanmak ve geleceklerini iyi bir şekilde planlamak gibi gelişim görevlerini üstlenirler (Canbay, 2010). Ayrıca ergenlik dönemi, insan gelişiminin en fırtınalı dönemlerinden biri olduğu için bu dönemdeki yaşantılar bireyin ergenlik ve yetişkinlikteki psikolojik sağlığına etki edeceği düşünülmektedir (Duy ve Yıldız, 2014). Bu çalkantılı dönemde ergenler gelişim görevlerinin üstesinden gelmeye çalışırken çeşitli düzeylerde stres, duygusal zorluklar, belirsizliklerle karşı karşıya kalırlar. B Bu durumlarla başa çıkabilmeleri için psikolojik olarak sağlam olmaları süreci kolaylaştırır. Tam bu noktada kendilerini nasıl hissettikleri sorusu gündeme gelir ki bu da öznel iyi oluşu akla getirir. Döneme özgü özellikler psikolojik sağlamlık gibi ergenlerin öznel iyi oluşlarını da etkileyebilir. Diener (1984) öznel iyi oluşu, bireyin kendi hayatını değerlendirerek bununla ilgili bir yargıya varması olarak tanımlanmaktadır. Öznel iyi oluş, bilişsel ve duygusal olarak bireylerin hayatlarına dair oluşturdukları değerlendirmeleri temsil etmektedir. Okulda öznel iyi oluş ise öğrencilerin okuldaki yaşantılarını öznel olarak nasıl değerlendirdiklerini ve okulda duygusal olarak ne

yaşadıklarını ifade etmektedir (Tian, 2008). Ergenlerin okul hayatındaki öznel iyi oluşları, ilerleyen yaşamlarını şekillendirmede önemlidir. Buna göre okulda öznel iyi oluş, öğrencilerin okul hayatlarını kendi yaşam deneyimlerine göre bilişsel açıdan değerlendirmelerini ve okul içerisinde olumlu, olumsuz yaşadıkları bütün duygusal halleri içeren genel mutluluk halidir (Şanal-Güngör, 2020).

Ergenlik dönemindeki önemli dönüm noktalarından biri de meslek seçimi ile ilgilidir. Meslek ilgisi bu konuda belirleyici bir rol oynar. Mesleki ilgi çocuklukta oyun aracılığı ile şekillenmeye başlasa da ergenlikte farkındalığın artması ile birlikte daha belirgin hale gelir. Mesleki ilgi, mesleki bir etkinlikten sonra yaşanan doyum sonucunda etkinliğe tekrar yönelme isteği ve mesleğe ilişkin sorumluluklarını yerine getirirken yaşanan memnuniyet halidir (Kuzgun, 2006, s.64). Ayrıca mesleki ilgi, alan yazında mevcut olan diğer çalışmalar da göz önünde bulundurarak bireyin bir meslek ya da mesleğe yönelik faaliyetlere karşı gösterdiği eğilimin düzeyi olarak da tanımlanır (Çelik, 2019). Ergen gelişen meslek ilgisi sayesinde ilgi ve yeteneklerini keşfederken geleceğe yönelik bir amaç oluşturmaya başlar ki bu da onun yaşamına yönelik olumlu hisler geliştirmesine yani öznel iyi oluşuna katkıda bulunur. Ayrıca mesleki ilgi sayesinde ergen bir amaca yönelmekle kalmayıp hem belirsizlik hem de stres karşısında güçlenerek psikolojik sağlamlığının gelişmesine katkı sağlar.

Son yıllarda literatürde ergenlerde psikolojik sağlamlık ve öznel iyi oluş konularının farklı açılardan ele alınmaya çalışıldığı görülmektedir. Psikolojik sağlamlık ve öznel iyi oluşun; eylemli kişilik özellikleri (Düzgün, 2025), belirsizliğe tahammülsüzlük (Ülker, 2024), telefon bağımlılığı (Sağar, 2022), özyeterlik ve içsel motivasyon (Yıldız ve Kardaş, 2021), psikolojik sağlamlığın; gelecek beklentisi ve mutluluk korkusu (Deniz, Yıldırım, & Uzun, 2022), öznel iyi oluşun; mutluluk (Baltacı & Akbulut, 2021), bilişsel esneklik ve öz şefkat (Topkaya, Köksal, & Bayram, 2022), karar verme stilleri (Ulga, 2024) gibi konularla ilişkileri farklı açılardan ele alınarak incelendiği görülmüştür. Meslek lisesi öğrencileri ile ilgili yapılan araştırmalara bakıldığında ise mesleğe yönelik tutum (Özdemir ve Kaya, 2023; Sural, vd, 2023), benlik saygısı ve özyeterlik (Karaman ve Artan, 2022), kariyer kaygıları (Çalı ve Doğar, 2021) gibi konuların ele alındığı görülmektedir.

Özetle, hem yaşam koşulları hem de döneme özgü güçlükler bazı psikolojik risklere yol açabilir. Ergenin bunlarla baş etme potansiyeli onun psikolojik sağlamlığına işaret eder. Öznel iyi oluş ise ergenin yaşamına karşı daha olumlu hislere sahip olması ile açıklanabilir. Meslek ilgisi ergenin geleceğe yönelik umutla bakmasına ve doyum sağlamasına katkı sağlayabilir. Bu bağlamda psikolojik sağlamlık düzeyi yüksek, hem bilişsel hem de duygusal olarak yaşamına

olumlu yaklaşan, hem de ilgi duyduğu bir meslek alanına yönelen bir ergenin yaşam uyumunun daha yüksek ve pozitif olacağı düşünülmektedir. Bilindiği gibi olumlu duygular yaşayan bireyler, stresli olaylarda daha çabuk toparlanabilir, başa çıkma stratejileri geliştirebilir ve yaşam doyumunu artırabilirler. Pozitif duygular, kişinin psikolojik sağlamlığını güçlendiren önemli birer araç olabilirler (Arslan, 2015). Bu da ruh sağlığı yerinde bir toplum için anahtar görevi görebilir. Bu nedenle bu konuda yapılacak geniş çaplı ve çok boyutlu araştırmaların önemli olduğu düşünülmektedir.

Tüm bu bilgiler ışığında bu araştırmanın amacı, meslek lisesinde öğrenim gören ergenlerde psikolojik sağlamlık ile okulda öznel iyi oluş arasındaki ilişkiyi incelemek ve bu ilişkide meslek alanına duyulan ilginin düzenleyici (moderatör) bir rol oynayıp oynamadığını test etmektir. Bu temel amaç doğrultusunda araştırmada aşağıdaki sorulara yanıt aranmıştır.

1. Meslek lisesinde öğrenim gören ergenlerin psikolojik sağlamlıkları ile öznel iyi oluş arasında nasıl bir ilişki vardır?
2. Meslek lisesinde öğrenim gören ergenlerin psikolojik sağlamlıkları ile öznel iyi oluş arasındaki ilişkide meslek alanına duyulan ilgi düzenleyici (moderatör) bir rol oynamakta mıdır?

Yöntem

Bu araştırmada araştırmanın amacı ve araştırma soruları göz önünde bulundurularak nicel araştırma yöntemlerinden biri olan ilişkisel tarama modeli kullanılmıştır. İlişkisel tarama modeli, iki ve daha çok sayıdaki değişken arasında birlikte değişim varlığı ya da derecesini belirlemeyi amaçlayan araştırma modelidir. Bu modeldeki araştırmalarda araştırmacı ya da araştırmacılar değişkenler arasındaki ilişkiyi incelemektedirler (Karasar, 2018). Araştırmanın temel amacı, ergenlerde psikolojik sağlamlık ile okulda öznel iyi oluş arasındaki ilişkiyi incelemek ve bu ilişkide meslek alanına duyulan ilginin düzenleyici (moderatör) bir rol oynayıp oynamadığını test etmektir. Bu doğrultuda **korelasyon analizi** ve Hayes'in (2022) PROCESS eklentisi ile moderatörlük analizi uygulanmıştır.

Araştırmanın örneklemini 2024-2025 eğitim-öğretim yılında Kuzey Kıbrıs Türk Cumhuriyeti Milli Eğitim Bakanlığı'na bağlı bir meslek lisesinde okuyan öğrenciler oluşturmuştur. Araştırmanın örneklemini, tesadüfi olmayan örnekleme yöntemlerinden biri olan uygun (kolayda) örnekleme yöntemi kullanılarak belirlenmiştir. Bu yöntem, araştırmacının ulaşma kolaylığı ve mevcut imkânları doğrultusunda tercih edilmiştir. Bu yöntemle 47'si (%31,3) kadın 103'ü (%68,7) de erkek olmak üzere toplam 150 öğrenciden veri toplanmıştır. Bu durum

katılımcıların büyük çoğunluğunun erkek öğrencilerden oluştuğunu göstermektedir. Katılımcıların sınıf düzeylerine göre dağılımlarına bakıldığında 33'ü (%22) 9.sınıf, 34'ü (%22,7) 10.sınıf, 63'ü (%42) 11.sınıf ve 20'si (13,3) 12. sınıf öğrencisidir. Katılımcılardan 110 (%73,3) kişi seçtikleri meslek alanına ilgilerinin olduğunu belirtirken 40 (%26,6) kişi ise seçtikleri meslek alanına ilişkin ilgilerinin olmadığını belirtmiştir.

Araştırmada veri toplamak amacıyla araştırmacı tarafından geliştirilen Kişisel Bilgi Formu, Smith ve arkadaşları (2008) tarafından geliştirilen Doğan (2015) tarafından Türkçe'ye uyarlanan Psikolojik Sağlamlık Ölçeği ve Tian ve diğerleri (2015) tarafından geliştirilen Özdemir ve Sağkal (2016) tarafından Türkçe geçerlik ve güvenirlik çalışması yapılan Ergenler İçin Kısa Okulda Öznel İyi Oluş Ölçeği kullanılmıştır. Katılımcıların okul yaşamlarına ve sosyo-demografik durumlarına ilişkin temel bilgiler Kişisel Bilgi formu aracılığı ile toplanmıştır. Psikolojik Sağlamlık Ölçeği 6 maddeden oluşan 5'li Likert Tipi bir derecelendirme ölçeğidir. Ölçekte alınabilecek en düşük puan 6 iken en yüksek puan ise 30'dur (Doğan, 2016). Katılımcıların okuldan öznel iyi oluş düzeylerini saptamak için ise Ergenler İçin Kısa Okulda Öznel İyi Oluş Ölçeği kullanılmıştır. Bu ölçek ise 10 sorudan oluşan 6'lı Likert Tipi bir derecelendirme ölçeğidir. Okul doyumu ve duygu (olumlu-olumsuz) boyutu olmak üzere iki yapıyı ölçmektedir. Okul doyumu için 8 soru duygu boyutu için de 2 soru bulunmaktadır (Özdemir ve Sağkal, 2016).

Araştırmanın verilerini analiz etmek için veriler Verilerin analizinde SPSS (Statistical Package For Social Science) 27 paket programı ve PROCESS v4.2 makrosu (Hayes, 2022) kullanılmıştır. İlk olarak psikolojik sağlamlık ve okulda öznel iyi oluş arasındaki ilişkiyi test etmek için Pearson korelasyon analizi yapılmıştır. Ardından, psikolojik sağlamlık ile öznel iyi oluş arasındaki ilişkide mesleki ilginin düzenleyici etkisini test etmek amacıyla PROCESS Model 1 kullanılmıştır (mesleki ilgi değişkeni ilgi yok ve ilgi var olarak ikili biçimde kodlanmıştır) ve doğrusal regresyon temelli etkileşim analizi uygulanmıştır.

Bulgular

Tablo1: Katılımcıların Psikolojik Sağlamlıkları ile Öznel İyi Oluşları Arasındaki Korelasyon İlişkisi

		Psikolojik sağlamlık	Okulda öznel iyi oluş
Psikolojik sağlamlık	Pearson	1	.114
	Korelasyon Sig. (2-tailed)		.166

	N	150	150
Okulda öznel iyi oluş	Pearson	.114	1
	Korelasyon		
	Sig. (2-tailed)	.166	
	N	150	150

Yapılan korelasyon analizi sonucunda, psikolojik sağlamlık ile okulda öznel iyi oluş arasında pozitif yönde ancak zayıf bir ilişki bulunmuştur ($r = .114$, $p = .166$). Bu bulgu, psikolojik sağlamlık düzeyi arttıkça öznel iyi oluşun da artma eğiliminde olduğunu göstermekle birlikte bu ilişki istatistiksel olarak anlamlı değildir ($p > .05$).

Tablo2: *Katılımcıların Psikolojik Sağlamlıkları ile Öznel İyi Oluşları Arasındaki İlişkide Meslek Alanına Duyulan İlginin Düzenleyici (Moderatör) Etkisi*

Değişken	B	SE	t	p	95% CI
Sabit (constant)	7.247	4.724	1.534	.127	[-2.09, 16.58]
Psikolojik Sağlamlık	-0.221	0.256	-0.863	.389	[-0.73, 0.28]
Meslek İlgi	-2.381	2.598	-0.916	.361	[-7.52, 2.75]
Etkileşim ($X \times W$)	+0.175	0.140	1.252	.213	[-0.10, 0.45]

Araştırmada yapılan analizler sonucunda regresyon modelinin genel olarak anlamlılık düzeyine çok yakın bir sonuç vermekle birlikte ($F(3, 146) = 2.55$, $p = .058$, $R^2 = .056$) istatistiksel olarak anlamlı olmadığı saptanmıştır ($p = .058$). Etkileşim terimi de (psikolojik sağlamlık x meslek ilgisi) anlamlı bulunmamıştır ($B = .175$, $p = .213$). Bu bulgular, meslek ilgisinin psikolojik sağlamlık ile öznel iyi oluş arasındaki ilişkiyi anlamlı düzeyde değiştiren bir faktör olmadığını göstermektedir. Etkileşim teriminin modele katkısı %1.3 olup ($R^2\text{-change} = .0133$), bu katkının etki büyüklüğü Cohen'in f^2 katsayısına göre küçük (≤ 0.02) düzeydedir.

Tartışma ve Sonuç

Bu araştırmada, meslek lisesinde öğrenim gören ergenlerin psikolojik sağlamlık düzeyleri ile okulda öznel iyi oluşları arasındaki ilişki incelenmiş ve bu ilişkide mesleki ilginin düzenleyici (moderatör) bir rol oynayıp oynamadığı test edilmiştir. Araştırmanın bulgularına

göre, psikolojik sađamlık ile okulda öznel iyi oluş arasında pozitif yönde ancak istatistiksel olarak anlamlı olmayan zayıf bir ilişki tespit edilmiştir. Bu bulgu literatürde yer alan bazı sonuçlar ile tutarlı (Akdoğan ve Yalçın, 2018; Düzgün, 2025; Yıldız ve Kardaş, 2021) olmadığı görülmemektedir. Bu durum örneklem küçüklüğü ve diğer çevresel etkenlerin araştırma kapsamında ele alınmaması ile açıklanabilir. Elde edilen sonuçlar, meslek ilgisinin psikolojik sađamlık ile öznel iyi oluş arasındaki ilişkiyi anlamlı bir şekilde deđiştirmediğini veya belirleyici bir rol oynamadığını göstermektedir. Bu araştırmada mesleki ilginin moderatör deđişken olarak ele alınmasının nedeni, meslek lisesi öğrencisinin seçtiğı alana yönelik ilgisinin, yaşam güçlükleri karşısında esnekliğinin bir ifadesi olan psikolojik sađamlık gibi bireysel kaynaklarla iyi oluş arasındaki ilişkiyi güçlendirebileceğı varsayımıdır. Literatürde Holland'ın Tipoloji Kuramı'na göre kişiler ilgi ve kişilik özelliklerine uygun mesleklere ve çevrelere yönelirler. İlgi duyulan alana yönelik motivasyonun yüksek olması genel olarak beklenen durumdur. Ancak eldeki bulgulara göre bu araştırmada bu etki istatistiksel olarak saptanmamıştır.

Bulgular, psikolojik sađamlık düzeyi yüksek olan bireylerin okulda öznel iyi oluş düzeylerinin artma eğiliminde olduğunu göstermekle birlikte, bu ilişkinin tesadüfi olabileceğini de düşündürmektedir. Ayrıca modelin anlamlılık düzeyine yakın olması, bu tür psikolojik yapıların daha karmaşık ilişkilerle açıklanabileceğini düşündürmektedir. Örneğin öğrencilerin meslek lisesine devam etme nedeni ve öğrenim gördüğü bölümü seçme nedeni kendi iradesi dışında aile ve çevresel diğer faktörler yüzünden olabilir. Bu gibi durumlar modele ilişkin sonuçları etkileyebilir. Modelin anlamlılığa yakın bir düzeyde sonuç vermesi ve etki büyüklüğünün küçük olması, çalışmanın bulgularının dikkatli ve sınırlı şekilde yorumlanması gerektiğini göstermektedir. Sonuç olarak meslek ilgisinin düzenleyici rolü olmaması meslek ilgisinin psikolojik süreçler üzerindeki önemini yok saymak için yeterli olmaz. Bu deđişkenin daha derinlemesine ve çok boyutlu bir yaklaşımla ele alınması gerektiğı ifade edilebilir. Bu noktada örneklem sayısı araştırmanın bir sınırlılığı olarak ele alınabilir. Mesleki ilgi deđişkenin tek madde ile ölçülmüş olması ve tek bir mesleki lisesinden veri toplanmış olması da araştırmanın diğer sınırlılıkları arasında sayılabilir. Hem bu sınırlılıkları ortadan kaldırmak hem de gelecekte bu konuda çalışma yapmak isteyen araştırmacılara ve uygulayıcılara yönelik öneriler aşağıdaki gibi ifade edilebilir.

Öneriler

Sonuçların genellenebilirliği arttırabilmek adına yapılacak yeni çalışmalarda daha büyük bir örneklem grubuyla çalışmak daha güçlü bulgulara ulaşılmasını sağlayacaktır. Aracı

veya moderatör değişken olarak farklı psiko-sosyal faktörler kullanılabilir (okul bağlılığı, öz-şefkat, akademik doyum gibi). Araştırma sadece bir meslek lisesindeki öğrencilerle sınırlandırılarak gerçekleştirilmiştir. Bundan sonra yapılacak olan çalışmalarda ülkedeki diğer meslek lisesi öğrencileri de çalışmaya dahil edilerek demografik yapıdan kaynaklanabilecek farklılıklar saptanabilir. Odak grup görüşmeleri veya bireysel görüşmeler yoluyla öznel deneyimlere ulaşılarak sonuçlar nitel veriler ile de desteklenebilir. Bu araştırma meslek lisesi ile sınırlandırılmıştır. Bundan sonra yapılacak çalışmalara diğer lise türleri de dahil edilerek sonuçların dönemsellik özelliklerinden (ergenlik) ve/ya lise türünden kaynaklanıp kaynaklanmadığı saptanabilir. Bu çalışmada kullanılan meslek ilgisi değişkeni yalnızca tek bir maddeden elde edilmiş ikili bir ölçümdür. Gelecek araştırmalarda bu değişken daha geçerli ve güvenilir ölçeklerle değerlendirilebilir. Psikolojik sağlamlık düzeyini ve öznel iyi oluşu artırıcı çalışmalar okul psikolojik danışmanları tarafından planlanarak gerçekleştirilebilir.

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Okul Öncesi Eğitim Sınıflarında İlişkiler: Öğretmen Adaylarının Görüşleri

Betül Kübra Şahin Yonca

Tokat Gaziosmanpaşa Üniversitesi, Türkiye,
e-mail: kbsahin@gmail.com, Orcid No: 0000-0002-1495-2227

Özet

Okul öncesi dönemde çocukların, anne-baba ilişkisine en yakın bağı kurdukları kişilerden biri öğretmenlerdir. Bu dönemde öğretmen ile çocuk arasında sınıf ortamında kurulan kişilerarası ilişki, çocuğun öğrenme sürecine önemli katkılar sağlamakta, gelişimsel ve akademik kazanımlarını desteklemektedir. Akran ilişkileri ise, benzer yaş, gelişim ya da olgunluk düzeyine sahip; ortak yaşam öyküsü, değerler, yaşam tarzı ve sosyal bağlamı paylaşan bireyler arasındaki etkileşim ve süreklilik gösteren eylemler bütünü olarak tanımlanabilir. Bu ilişkiler, çoğunlukla sosyal gelişimle doğrudan ilişkili olmakla birlikte, diğer gelişim alanlarını da dolaylı olarak etkilemektedir. Akran ilişkilerinin nasıl geliştiğini anlamaya yönelik temel yaklaşımlardan biri, çocukların grup içinde sosyal ilişkilerini nasıl yapılandırdıkları ve sosyal etkileşim becerilerini nasıl güçlendirdikleridir. Bu bağlamda bu çalışmanın amacı, okul öncesi öğretmen adaylarının okul öncesi eğitim sınıflarındaki ilişkilerle ilgili görüşlerini incelemektir. Çalışma grubu, üniversitelerin okul öncesi öğretmenliği programına kayıtlı 34 son sınıf öğrencisinden oluşmaktadır. Katılımcıların üçü erkek, otuz biri kadındır. Veriler, katılımcıların okul öncesi eğitim sınıflarında öğretmen-çocuk ve çocuk-çocuk arasındaki ilişkilerin gelişime uygun bir şekilde nasıl yönetileceğine ilişkin görüşlerini paylaşmalarını sağlamak için hazırlanmış bir yarı yapılandırılmış görüşme formu ile toplanmıştır. Verileri yorumlamak ve katılımcıların görüşlerinden ortaya çıkan ortak temaları belirlemek için tematik analiz kullanılmıştır. Bulgular, okul öncesi eğitim sınıflarında olumlu, güvene dayalı ve etkili iletişim odaklı ilişkiler kurmanın önemini vurgulamaktadır. Katılımcılara göre, bu tür ilişkiler hem çocuk gelişimine hem de sınıf ortamının genel işleyişine olumlu katkıda bulunmaktadır.

Anahtar kelimeler: okul öncesi eğitim, öğretmen adayları, sınıf içi ilişkiler

Abstract

In the preschool period, one of the people with whom children establish the closest bond to the parent relationship is teachers. During this period, the interpersonal relationship established between the teacher and the child in the classroom environment makes significant contributions to the child's learning process and supports developmental and academic achievements. Peer relationships can be defined as the whole of interaction and continuous actions between individuals of similar age, development, or maturity level who share a common life story,

values, lifestyle, and social context. These relationships primarily influence social development, but they also indirectly impact other developmental domains. One of the basic approaches to understanding how peer relationships develop is how children structure their social relationships within the group and how they strengthen their social interaction skills. In this context, the aim of this study is to examine the views of preservice preschool teachers regarding relationships in preschool education classrooms. The study group consists of 34 preservice teachers enrolled in the preschool teaching program of universities. Three of the participants are male and thirty-one are female. Data were collected using a semi-structured interview form designed to enable participants to share their views on how to manage teacher- child and child-child relationships in a developmentally appropriate manner in preschool education classrooms. Thematic analysis was used to interpret the data and identify common themes that emerged from the participants' views. The findings emphasize the importance of establishing positive, trusting, and effective communication-oriented relationships in preschool education classrooms. According to the participants, such relationships contribute positively to both child development and the overall functioning of the classroom environment.

Keywords: preschool education, preservice teachers, relationships in classroom

Giriş

Çocukların öğretmenleriyle kurdukları ilişkinin niteliği, gelişimsel süreçleri açısından giderek daha fazla önem kazanmaktadır (Verschueren ve Koomen, 2012). Öğretmen-çocuk ilişkisi, özellikle erken çocukluk dönemindeki bakım ve eğitim ortamlarında çocukların gelişimi için temel bir rol üstlenmektedir (Liu, Zhang, Zhao ve Chan, 2020). Bu ilişkinin kalitesi, çocukların sosyal-duygusal ve akademik gelişimleriyle doğrudan ilişkilidir (Pianta ve Stuhlman, 2004). Öğretmenlerini sıcak, duyarlı ve destekleyici olarak algılayan çocukların bu alanlarda daha olumlu gelişim gösterdikleri bilinmektedir (Krstić, 2015). Bununla birlikte, okul öncesi dönem, gelişimin hızla seyrettiği ve bireyin yaşamında kalıcı etkiler bıraktığı bir dönem olması nedeniyle kritik bir öneme sahiptir. Bu dönemde, çocukların ilk sosyal etkileşimleri genellikle akran ilişkileri aracılığıyla şekillenmeye başlamaktadır. Akran ilişkileri; benzer yaş, gelişim ve olgunluk düzeyinde olan, ortak değerler, yaşam tarzı ve sosyal bağlamı paylaşan bireyler arasında karşılıklılık ve süreklilik içeren etkileşimler olarak tanımlanmaktadır. Okul öncesi dönemde kurulan bu ilişkiler, çocukların sosyal deneyimlerini yapılandırmakla kalmamakta, aynı zamanda ileriki yaşlardaki sosyal-duygusal uyumlarını da etkileyebilmektedir (Gülay, 2009).

Bu bağlamda, bu çalışmanın amacı okul öncesi öğretmen adaylarının, okul öncesi eğitim sınıflarında kurulan ilişkilere dair görüşlerini incelemektir.

Yöntem

Bu çalışma, nitel araştırma yöntemlerinden, bireylerin deneyimleri ve görüşlerini kendi bakış açılarından açıklamaya ve dolayısıyla motivasyonlarını ve davranışlarını daha net bir şekilde anlamaya yardımcı olan olgu bilim deseninde hazırlanmıştır (Lester 1999, Marshall ve Rossman 2006). Çalışmanın katılımcıları kartopu yöntemi ile belirlenmiştir. Kartopu örnekleme yöntemi, özellikle ulaşılması güç veya özel niteliklere sahip katılımcı gruplarına erişimde etkili bir strateji olarak kullanılmaktadır (Marshall ve Rossman, 2006). Araştırmanın katılımcılarını, tamamı üniversitelerin ilgili bölümlerinde öğrenim gören 34 son sınıf öğrencisi oluşturmaktadır. Katılımcıların 31'i kadın, 3'ü erkektir. Yaşları 22 ile 32 arasında değişmekte olup, yaş dağılımı şu şekildedir: 6 katılımcı 22 yaşında, 8 katılımcı 23 yaşında, 7 katılımcı 24 yaşında, 6 katılımcı 25 yaşında, 2 katılımcı 26 yaşında, 1 katılımcı 27 yaşında, 2 katılımcı 30 yaşında, 1 katılımcı 31 yaşında ve 1 katılımcı 32 yaşındadır.

Çalışmanın verileri, katılımcıların deneyimlerini, düşüncelerini, duygularını ve bilgilerini derinlemesine anlamak amacıyla yarı yapılandırılmış görüşmeler yoluyla toplanmıştır. Yarı yapılandırılmış görüşmeler, araştırmacıya belirli sorular çerçevesinde esneklik sağlarken, katılımcının kendi anlatımına da olanak tanıyan etkili bir nitel veri toplama yöntemidir (Yıldırım ve Şimşek, 2021). Görüşme formunun hazırlanma sürecinde öncelikle ilgili alanyazın taranmış ve bu doğrultuda beşi demografik bilgilere, beşi ise araştırmanın amacına yönelik olmak üzere toplam 10 sorudan oluşan bir taslak form oluşturulmuştur.

Hazırlanan görüşme formu taslağı, okul öncesi eğitim alanında uzman ve nitel araştırma konusunda deneyimli üç öğretim üyesinin görüşüne sunulmuştur. Uzman değerlendirmeleri doğrultusunda bazı sorular formdan çıkarılmış ve gerekli düzenlemeler yapılmıştır. Ardından, formun uygulanabilirliğini test etmek amacıyla, çalışmanın örneklemi dışında yer alan bir okul öncesi öğretmen adayı ile pilot görüşme gerçekleştirilmiştir. Bu görüşme sonucunda elde edilen geri bildirimler doğrultusunda form son hâlini almıştır. Nihai görüşme formu; beşi katılımcıların demografik özelliklerini, üçü ise okul öncesi öğretmen adaylarının sınıf içi ilişkilere dair görüş ve uygulamalarını belirlemeye yönelik olmak üzere toplam sekiz sorudan oluşmaktadır.

Öğretmen adaylarıyla iletişime geçildiğinde, öncelikle kendilerine araştırmanın amacı hakkında bilgilendirme yapılmış ve çalışmaya gönüllü olarak katılıp katılmak istemedikleri

sorulmuştur. Katılımcıların sözlü onaylarının alınmasının ardından, program uygunluklarına göre veri toplama süreci çevrim içi veya yüz yüze olarak gerçekleştirilmiştir. Görüşmeler sırasında, araştırmanın derinliğini artırmak amacıyla bazı ek sorular da yöneltilmiştir. Bu araştırmada elde edilen verilerin analizi, nitel araştırmalarda sıklıkla başvurulan tümevarımcı analiz yaklaşımına göre gerçekleştirilmiştir. Bu süreçte öncelikle katılımcıların görüşlerini içeren ham veriler dikkatlice okunmuş ve anlamlı bütünler oluşturacak şekilde gruplandırılmıştır. Araştırma verilerinin analizi dört aşamada yürütülmüştür: veri kodlama, temaların belirlenmesi, kod ve temalar arasındaki ilişkilerin ortaya konması ve bulguların yorumlanması (Yıldırım ve Şimşek, 2021). İlk aşamada, 34 okul öncesi öğretmen adayının görüşlerinden elde edilen ifadeler doğrultusunda anlamlı birimlere ayrılarak açık kodlama yapılmıştır. Elde edilen kodlar, verilerin tekrarlı okunmasıyla birlikte araştırma sorularına yanıt verecek şekilde kavramsallaştırılmıştır. Süreç boyunca bazı kodlar içeriklerine göre birleştirilmiş, yeniden adlandırılmış ya da daha açıklayıcı hale getirilmiştir. İkinci aşamada ise elde edilen kodlar benzerlik ve ilişkilerine göre gruplandırılarak temalar oluşturulmuştur. Temaların belirlenmesinde katılımcıların vurguladığı ortak düşünceler ve deneyim örüntüleri dikkate alınmıştır. Üçüncü aşamada, oluşturulan kod ve temalar arasındaki ilişkiler gözden geçirilerek temaların alt boyutları tanımlanmıştır. Bu bağlamda temaların her biri, ilgili kodlarla desteklenmiş ve bütüncül bir yapıya kavuşturulmuştur. Son aşamada, elde edilen temalar aracılığıyla öğretmen adaylarının konuya ilişkin algı ve deneyimleri detaylı biçimde yorumlanmış, alıntılarla desteklenerek araştırmanın bulguları ortaya konulmuştur. Veri analiz sürecinde güvenilirliğin artırılması amacıyla kodlamalar iki farklı araştırmacı tarafından karşılaştırmalı olarak incelenmiş, görüş birliği sağlanamayan durumlarda literatüre başvurulmuştur.

Bulgular

Veri analizleri sonucunda üç ana tema ve bu temalardan birine ait bir alt tema belirlenmiştir:

1. Çocuk-öğretmen ilişkisi
2. Çocuk-çocuk ilişkisi
 - a. Çocuk-çocuk ilişkisi sorunların çözümünde öğretmene düşen rol
3. Öğretmen-aile ilişkisi

1. Çocuk-öğretmen ilişkisi

Katılımcıların görüşleri doğrultusunda, çocuk-öğretmen ilişkisinde bulunması gereken

temel unsurlar řu řekilde belirlenmiřtir: En ok vurgulanan unsur "saygı" olmuřtur (n=15). Katılımcılar, ğretmenin ocuklara karřı saygılı bir tutum sergilemesinin, ocukların kendilerini deęerli hissetmeleri aısından kritik nemde olduęunu belirtmiřlerdir. Saygıyı takiben, ğretmenin rol model olması (n=13) gerektięi ifade edilmiřtir. ğretmenin davranıřlarının ocuklar tarafından rnek alındıęı ve bu nedenle ğretmenlerin tutum ve davranıřlarına dikkat etmeleri gerektięi vurgulanmıřtır. Fiziksel temasın (n=8) zellikle kk yař gruplarında gven ve sevgi oluřturma aracı olarak nemli olduęu belirtilmiřtir. Ayrıca, aık ve anlařılır iletiřim (n=7), ocukların ğretmeni anlamasını ve duygularını rahata ifade etmesini kolaylařtırdıęı iin gerekli grlmřtir. Katılımcıların bazıları, ğretmenin ocuklara eřit mesafede durması (n=6) gerektięini vurgulamıř, bu durumun adalet duygusunu glendireceęini ifade etmiřtir. Bununla birlikte, ocuęun geliřiminin gz nnde bulundurulması (n=4), ocuęa karřı olumlu tutum sergilenmesi (n=4) ve ocuklara bireysel zaman ayrılması (n=4) da nemli grlen dięer unsurlar arasında yer almıřtır. Katılımcılara gre ayrıca, ğretmenin sınırları belirlemesi (n=4), tutarlı davranması (n=3), ocuęun kendini gvende hissetmesini saęlaması (n=3) ve sınıfta kurallar koyması (n=3) nemli noktalar olarak dile getirilmiřtir. Disiplinin saęlanmasında ceza yerine olumlu yaklařımların tercih edilmesi (n=2) ve iletiřimde nezaket ieren ifadelerin kullanılması (n=2) nerilmiřtir. Dięer katılımcılar ise iř birlięi (n=1), sabırlı olma (n=1) ve ocuklara zgr alan tanınması (n=1) gibi unsurları ğretmen–ocuk iliřkisinde nemli bulmuřlardır.  ğretmen adayı grřlerini řu řekilde dile getirmiřlerdir:

“ğretmen ile ocuklar arasındaki iliřki tutarlı olmalıdır. ocukların geliřimleri gz nnde bulundurulmalıdır. ğretmen iyi bir rol model olmalıdır. ğretmen ocuklar arasında ayırım yapmamalı, herkese eřit mesafede olmalıdır. ğretmen ocuklarla konuřurken nezaketli bir dil kullanmalı, iřbirlięini desteklemeli ve cezadan kaınmalıdır”. K₃, 26

“ğretmen her řeyden nce iyi bir rol model olmalıdır. nk ğretmen nasıl davranırsa, ocuk da yle davranacaktır. ğretmen ocukla gz teması kurarak konuřmalı, konuřurken elini onun omzuna koymalıdır. Bu řekilde ocuk sevildięini ve nemsendięini hisseder. ğretmen ocuęa bireysel zaman tanımalı ve onunla birey olarak konuřmalıdır. ğretmenler ocuklara kendilerini zgrce anlatma ve ifade etme imkânı saęlamalıdır. Bu, ocukların sınıfta olma isteęini destekleyecektir”. K₈, 23

“Öğretmen çocuk arasında saygı dengesi mutlaka kurulmalıdır. Zaten bu denge kurulursa öğretmen çocuğa rol model olacağından çocuklar arasında da bu ilişki korunmuş ve gözetilmiş olur. Ayrıca öğretmenin tüm çocuklara karşı eşit mesafeyi gözetmesi de çok önemlidir”. K₁₅, 24

2. Çocuk-çocuk ilişkisi

Katılımcı görüşlerine göre, çocuklar arasındaki ilişkilerde öne çıkan bazı önemli unsurlar belirlenmiştir. Bu kapsamda, iş birliği kavramı en fazla vurgulanan unsur olarak dikkat çekmiştir (n=8). Bunu takiben, çocukların olumlu davranışlar sergilemeleri için teşvik edilmesi gerektiği belirtilmiştir (n=7). Ayrıca, öğretmenlerin çocuklar arasındaki ilişkileri desteklemesi gerektiği de vurgulanmıştır (n=5). Son olarak bazı katılımcılar, çocuklar arası ilişkilerde sınırların belli olması gerektiğini ifade etmişlerdir (n=3).

Üç öğretmen adayı görüşlerini şu şekilde dile getirmişlerdir:

Öğretmen önce kendisi çocuklara rol model olacak ve davranışları ile söyledikleri tutarlılık gösterecek. Öğretmen çocuk ile çocuk arasındaki ilişkiyi desteklemeli, karşılıklı saygı, sevgi ve hoşgörüye önem vermelidir. Çocukların olumlu davranışları ile ilgili çocukları teşvik etmeli, bu konuda sabır göstermelidir. Çocuklar ilişki kavramını hemen anlayamayabilirler. Bu nedenle bu süreçte öğretmen hem kendi davranışları ile hem de anlattıkları ile çocukların davranışlarını desteklemelidir. K₄, 24

Öğretmen çocuk ile çocuk arasında işbirliğini sağlayacak etkinlikleri desteklemelidir. Çocuklar birlikte bazı şeyleri başarmalıdır. Bu onların sınıf içerisindeki ilişkilerini destekleyecektir. K₈, 23

Çocuklar birbirleri ile olumlu etkileşimde bulunmalı, birlikte çalışmalı ve eğlenmeli. Öğretmenler çocukların arasında olumlu ilişkilerin kurulması için ortam hazırlamalı. Böylece çocuklar doğal gruplar oluşturarak etkileşimde bulunurlar. K₂₈, 22

a. Çocuk-çocuk ilişkisi sorunların çözümünde öğretmene düşen rol

Görüşmeye katılan öğretmen adaylarından biri problem durumlarında empati becerisi ile çözüm üretmenin önemine dikkat çekerken, bir diğeri her iki çocuğun da sakinleştirilmesi gerektiğini ifade etmiştir. Başka bir katılımcı, çocuklara sorunlarını çözme konusunda fırsat verilmesi gerektiğini belirtmiş; bir diğer katılımcı ise öğretmenin rehberlik edici bir rol üstlenmesinin önemine vurgu yapmıştır. Ayrıca, bir öğretmen adayı öğretmenin çocuklarla birebir iletişim kurmasının etkili bir yaklaşım olduğunu dile getirmiştir.

Çalışmaya katılan iki öğretmen adayı görüşlerini şu şekilde ifade etmişlerdir:

Öğretmen çocuklara tüm insanların birbirleri ile sıkıntı yaşayabileceklerini ifade etmeli ve çocukların birbirleri ile olan sorunlarını çözebilmeleri için onlara fırsat sunmalıdır.

K₁₄, 28

Çocuklar arasında yaşanan bir problemde öğretmen doğru çözüm yolu ile ilgili çocuklara rehberlik etmelidir. K₂₃, 25

3. Öğretmen-aile ilişkisi

Katılımcılardan birisi öğretmen aile ilişkisi ile ilgili eğitim sürecinde karşılıklı saygının önemine vurgu yaparken, bir diğeri ailenin eğitime aktif olarak dahil edilmesi gerektiğini belirtmiştir. Bir başka öğretmen adayı ise ailenin eğitim süreci hakkında düzenli olarak bilgilendirilmesinin gerekliliğini ifade etmiştir.

Çalışmaya katılan bir öğretmen adayı görüşlerini şu şekilde ifade etmişlerdir:

Öğretmen ve aile arasında karşılıklı saygı olmalıdır. Ailenin sürece dahil edilmesi gerekir. Ayrıca tüm süreçten de haberdar olması gerekmektedir. K₅, 24

Sonuç ve Tartışma

Öğretmen adaylarının sınıf içi öğretmen-çocuk ilişkisine yönelik görüşleri, bu ilişkinin sağlıklı biçimde kurulabilmesi için çeşitli unsurların ön plana çıktığını ortaya koymaktadır. Katılımcıların bir kısmı, öğretmenin çocuklara karşı sevgi temelli ve adil bir yaklaşım benimsemesi gerektiğini vurgulamıştır. Bu sonuç Ercan'ın (2014) yapmış olduğu çalışmada ulaşılan öğretmenlerin çocuk sevme puanlarına yüksek olduğu sonucu ile örtüşmektedir. Çünkü eğitim sevgi işidir ve öğretmenlerin mesleki anlamda en önemli gereksinimi, çocuklara duyduğu sevgiyi kaybetmemeleridir. Öğretmenlerin çocuklara duydukları sevgi düzeyi arttıkça çocuklarla ilgilenme, onlara özen gösterme, onları koruma ve empati kurma becerilerinin uyumlu olarak arttığı görülür. Bu nedenle öğretmenlere mesleğe başlamadan önce çocuk sevgisi eğitimi verilmesi önerilebilir. Öğretmenlerin çocuklara olan sevgisi aynı zamanda öğretmenin mesleğine karşı motivasyonudur (Veenman, 1984). Oktay (1991) ve Gelbal ve Duyan (2010) yaptıkları çalışmalarında nitelikli öğretmenlerin; sabırlı, ilgili, nazik, esnek, sakin kalabilen, bilgili ve hoşgörülü bireyler olmalarının yanı sıra öğretmenlik mesleğini severek icra etmeleri gerektiğine; Helvacı (2009) ise öğretmenliğin insanları sevmeyi, sabırlı olmayı ve özverili davranmayı gerektiren bir meslek olduğu sonucuna ulaşmıştır. Ayrıca, çocukları dikkatle dinlemenin, onlarla göz teması kurmanın ve bireysel farklılıkları gözetmenin öğretmen-çocuk

iletişiminde önemli beceriler olduğu belirtilmiştir. Güven ilişkisi kurmak, çocuklara değerli olduklarını hissettirmek ve onlarla gelişim düzeylerine uygun bir yaklaşımla iletişim kurmak da bu ilişkinin niteliğini artıran unsurlar arasında sayılmıştır. Bunun yanı sıra öğretmenin sabırlı olması, sınıf içinde yönlendirici bir tutum sergilemesi ve çocuklarla karşılıklı etkileşime dayalı ilişkiler kurması gerektiği ifade edilmiştir. Bu bulgular, öğretmen adaylarının çocukla kurdukları ilişkilerde duygusal, bilişsel ve sosyal boyutları dikkate aldıklarını göstermektedir. Ayrıca, Koca (2016) da çalışmasında paralel sonuçlara ulaşmıştır. Söz konusu çalışmada, çocuk-öğretmen ilişkilerine dair çocukların algılarının, öğretmenleriyle kurdukları etkileşimlerdeki duygu ve davranışlarının anlaşılması açısından büyük önem taşıdığı ifade edilmiştir. Umut verici şekilde bu alandaki araştırmalar, çocukların öğretmen-çocuk etkileşimlerinin niteliğine ilişkin algılarının dikkate değer olduğunu vurgulamakta ve küçük yaştaki çocukların dahi ilişki deneyimlerine dair güvenilir ve geçerli bilgiler sunabildiklerini ortaya koymaktadır sonucuna ulaşılmıştır.

Çalışmaya katılan okul öncesi öğretmen adayları, çocuk-çocuk ilişkisinde iş birliği ve çocuklar arasındaki olumlu davranışların teşvik edilmesi, çocukların ilişkilerinin desteklenmesi ve onlara rehberlik edilmesi gerektiği üzerinde durmuşlardır. Bu bulgu, erken çocukluk döneminde akran ilişkilerinin niteliğini artırmada öğretmenin aktif bir rol üstlenmesinin, çocukların sosyal becerilerinin gelişmesine ve sınıf içi olumlu etkileşim ortamının oluşmasına katkı sağlayacağını göstermektedir. Ayrıca ortamda rekabetin bulunmadığı durumlarda, çocuklar 14 ila 18 aylar arasında birbirlerine karşı daha arkadaşça bir tutum sergileyebilmektedir. Bu dönemde, eşyalar ya da oyuncaklar için yaşanan çatışmaların yerini, genellikle farklı oyuncaklarla yan yana oynama ve zaman zaman iş birliği yapma davranışları alabilmektedir (Çetin vd., 2002). Bu nedenle öğretmenlerin çocukların arasındaki iş birliğini desteklemesi gerekmektedir.

Öğretmen ve aile ilişkisinde ise aileleri etkinliklerden haberdar etme ve dahil etme, ayrıca karşılıklı saygıya vurgu yapılmıştır. Çalışmanın bu sonucu, Epstein ve Sanders'in (2006) vurguladığı öğretmenler ve ailelerin arasındaki olumlu iletişimin, karşılıklı beklentiler ve çocukların ihtiyaçları hakkında birbirlerini anlamalarını sağladığı ifadesine paraleldir. Bu doğrultuda, öğretmen ve aile arasında kurulan etkili iletişim ve iş birliği, çocuğun gelişimsel ihtiyaçlarının daha bütüncül bir şekilde karşılanmasına katkı sağlamakta; aynı zamanda ailelerin eğitim sürecine aktif katılımını teşvik ederek okul-aile iş birliğinin güçlenmesine olanak tanımaktadır. Ayrıca sınıf içi ilişkilerden bahsederken öğretmen adaylarının aileleri de bu ilişki ağına dahil etmesi önemli bir noktadır.

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Okul Öncesi Öğretmen Adaylarının Bakış Açısından Gelişime Uygun Davranış Yönetimi

Betül Kübra Şahin Yonca

Tokat Gaziosmanpaşa Üniversitesi, Türkiye,
e-mail: kbsahin@gmail.com, Orcid No: 0000-0002-1495-2227

Özet

Davranış yönetimi etkili bir sınıf yönetiminin boyutlarından biridir. Kurallar, disiplin ve istenmeyen davranışlarla mücadele gibi kavramlar davranış yönetimi boyutu altında incelenmektedir. Öğretmen merkezli eğitimin daha fazla kabul gördüğü dönemlerde ödül ve ceza ile ilişkilendirilen davranış yönetimi, çocuk merkezli eğitimin ön plana çıkması ile birlikte çocukların davranışlarının yönetiminin dışsal müdahalelerden ziyade gelişime uygun olarak davranış rehberliği ile sağlanması gerektiğini vurgulayan bir hal almıştır. Gelişime uygun bakış açısı, çocuğun bilişsel, duygusal, sosyal ve fiziksel gelişim alanlarının birbirini etkilemesi ve her bir gelişim alanındaki ilerlemenin diğerlerini nasıl şekillendirdiği gibi temel ilkeler üzerine kuruludur. Çocukların gelişimi hem biyolojik olgunluklarından hem de sosyal ve kültürel bağlamlardan etkilenecekler; aynı zamanda çocuklar, çevrelerinden aldıkları deneyimlerle aktif bir şekilde öğrenir ve bu deneyimleri kültürel bir süzgeçten geçirerek anlamlandırır. Bu çalışmada da okul öncesi öğretmen adaylarının gelişime uygun davranış yönetimi ile ilgili görüşlerinin ortaya koyulması amaçlanmaktadır. Çalışmanın katılımcılarını, 27 kadın okul öncesi öğretmen adayı oluşturmaktadır. Veriler araştırmacı tarafından geliştirilen ve öğretmen adaylarının gelişime uygun davranış yönetimi ile ilgili görüşlerini öğrenmeyi amaçlayan yarı yapılandırılmış bir görüşme formu ile toplanmıştır. Görüşme formu oluşturulurken ilgili alanyazın taranmış ve taslak form oluşturulmuştur. Ardından uzman görüşleri alınarak ve çalışmanın katılımcıları dışında bir öğretmen adayı ile pilot görüşme yapılarak forma son hali verilmiştir. Çalışmanın verileri içerik analizi kullanılarak analiz edilmiştir. Analizler sonucunda elde edilen bulgular, davranış yönetiminde ödül ve cezanın kullanılmaması ve kuralların belirlenmesi üzerine şekillenmiştir.

Anahtar Kelimeler: okul öncesi eğitim, öğretmen adayları, davranış yönetimi

Abstract

Behavior management is one of the dimensions of effective classroom management. The dimension of behavior management examines concepts such as rules, discipline, and combating undesirable behaviors. Behavior management, which was associated with reward and

punishment in the periods when teacher-centered education was more accepted, has become a situation that emphasizes that children's behavior management should be provided with behavior guidance appropriate to development rather than external interventions with the emergence of child-centered education. The developmentally appropriate perspective is based on basic principles such as the interaction of the child's cognitive, emotional, social, and physical development areas and how progress in each development area shapes the others. Children's development progresses as both their biological maturity and social and cultural contexts influence them; at the same time, they actively learn from the experiences they receive from their environment and interpret these experiences through a cultural filter. This study also aims to reveal the views of preservice preschool teachers regarding developmentally appropriate behavior management. The participants of the study consist of 27 female preservice teachers. The researcher developed a semi-structured interview form to collect data, with the aim of understanding preservice teachers' perspectives on developmentally appropriate behavior management. The researcher reviewed relevant literature to create a draft of the interview form. Then, expert opinions were obtained, and a pilot interview was conducted with a preservice teacher apart from the participants of the study, and the form was finalized. The data of the study was analyzed using content analysis. The analysis shaped the findings by eliminating the use of rewards and punishments in behavior management and establishing clear rules.

Keywords: preschool education, preservice teachers, behavior management

Giriş

Amerika Birleşik Devletleri'nde 80lerde ve 90larda tam gün okul öncesi eğitim kurumları önem kazanmıştır. Bu da çocuklara standart testler ve akademik başarılar için gerekli olan temel becerilerin de kazandırılması anlamına gelmiştir. Fakat çocukların akademik başarılarına odaklanan bu duruma karşıt olarak Gelişime Uygun Uygulamalar felsefesi ortaya çıkmıştır (Wortham, 2006). Gelişime Uygun Uygulamalar (Wortham, 2006), çocukların nasıl öğrendikleri ve nasıl geliştikleri konusunda varsayımlara değil, bilimsel bilgiye dayanan uygulamalar şeklinde tanımlanmaktadır (Copple & Bredekamp, 2009). Gelişime Uygun Uygulamalar çocukların gelişimine odaklı program hazırlarken göz önünde bulundurulması gereken bir felsefedir (Gestwicki, 1999; Wortham, 2006). Öğretmenlerin bu felsefeyi sınıflarına en etkili şekilde aktarmalarında belirleyici unsurlardan biri öğretmenlerin felsefeye olan inançlarıdır (Şahin Sak ve Sak, 2017). Bu inançlar doğrudan öğretmenlerin görüşleri ile ortaya koyulabileceği için bu çalışmada okul öncesi öğretmen adaylarının gelişime uygun davranış

yönetimi ile ilgili görüşlerinin belirlenmesi amaçlamaktadır.

Yöntem

Bu araştırma, bireylerin deneyimlerini ve görüşlerini kendi bakış açılarıyla açıklamayı amaçlayan ve böylece motivasyonlarını ve davranışlarını daha derinlemesine anlamayı sağlayan nitel bir olgubilim (fenomenolojik) deseniyle tasarlanmıştır (Lester, 1999; Marshall & Rossman, 2006). Araştırmanın katılımcıları, kartopu örnekleme yöntemiyle belirlenmiştir.

Kartopu örnekleme yöntemi, özellikle ulaşılması güç veya özel niteliklere sahip katılımcı gruplarına erişimde etkili bir strateji olarak kullanılmaktadır (Marshall & Rossman, 2006). Araştırmanın katılımcılarını, okul öncesi öğretmenliği eğitimi alan 27 kadın öğretmen adayı oluşturmaktadır. Katılımcıların yaş dağılımı incelendiğinde; dört katılımcının 20, yedi katılımcının 21, beş katılımcının 22, sekiz katılımcının 23, iki katılımcının 26 ve bir katılımcının ise 27 yaşında olduğu tespit edilmiştir.

Çalışmanın verileri, katılımcıların deneyimlerini, düşüncelerini, duygularını ve bilgi birikimlerini derinlemesine anlamak amacıyla yarı yapılandırılmış görüşmeler yoluyla elde edilmiştir. Yarı yapılandırılmış görüşmeler, araştırmacıya belirli sorular çerçevesinde esneklik tanırken, katılımcıların kendi anlatımlarına da yer verme imkânı sunması açısından etkili bir nitel veri toplama yöntemidir (Yıldırım & Şimşek, 2021). Bu doğrultuda, katılımcıların görüşlerini doğrudan aktarabilmek ve verileri daha kapsamlı şekilde ortaya koyabilmek amacıyla yarı yapılandırılmış bir görüşme formu geliştirilmiştir. Formun hazırlanma sürecinde öncelikle ilgili alanyazın incelenmiş, ardından üçü katılımcıların demografik özelliklerine, ikisi ise araştırmanın amacına yönelik olmak üzere toplam beş sorudan oluşan bir görüşme formu taslağı oluşturulmuştur.

Hazırlanan taslak form, okul öncesi eğitim alanında uzman ve nitel araştırmalar konusunda deneyimli üç öğretim üyesinin görüşüne sunulmuştur. Uzman görüşleri doğrultusunda bir soru formdan çıkarılmıştır. Ardından, taslak formun anlaşılabilirliğini ve uygulanabilirliğini değerlendirmek amacıyla, çalışmanın asıl katılımcı grubunda yer almayan bir okul öncesi öğretmen adayı ile pilot görüşme gerçekleştirilmiştir. Pilot görüşmenin ardından, elde edilen geri bildirimler doğrultusunda görüşme formuna son şekli verilmiştir. Nihai görüşme formu; üçü katılımcıların demografik özelliklerine, biri ise okul öncesi öğretmen adaylarının gelişime uygun davranış yönetimine ilişkin görüşlerini ortaya koymaya yönelik olmak üzere toplam dört sorudan oluşmaktadır.

Öğretmen adayları ile iletişime geçildiğinde, öncelikle kendilerine araştırmanın amacı açıklanmış ve çalışmaya gönüllü olarak katılıp katılmak istemedikleri sorulmuştur.

Katılımcıların sözlü onaylarının alınmasının ardından, görüşmeler, öğretmen adaylarının programlarına uygun zamanlarda ve yüz yüze gerçekleştirilmiştir. Görüşmeler sırasında, gerekli görülen durumlarda yönlendirici veya derinleştirici nitelikte ilave sorular da sorulmuştur.

Araştırmanın veri analizi sürecinde tümevarıma dayalı nitel analiz yöntemi izlenmiştir. Bu süreçte, elde edilen veriler doğrultusunda önce anlamlı ifadeler belirlenmiş ve bu ifadelere uygun kavramsal kodlamalar yapılmıştır. Analiz süreci boyunca kodlar, verilerin derinliği ve çeşitliliği doğrultusunda zaman zaman gözden geçirilmiş, yeniden düzenlenmiş ya da geliştirilmiştir. Kodlamaların ardından elde edilen veriler tematik bir yaklaşımla gruplandırılarak ana temalar oluşturulmuştur (Yıldırım & Şimşek, 2021).

Bulgular

Veri analizi sonucunda ulaşılan iki temaya ulaşılmıştır:

1. Okul öncesi eğitimde gelişime uygun davranış yönetimi
2. Kurallar

1. Okul öncesi eğitimde gelişime uygun davranış yönetimi

Araştırmada elde edilen veriler doğrultusunda, katılımcıların büyük çoğunluğu (n=27), sınıf ortamında çocuklar için net ve tutarlı kuralların belirlenmesi gerektiğini vurgulamıştır. Bununla birlikte, önemli bir kısmı (n=18), davranış yönetiminde ödül ve ceza yöntemlerinin kullanılmaması gerektiğini savunurken; az sayıda katılımcı (n=3) bu yöntemlerin kullanılabileceğini ifade etmiştir. Katılımcıların bir kısmı (n=11) duygusal okuryazarlığın geliştirilmesine dikkat çekerek, çocukların duygularını tanıma ve ifade etme becerilerinin davranış yönetimi açısından kritik olduğunu belirtmiştir. Ayrıca olumlu davranışlara odaklanması (n=5), çocuklara problem çözme fırsatları verilmesi (n=5) ve sosyal becerilerin kazandırılması (n=4) gerektiği dile getirilmiştir. Daha az sayıda katılımcı ise fiziksel çevrenin düzenlenmesinin (n=3), çocuklara sorumluluk verilmesinin (n=2), çatışmaların çözümünde uygun dil kullanımının (n=2) ve etkinliklerin çocuğun gelişim düzeyine uygun şekilde planlanmasının (n=1) önemine vurgu yapmıştır. Bu bulgular, öğretmen adaylarının gelişimsel açıdan duyarlı, çocuk merkezli ve önleyici bir davranış yönetimi yaklaşımını benimsediklerini göstermektedir. Bazı öğretmen adayı görüşlerini şu şekilde dile getirmişlerdir:

“Ödül ve ceza olmamalı, çocuk bir süre sonra ikisine de alışır. Bunların yerine çocuklara anlaşmazlıklarını çözmek için fırsatlar verilebilir.”(K4, 21)

“Ben ödül cezayı kesinlikle kullanmam. Çünkü sürekli uygulaması zor olur. Cezayı

kullanmam çünkü çocuk kendi kendine der ki “ ben cezayı alıp yerime oturacağım ” der ve neden ceza aldığını anlamaz. Bunun sonucunda da aynı hareketi yapmaya devam eder. Ödül ise çocuk yaptığı her olumlu davranışın sonunda bir ödül bekler ve bu da bir süre sonra cezaya dönüşür. Ben çocuğu ödülle cezalandırmam. Onun yerine duygusal okur-yazarlığı pekiştiririm, sosyal becerilerini desteklerim.” (K5, 21)

“Davranış yönetiminde sorunlar fiziksel çevrenin düzenlenememesi, etkinliklerin planlanamaması, etkili iletişim yollarının kurulamaması sonucunda ortaya çıkar. Bu nedenle bunlara dikkat edilmelidir.” (K6, 23)

“Ödül ve ceza bence uygulanmalıdır. Çocuğun davranışlarının nereye gideceğini görmesi bir sonraki davranışlarını şekillendireceğinden, bence etkilidir.” (K8, 21)

2. Kurallar

Katılımcıların sınıf kurallarının oluşturulmasına yönelik görüşleri incelendiğinde öğretmen adaylarının çoğunluğu (n=8), kuralların açık, sade ve anlaşılır bir dille ifade edilmesi gerektiğini vurgulamıştır. Katılımcıların bir kısmı (n=5), kuralların çocuklarla birlikte belirlenmesi gerektiğini dile getirmiş; ayrıca bazı katılımcılar (n=3), kuralların kriz anlarında değil, önceden ve sakin bir ortamda oluşturulması gerektiğine dikkat çekmiştir. Az sayıda katılımcı ise sınıfta uygulanacak kuralların sayıca sınırlı tutulmasının (en fazla üç ile yedi arasında; n=2) daha etkili olacağını ve kuralların neden konulduğunun çocuklara açıklanması gerektiğini (n=2) ifade etmiştir.

Bir öğretmen adayı görüşlerini şu şekilde dile getirmişlerdir:

“Çocuklarla birlikte oturup sınıf içerisinde kurallar oluşturabiliriz. Ardından kurallara uyulmadığını fark eden öğretmen çocuklara; çocuklar üzerinden örneklendirip davranışın doğru olmadığını, bu davranışın devamında arkadaşının üzülebileceğini anlatabilir. Bu anlatımı hikayeler ve dramalarla zenginleştirebilir.” (K2, 20)

Öğretmen adaylarının, kurallara uyulmaması durumunda nasıl bir yol izlenmesi gerektiğine dair görüşleri çeşitlilik göstermektedir. Bazı katılımcılar (n=2), çocukların kurallara neden uymadığının mutlaka araştırılması gerektiğini ifade etmiş; bir öğretmen adayı (n=1) cezai bir yaklaşımın gerekli olabileceğini belirtmiş, bir öğretmen adayı ise kurallara uyulmayan durumlarda çocuklarla konuşulması gerektiğini vurgulamıştır. Ayrıca, bir katılımcı da drama ve hikâye gibi yapılandırılmış etkinliklerle bu tür durumların ele alınabileceğini ifade etmiştir. Genel olarak bulgular, öğretmen adaylarının büyük çoğunluğunun cezalandırma yerine çocuğun yaşantısını, duygularını ve davranışlarının nedenlerini dikkate alan anlayışları tercih ettiğini göstermektedir.

Çalışmaya katılan iki öğretmen adayı görüşlerini şu şekilde ifade etmişlerdir:

“Eğer çocuk uymadığı kuralın sonucunda bir ceza ile karşılaşmazsa bunu yeniden yapabilir. Onun için bozulan kurallarda çocuklara ufak cezalar verilebilir.” (K1, 23)

“Çocuklar istenmedik davranışlar sergilediğinde, çocuklara ceza verip hemen olayı orada durdurmak yerine, nedeni araştırılmalıdır.” (K12, 23)

Sonuç ve Tartışma

Çalışmanın bulguları, öğretmen adaylarının tamamının sınıfta davranış yönetimi

kapsamında kuralların varlığını önemli bulduklarını göstermektedir. Öğretmenler adaylarının bu sürece ilişkin olarak ödül-ceza kullanımının sınırlı tutulması, duygusal okuryazarlığın geliştirilmesi, olumlu davranışlara odaklanması, çocuklara problem çözme fırsatları sunulması ve sosyal becerilerin desteklenmesi gerektiğini ifade etmişlerdir. Ayrıca, fiziksel çevrenin düzenlenmesi, çocuklara sorumluluk verilmesi, çatışma çözümünde uygun dil

kullanılması ve etkinliklerin çocukların yaş ve gelişim düzeylerine uygun şekilde planlanmasının davranış yönetimini destekleyici unsurlar olduğu vurgulanmıştır. Bu bulgular, öğretmen adaylarının gelişimsel açıdan duyarlı, çocuk merkezli ve önleyici bir davranış yönetimi yaklaşımını benimsediklerini göstermektedir.

Çalışmada, sınıf kurallarının açık ve anlaşılır bir şekilde belirlenmesi, kuralların çocuklarla birlikte oluşturulması ve kriz anlarında kural koymaktan kaçınılması gerektiği vurgulanmıştır. Ayrıca, sınıfta en az üç, en fazla yedi kuralın bulunmasının uygun olacağı ifade edilmiştir. Katılımcılar, kuralların neden konulduğunun çocuklara mutlaka açıklanması gerektiğini belirtmiştir. Bu bulgular, öğretmen adaylarının kuralların pedagojik temellere dayanması gerektiğine inandıklarını ve çocukların bu sürece katılımının önemli olduğunu düşündüklerini ortaya koymaktadır.

Bu doğrultuda, gelecekte yapılacak çalışmalarda öğretmenlerin davranış yönetimi yaklaşımlarının sınıf içi uygulamalarla gözlemlenerek daha derinlemesine incelenmesi ve farklı yaş gruplarında bu uygulamaların etkililiğinin değerlendirilmesi önerilmektedir.

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Özel Eğitim Öğretmenlerinin Eğitimde Teknoloji Kullanımına İlişkin Görüşleri

Assoc. Prof. Fatih Aydoğdu

Erzincan Binali Yıldırım University, TÜRKİYE,

e-mail: fatydogdu@erzincan.edu.tr, Orcid No: 0000-0001-5123-0824

Prof. Dr. Neriman Aral

Ankara University, TÜRKİYE,

e-mail: aralneriman@gmail.com, Orcid No: 0000-0002-9266-938X

Assoc. Prof. Burçin Aysu

Ankara Yıldırım Beyazıt University, TÜRKİYE,

e-mail: baysuu@aybu.edu.tr, Orcid No: 0000-0003-3881-191X

Özet

Son zamanlarda teknoloji alanında yaşanan yenilikler sayesinde teknolojik araçlar eğitim faaliyetlerinde yaygın olarak kullanılmaya başlanmış, birçok öğrenme alanında teknolojik temelli uygulamaların etkisi sınanmıştır. Teknolojik araçların dâhil edildiği uygulamaların sağladığı etkileşimli içerikler, özellikle dikkat ve algı, hafızada tutuma gibi bilişsel açıdan zayıf becerilere sahip özel gereksinimli çocukların hizmetine sunulduğunda daha kalıcı öğrenme deneyimi sunmaktadır. Bu açıdan düşünüldüğünde teknolojinin özel gereksinimli çocukların eğitim faaliyetlerine dâhil edilmesi önem arz etmektedir. Bu doğrultuda özel eğitim öğretmenlerinin eğitimde teknolojiyi kullanmalarına ilişkin görüşlerinin belirlenmesi; mevcut durumun ortaya konulması, teknolojiyi kullanmanın önündeki engellerin saptanması, konu ile ilgili olarak politikaların ve stratejilerin geliştirilmesi ve gelecekteki araştırmalara kaynaklık oluşturması açısından önemli görülmektedir. Araştırma özel eğitim öğretmenlerinin eğitimde teknoloji kullanımına yönelik görüşlerini belirlemek amacıyla yapılmıştır. Bu amaçla araştırmaya Erzincan il merkezindeki özel eğitim okullarında görev yapan 10 özel eğitim öğretmeni dâhil edilmiştir. Öğretmenlere araştırmacılar tarafından geliştirilen “Yarı Yapılandırılmış Görüşme Formu” uygulanmıştır. Formda özel eğitim öğretmenlerinin eğitimde hangi tür teknolojik araçları kullandıkları, teknoloji kullanımının yararları, teknolojiyi kullanmalarını engelleyen faktörlerin neler olduğu, teknolojiyi eğitime entegre etmek için neler yapılması gerektiği gibi konulardaki görüşlerini almaya yönelik sorular yer almaktadır. Görüşme formu öğretmenlere yüz yüze uygulanmış olup görüşmeler 20-25 dakika kadar sürmüştür.

Araştırmada veriler betimsel analiz tekniğiyle çözümlenmiştir. Araştırma sonucunda öğretmenlerin farklı düzeyde teknolojik araçlar kullandıkları, teknolojinin eğitimde kullanılmasının öğretmene, çocuğa ve aileye yararları olduğu, öğretmenlerin bilgi eksikliği, araç-gereç yetersizliği, ailelerin farkındalığının düşük olması, çocukların gelişimsel özellikleri ve içeriğin azlığı gibi faktörlerin teknoloji kullanımını kısıtladığı, öğretmenlerin teknoloji konusunda eğitiminin, aile ve okul yönetiminin farkındalığının artırılmasının, teknolojik donanımın güçlendirilmesinin ve içeriğin zenginleştirilmesinin teknolojinin öğrenme faaliyetlerine entegrasyonunu kolaylaştıracağını belirttiği tespit edilmiştir. Sonuçlar, özel eğitim öğretmenlerinin özel gereksinimli çocukların eğitimlerinde teknoloji kullanmaları konusunda yapılacak çalışmalara ışık tutmaktadır.

Anahtar Kelimeler: Özel eğitim, özel eğitim öğretmeni, teknoloji, eğitim

Special Education Teachers' Views on the Use of Technology in Education

Abstract

Thanks to recent innovations in technology, technological tools have begun to be widely used in educational activities, and the effects of technologically based applications have been tested in many learning areas. The interactive content provided by applications in which technological tools are included, especially when offered to children with special needs who have cognitively weak skills such as attention, perception, and retention, provides a more permanent learning experience. When considered from this perspective, it is important to include technology in the educational activities of children with special needs. In this context, determining the views of special education teachers on the use of technology in education is considered important in terms of revealing the current situation, determining the obstacles to using technology, developing policies and strategies on the subject, and providing resources for future research. The research was conducted to determine the views of special education teachers on the use of technology in education. For this purpose, 10 special education teachers working in special education schools in the city center of Erzincan were included in the research. The “Semi-Structured Interview Form” developed by the researchers was applied to the teachers. The form includes questions aimed at obtaining the views of special education teachers on topics such as what kind of technological tools they use in education, the benefits of using technology, what

factors prevent them from using technology, and what should be done to integrate technology into education. The interview form was applied to the teachers face to face and the interviews lasted about 20-25 minutes. The data in the study was analyzed with the descriptive analysis technique. As a result of the study, it was determined that teachers use technological tools at different levels, that the use of technology in education benefits the teacher, the child and the family, that factors such as teachers' lack of knowledge, inadequacy of tools and equipment, low awareness of families, children's developmental characteristics and insufficient content limit the use of technology, and that training teachers on technology, increasing the awareness of families and school management, strengthening technological equipment and enriching the content will facilitate the integration of technology into learning activities. The results shed light on the studies to be conducted on the use of technology by special education teachers in the education of children with special needs.

Keywords: Special education, special education teacher, technology, education

Giriş

Teknoloji, çocukların öğrenme faaliyetlerinde yirmi birinci yüzyılın en önemli araçlarından biri olarak kabul görmüştür. Teknolojideki hızlı ilerlemeler, öğretmenlerin çocukların öğrenmelerine ve en yüksek eğitim seviyelerine ulaşmalarına yardımcı olmak için teknolojiyi eğitim alanında kullanmalarına olanak tanıyan birçok pratik uygulamaya sahiptir (Meatla ve Cullen, 2018). Özellikle özel gereksinimli çocukların öğrenmede birçok zorlukla karşı karşıya olması, teknolojinin bu gruptaki çocukların eğitim ihtiyaçlarını karşılamak için potansiyel bir yardımcı olduğunu ortaya koymaktadır (Alkahtani, 2013). Bu yönüyle tüm çocukların kullandığı araçlar geliştirildiği gibi, özel gereksinimli çocuklar için tasarlanmış özel yazılımlar da piyasaya sürülmüştür. Bu yazılımların (eğitim yazılımları, okuma makineleri, konuşma tanıma sistemleri, elektronik yazım denetleyicileri, konuşan bilgisayarlar ve kelime işlemciler gibi) kullanımı, akademik başarıyı ve bağımsızlığı artırmada olumlu katkılar sunmaktadır. Çocukların öğrenme faaliyetlerinde uygun dijital araçların kullanılması, öğrenmede zorluk çeken öğrencilere yardımcı olmakta, onları güçlendirmekte ve okuma becerilerini geliştirmeleri için onlara güven vermektedir. Böylece özel gereksinimli çocukların bilgi eksikliği yaşadığı ve öğrenme ve çalışma ortamlarında becerilerini uygulayamadığı mitini ortadan kaldırmaktadır (Alsolami, 2022). Özel gereksinimli öğrencilere hizmet veren sınıflara teknolojiyi entegre etmenin, onların akademik ilerlemeleri, duygusal gelişimleri, davranışsal hedefleri ve öğrenme motivasyonları üzerinde olumlu bir etkisi olduğu belirtilmektedir (Okolo ve Diedrich 2014). Bu tür teknoloji, özel gereksinimli çocuklara görevlerini yerine getirme

becerilerini geliřtirmeleri için daha fazla fırsat sunar ve etkileřim yoluyla bu çocukların eđitimini geliřtirir, böylece kavramlar daha etkili bir řekilde öğretilir (Walker, 2018). Dahası, teknolojinin öğretmenler ile ebeveynler arasındaki iletiřimi ve bilgi paylařımını artırdığı ve iyileřtirdiđi bulunmuřtur; bu da özel gereksinimli çocukların öğrenme sonuçlarını iyileřtirmede önemli bir faktör olarak deđerlendirilebilir (Siyam 2018).

Teknolojinin özel gereksinimli çocukların öğrenme faaliyetlerinde kullanılmasının etkililiđi birçok kez kanıtlansa da teknolojiyi kullanmanın önündeki en büyük engellerden biri, teknolojinin nasıl kullanılacađı ve yardımcı teknolojilerin türleri hakkında bilgi eksikliđidir. Öğretmenler, belirli bir teknolojiyi nasıl kullanacaklarını veya etkili bir řekilde nasıl kullanacaklarını hala bilemeyebilmektedir. Öğrenme etkinliklerinde teknoloji kullanımına iliřkin arařtırmalar, teknolojinin etkili ve başarılı bir řekilde kullanılabilmesinde öğretmenlerin, teknolojiyi özel gereksinimli çocuklara uygulayabilmek için sahip olmaları gereken bilgi, beceri ve anlayıřın gerekliliđini ön plana çıkarmaktadır (Flanagan, Bouck ve Richardson, 2013). Öğretmenlerin eğitim süreci boyunca iyi hedeflenmiř ve formüle edilmiř stratejiler, teknolojiyi kullanma konusunda yeterli beceriler kazandırdığından iyi bir eğitim, hizmet öncesi öğretmenlerin özel gereksinimli öğrencilere yardımcı olmak için yardımcı teknoloji konusunda yeterlilik geliřtirmelerini mümkün ve hatta sistematik hale getirebilir (Saleem, Sajjad ve Rauf, 2019). Özel eğitim, aktif öğrenme sürecinde eğitimli özel eğitim öğretmenlerinin maksimum katılımını gerektiren hassas bir konudur. (Holstein, McLaren ve Aleven, 2017). Öğretmenler, teknoloji konusundaki profesyonellik düzeyi geliřmeye açık olabilir veya teknolojiye karřı sorunlu inanıřlara veya olumsuz tutumlara sahip olabilir. Bu da teknolojiyi etkili bir řekilde kullanmalarını sınırlayabilir (Al-Dababneh ve Al-Zboon, 2022). Bu açıdan deđerlendirildiđinde özel eğitim öğretmenlerinin eğitimde teknolojiyi kullanmalarına iliřkin görüşlerinin derinlemesine incelenmesi, teknolojinin özel gereksinimli çocukların öğrenme faaliyetlerine entegre edilmesinde yařanan güçlüklerin belirlenmesi ve çözüm önerilerinin geliřtirilmesi açısından önemli görölmektedir.

Yöntem

Özel eğitim öğretmenlerinin eğitimde teknoloji kullanımına iliřkin görüşlerinin incelendiđi bu arařtırmada nitel arařtırma deseni benimsenmiřtir. Bu tür arařtırmalarda veriler gözlem, görüşme ve belge incelemesi gibi veri toplama teknikleri aracılıđıyla toplanır. Nitel arařtırmaların dođası geređi sonuçlar genellenmez, ancak veriler derinlemesine incelenerek belirli bir bağlam dâhilinde çıkarımlarda bulunulur (Yıldırım ve řimřek, 2018). Arařtırmaya bir özel eğitim okulunda görev yapan 10 özel eğitim öğretmeni dâhil edilmiřtir. Öğretmenlerin

yaşları 22-35 arasında değişmekte olup % 70'i (n=7) kadındır ve % 30'ı (n=3) beş yıl ve daha az mesleki kıdeme sahiptir. Çalışmada veriler, araştırmacılar tarafından geliştirilen “Yarı Yapılandırılmış Görüşme Formu” aracılığıyla toplanmıştır. Görüşme formunda, özel eğitim öğretmenlerinin eğitimde hangi tür teknolojik araçları kullandıkları, teknoloji kullanımının yararları, teknolojiyi kullanmalarını engelleyen faktörlerin neler olduğu, teknolojiyi eğitime entegre etmek için neler yapılması gerektiği gibi konulardaki görüşlerini almaya yönelik sorular yer almaktadır. Araştırmada veriler toplanmadan önce gerekli izinler alınmış olup okul yöneticisine araştırma hakkında bilgi verilmiştir. Sonrasında özel eğitim öğretmenleri ile okulun boş bir sınıfında yüz yüze görüşmeler yapılmış olup görüşmeler 20-25 dakika sürmüştür. Verilerin analizinde betimsel analiz tekniği kullanılmıştır. Bu kapsamda veriler manuel olarak incelenmiş olup önceden belirlenmiş temalar altında analize tabi tutulmuştur. Sonuçların tutarlılığı ve geçerliğini kanıtlamak amacıyla doğrudan alıntılara yer verilmiş olup öğretmenler Ö1, Ö2, Ö3.....Ö10 şeklinde kodlandırılmıştır.

Bulgular

Araştırma kapsamında elde edilen veriler analiz edilerek tablolastırılmış ve yorumlarıyla birlikte sunulmuştur.

Tablo 1. Özel eğitim öğretmenlerinin kullandıkları teknolojik araçlar

Özel eğitim öğretmenlerinin kullandıkları teknolojik araçlar	Sayı (n)
Akıllı tahta	10
Bilgisayar	10
Yazıcı	4
Projeksiyon	2
Flash disk	4
Dijital kitap	2
Görsel kartlar	6
Yapboz	4
Aparatlar	2

Tablo 1’ de görüldüğü üzere özel eğitim öğretmenleri çoğunlukla yüksek düzey teknolojik araçları eğitim etkinliklerinde kullanırken aynı zamanda orta düzey ve düşük düzey teknolojik araçlara da eğitim faaliyetlerinde yer vermektedir. Bu sonuçtan hareketle özel eğitim öğretmenlerinin daha çok genel sınıflarda kullanılan teknolojik araçları eğitim faaliyetlerine

entegre ettikleri, kullandıkları teknolojilerin özel gereksinimli çocuklara özel tasarlanmış teknolojik araçlara sınırlı düzeyde yer verdikleri görülmektedir. Bu konuda A2; “*Sınıflarımızda akıllı tahtalar var, onları kullanarak çocukların görsel açıdan uyarılmasını sağlıyoruz*” ve A6; “*Çocukların dikkat gelişimlerini desteklemek için görsel kartlar ve yapboz kartları ile etkinlikler yapıyorum*” şeklinde görüşlerini sunmuşlardır.

Tablo 2. Özel eğitim öğretmenlerinin teknolojiyi kullanımının yararları

Özel eğitim öğretmenlerinin teknolojiyi kullanımının yararları	Sayı (n)
Aktif öğrenme deneyimi	5
Kalıcı öğrenmeyi sağlama	4
Dikkati geliştirme	4
Motive etme	3
Uyum sağlama	2
Öğretmenlerin yeterlilik hissini geliştirme	4
Öğretmenlerin zengin içeriğe sahip olması	3
Öğretmenlerin becerilerini geliştirmesi	2
Öğretmenlerin motive olması	2
Öğretmenlerin doyum sağlama	1
Ailelerin öğretmenle işbirliğini güçlendirmesi	5
Ailelerin öğrenme faaliyetlerine katılması	3
Ailelerin teknolojinin yararlı yönünü fark etmeleri	2

Tablo 2’ de görüldüğü gibi öğretmenler, teknolojinin özel gereksinimli çocukların eğitim faaliyetlerinde kullanılmasının çocuğa, öğretmene ve aileye yararlar konusunda görüş bildirmişlerdir. Öğretmenler, *aktif öğrenme, kalıcı öğrenme, dikkati geliştirme, motive etme ve uyum sağlama* yönüyle çocuğun gelişimi ve öğrenmesine katkı sunduğu; yeterlilik hissi, *zengin içeriğe sahip olma, beceri geliştirme, motive olma ve doyum sağlama* açısından öğretmeni desteklediği; diğer yandan *öğretmenle işbirliğini güçlendirme, öğrenme faaliyetlerine katılma ve teknolojinin yararlı yönünü fark etme* gibi kazanımlar açısından aileye katkıları olduğunu dile getirmişlerdir. Bu konuda A3; “*Çocuklar teknolojik araçları kullanarak yaptığım etkinliklere daha fazla katılıyorlar, dikkatlerini veriyorlar*”, A4; “*Teknolojik araçları kullanırken çocukların daha ilgili olduğunu gözlemliyorum. Teknolojiyi kullanma konusunda özgüvenim ve becerim gelişiyor*”, A7; “*..... Ailelere play storeden çocukların gelişimlerini destekleyen uygulamalar öneriyorum. Böylece çocukları video oyunlarından öğrenme*

etkinliklerine yönlendirmiş oluyorum. Aileler teknolojiyi daha bilinçli olarak çocuklara sunuyor ve etkinliklere daha çok katılıyorlar” şeklinde görüşlerini ifade etmişlerdir.

Tablo 3. Teknolojiyi kullanmayı engelleyen faktörler

Teknolojiyi kullanmayı engelleyen faktörler	Sayı (n)
Öğretmenlerin bilgi eksikliği	5
Araç-gereç yetersizliği	4
Ailelerin farkındalığının düşük olması	4
Çocukların gelişimsel özellikleri	3
İçeriğin azlığı	2

Öğretmenler teknolojiyi kullanmayı engelleyen faktörler konusunda, öğretmenlerin bilgi eksikliğinin olması, araç-gereç yetersizliği, ailelerin farkındalığının düşük olması, çocukların gelişim özellikleri ve içeriğin azlığını birer etken olarak ifade etmişlerdir. Bu sonuç öğretmenlerden, teknolojik donanımdan, ailelerden ve çocuklardan kaynaklı faktörler olarak dile getirilebilir. Bu konuda A1; “ Akıllı tahtalar kullanarak görsel içerikli etkinlikleri çocuklara yaptırıyorum. Ancak daha ileri seviyede uygulamalar konusunda yeterli değilim. Zaten bu çocukların gelişim özelliklerine uygun çok fazla içerik yoktur”, A5; “ Okulda özel gereksinimli çocuklara yönelik özel olarak kullanılabilen teknolojik araçlar yoktur”, A9; “Aileler, çocuklardan teknolojik araçları uzak tutmamızı istiyor. Sanırım telefonların bu çocuklara zararları konusunda bilgi ediniyorlar” şeklinde görüşlerini sunmuşlardır.

Tablo 4. Teknolojinin eğitime entegre edilmesiyle ilgili öneriler

Teknolojinin eğitime entegre edilmesiyle ilgili öneriler	Sayı (n)
Öğretmenlerin adaylık sürecinde eğitimi	5
Öğretmenlerin teknoloji konusunda eğitimi	4
Ailelerin bilinçlendirilmesi	4
Ailelerin teknolojik temelli etkinliklere katılımının sağlanması	3
Okul yönetiminin farkındalığının artırılması	5
Teknolojik donanımın güçlendirilmesi	3
İçeriğin zenginleştirilmesi	2

Öğretmenler teknolojinin eğitime entegre edilmesiyle ilgili öneriler konusunda öğretmenlerin yeterliliğinin artırılması, ailelerin ve okul yönetiminin farkındalığının artırılması, teknolojik

donanımın güçlendirilmesi ve içeriğin zenginleştirilmesine vurgu yaparak; *öğretmenlerin adaylık sürecinde eğitimi, öğretmenlerin teknoloji konusunda eğitimi ailelerin bilinçlendirilmesi, ailelerin teknolojik temelli etkinliklere katılımın sağlanması, okul yönetiminin farkındalığının artırılması, teknolojik donanımın güçlendirilmesi ve içeriğin zenginleştirilmesi* gibi hususlarda önerilerde bulunmuşlardır. Bu konuda A3; “*Teknolojinin hayatımıza çokça dâhil olduğu günümüz dünyasında öğretmenlerin lisans eğitiminde ve öğretmen olduktan sonra hizmet içi eğitim ve kurslarla teknolojik yeterliliklerinin artırılması gerekiyor*”, A7; “*Ailelerin bilinçlendirilerek teknolojinin öğrenmedeki etkisini gözlemlemeleri, aile katılımlarını sağlayacaktır*”, A8; “*Okul yönetimi teknolojinin gücünü daha iyi fark etmeli, araç-gereç teminin sağlamalıdır*” ve A10; “*Görseller, şarkılar ve videolarla çocuklara etkinlik yaptırıyoruz. Ancak bu çocukların temel becerilerini geliştirmeye yönelik çok farklı içerikler oluşturulabilir*” şeklinde görüşlerini ifade etmişlerdir.

Tartışma

Teknolojik araç gereçler, özel gereksinimli çocukların öğrenme ihtiyaçlarını karşılamak için kapsadıkları içerik yelpazesini ayarlayarak öğrenmeyi kolaylaştıran değerlendirme teknikleri yoluyla eğitime yardımcı olur (Meatla vd., 2018). Bu noktada özel gereksinimli çocukların öğrenme faaliyetlerinde teknolojinin kullanılması konusunda özel eğitim öğretmenlerinin görüşlerinin alınması, teknolojinin öğrenme ortamlarına dâhil edilmesinde yapılacak çalışmalara ışık tutabilecektir. Bu doğrultuda araştırmada özel eğitim öğretmenlerinin özel gereksinimli çocukların öğrenme faaliyetlerinde teknolojinin kullanımı ile ilgili görüşlerinden elde edilen sonuçlar literatür doğrultusunda tartışılmıştır.

Araştırmanın ilk bulgusunda özel eğitim öğretmenlerinin okulun sahip olduğu donanımsal yeterlik ölçüsünde çoğunlukla yüksek düzey teknolojik araçlar olmak üzere orta ve düşük düzey teknolojik araçları da öğrenme faaliyetlerinde kullandıklarını dile getirmişlerdir. Bu sonuçtan hareketle özel eğitim öğretmenlerinin daha çok genel sınıflarda kullanılan teknolojik araçları öğrenme faaliyetlerinde kullandıkları, özel gereksinimli çocuklara yönelik tasarlanmış teknolojik araçlara sahip olamamalarının bir sonucu olarak bu araçlara sınırlı düzeyde yer verdikleri söylenebilir. Kaya ve ark. (2024)’ nın özel eğitim öğretmenleri ile yaptığı benzer bir araştırmada da öğretmenlerin yüksek düzey (projeksiyon cihazı, yazıcı, akıllı tahta, tablet, bilgisayar, telefon, web tabanlı yazılımlar, video model ve sosyal öykü), orta düzey (makine, dijital kitap, süreölçer, flaş bellek ve elektrikli ev aletleri) ve düşük düzey (gözlük, kartlar, yapboz, aparatlar, tekerlekli sandalye ve kas gelişimini destekleyici materyaller) teknoloji araçlarını kullandıkları tespit edilmiştir. Önceki çalışmalarda her ne kadar düşük düzey

teknolojik araçlar öğrenme faaliyetlerinde kullanılsa da (Çay, Yıkılmış ve Özgüç, 2020; Sola-Özgüç ve Cavkaytar, 2014) teknolojik ilerlemelerin ve okullardaki teknolojik donanımların artırılmasının bir sonucu olarak yüksek düzey teknolojik aletlerin daha fazla kullanılmaya başlandığı söylenebilir.

Araştırmanın ikinci bulgusunda özel eğitim öğretmenleri, teknolojinin özel gereksinimli çocukların eğitim faaliyetlerinde kullanılmasının çocuğa, öğretmene ve aileye yararlar sağladığı konusunda görüş bildirmişlerdir. Öğretmenler, *aktif öğrenme, kalıcı öğrenme, dikkati geliştirme, motive etme* ve *uyum sağlama* yönüyle çocuğun gelişimi ve öğrenmesine katkı sunduğu; yeterlilik hissi, *zengin içeriğe sahip olma, beceri geliştirme, motive olma* ve *doyum sağlama* açısından öğretmeni desteklediği; diğer yandan *öğretmenle işbirliğini güçlendirme, öğrenme faaliyetlerine katılma* ve *teknolojinin yararlı yönünü fark etme* gibi kazanımlar açısından aileye katkıları olduğunu dile getirmişlerdir. Bu sonuç teknolojinin özel eğitim sınıflarında kullanılmasının çok yönlü yararını ortaya koymaktadır. Nitekim Çay, Yıkılmış ve Özgüç (2020) özel eğitim öğretmenleriyle konu hakkında yaptıkları görüşme sonucunda, çocukların öğrenmelerinin kalıcı olması ve motivasyonlarının artması ile öğretmenlerin mesleklerinde doyum yaşadıkları ve motive olduklarını bulgulamışlardır. Zaten öğretmenler, sınıflarda teknoloji kullanımının eğitim çıktılarının kalitesini ve iş tatminini artırdığına inanmaktadırlar (Cagiltay ve ark., 2019). Aynı çalışmada teknolojinin öğrenme faaliyetlerine dahil edilmesiyle çocukların daha kolay öğrendiklerini, motivasyon ve dikkat sürelerinin arttığını, davranış problemlerinin azaldığını, eğlenceli ve kalıcı öğrenme deneyimi yaşadıklarını rapor etmişlerdir (Çay, Yıkılmış ve Özgüç, 2020). Kaya ve ark. (2024) ise, teknolojinin öğrenme etkinliklerine dahil edilmesinin motivasyon ve konsantrasyon sağladığını, akran öğretiminden yararlandıklarını, problem davranışları azalttığını, güvenliğini sağladığını, öğrenmeyi kolaylaştırdığını, kalıcılığı ve genellemeyi sağladığını ve akademik başarıyı arttırdığını ortaya koymuşlardır. Teknolojik araç-gereçlerin dâhil edildiği etkinliklerin ailelere katkısı konusundaki çalışmalardan elde edilen sonuçlardan hareketle ailelerin çocuklarındaki ilerlemeyi gözlemlediklerinden mutlu olduklarını ve çocukların öğrenme faaliyetlerine daha fazla katılım gösterdiklerini doğrulamaktadır (Çay, Yıkılmış ve Özgüç, 2020). Bu sonuçlar araştırmamızda elde edilen çok yönlü katkıları desteklemektedir. Çünkü destekleyici teknoloji özellikle özel gereksinimli çocukların öğrenme sürecinde hayati bir rol oynar. Bu gruptaki çocuklar, etkinlikleri bağımsız olarak gerçekleştirmede zorluk çekerler ve öğretmenler genellikle özel gereksinimli çocuklara yardımcı olmak için öğrenme süreçlerine teknolojiyi dâhil ederler (Walker, 2018). Böylece öğretmenler öğrenme ortamında farklılaştırma sağlama,

içeriğin çeşitli temsillerini sunma, motivasyonu ve katılımı artırma, biçimlendirici değerlendirmeyi kolaylaştırma ve yaşam becerilerini geliştirme konusunda çocukların gelişimine katkıda bulunurlar (Anderson ve Putman, 2020).

Araştırmanın üçüncü bulgusunda, özel eğitim öğretmenleri teknolojiyi kullanmayı engelleyen faktörler konusunda, bilgi eksikliğinin olması, araç-gereç yetersizliği, ailelerin farkındalığının düşük olması, çocukların gelişim özellikleri ve içeriğin azlığını birer etken olarak ifade etmişlerdir. Bu sonuç özel eğitim öğretmenlerinden, teknolojik donanımdan, ailelerden ve çocuklardan kaynaklı faktörler olarak dile getirilebilir. Araştırmanın ikinci bulgusunda rapor edildiği üzere teknolojinin öğrenme faaliyetlerine entegrasyonu çok yönlü katkıyı ve işbirliğini gerektiren bir konudur. Bu nedenle teknolojinin bu gruptaki çocukların öğrenme etkinliklerinde kullanılması için ortak çabalar gereklidir. Örneğin; öğretmenler bir zorunluluk haline gelmediği sürece yeni teknolojileri öğrenmek için bir yükümlülük hissetmezler. Bu gerekçeyle öncelikli olarak öğretmenlerin konu hakkında eğitilmesi gerekir. Dahası, ailelerin çocukların eğitimine evde devam etmeleri için eğitilmesi de gereklidir (Cagiltay ve ark., 2019). Bir araştırmada öğretmenler, özellikle uygun eğitimin olmaması, zamanın yetersiz olması, mevcut araç ve kaynakların azlığı ve teknik desteğin olmaması gibi durumlarda teknolojiyi entegre etmekte sıklıkla zorluk çektiklerini dile getirirken (Saddler, Newmanve Passa, 2006), başka bir araştırmada öğretmenler farklı gereksinimlere cevap verebilecek içerik (yazılım) ve donanım yetersizliği, fiziksel alt yapı yetersizliğinden muzdarip olduklarını ifade etmişlerdir. Çocukların dijital becerilerinin zayıf olması ve odaklanma sorunlarının teknolojinin öğrenme faaliyetlerine entegre edilmesinde bir diğer faktördür (Starks ve Reich, 2023). Özellikle teknoloji destekli uygulamalar özel gereksinimli çocukları desteklemek için tasarlanmamışsa, belirli dijital becerileri geliştirmek için daha fazla desteğe ihtiyaç duyarlar.

Araştırmanın son bulgusunda özel eğitim öğretmenleri, teknolojinin eğitime entegre edilmesiyle ilgili öneriler konusunda öğretmen yeterliliklerinin artırılması, ailelerin ve okul yönetiminin farkındalığının artırılması, teknolojik donanımın güçlendirilmesi ve içeriğin zenginleştirilmesine vurgu yaparak; *öğretmenlerin adaylık sürecinde eğitimi, öğretmenlerin teknoloji konusunda eğitimi, ailelerin bilinçlendirilmesi, ailelerin teknolojik temelli etkinliklere katılımının sağlanması, okul yönetiminin farkındalığının artırılması, teknolojik donanımın güçlendirilmesi ve içeriğin zenginleştirilmesi* gibi hususlarda önerilerde bulunmuşlardır. Kaya ve ark. (2024), özel eğitim öğretmenlerine lisans programında yardımcı teknolojiye yönelik eğitimlerin yer alması, öğretmenlere hizmet içi eğitimlerle yardımcı teknoloji kullanımına yönelik kapsamlı çalışmalar yapılması konusunda önerilerde bulunmuşlardır. Diğer yandan

Çay ve ark. (2020), okullarda teknolojik donanımın artırılması ve öğretmenlerin teknoloji kullanımı konusunda eğitim almasının eğitimde teknoloji kullanımını artırabileceğini dile getirmişlerdir. Araştırmada okul yönetiminin ve ailenin bilinçlendirilmesine de vurgu yapılmaktadır. Nitekim, teknoloji açısından kaynaklara erişim genellikle öğretmen düzeyinde bir faktör olarak kabul edilse de okul düzeyinde kaynak tahsisi ve teknoloji karar alma ile ilgili yapısal sorunlar, öğretmenlerin teknolojiyi öğrenme sürecine dâhil etmesinde önemli bir faktör olarak göze çarpmaktadır ((Starks ve Reich, 2023). Bununla birlikte ailelerin teknoloji destekli öğrenme faaliyetlerine ilişkin algılarının düşük düzeyde olması göz önünde bulundurulduğunda (Ortiz ve ark., 2021), özel gereksinimli çocuğa sahip ailelerin konu hakkındaki farkındalığının artırılmasının çocukların teknolojik araç-gereçlerle gerçekleştirdikleri öğrenme faaliyetlerine katılımı artabilecektir.

Sonuç ve Öneriler

Araştırmadan elde edilen sonuçlar, özel eğitim öğretmenlerinin okulun imkânları doğrultusunda çeşitli düzeydeki teknolojik araçları kullandıklarını; teknoloji destekli etkinliklerin özel gereksinimli çocuklara, öğretmene ve aileye katkıları olduğunu; öğretmenlerin bilgi eksikliği, araç-gereç yetersizliği, ailelerin farkındalığının düşük olması, özel gereksinimli çocukların gelişimsel özellikleri ve içeriğin azlığı gibi faktörlerin teknoloji kullanımını kısıtladığı; öğretmenlerin teknoloji konusunda eğitiminin, aile ve okul yönetiminin farkındalığının artırılmasının, teknolojik donanımın güçlendirilmesinin ve içeriğin zenginleştirilmesinin teknolojinin öğrenme faaliyetlerine entegrasyonunu kolaylaştıracağını ortaya koymuştur. Bu sonuçlardan yola çıkarak; özel gereksinimli çocuklara hizmet veren okullarda teknolojik donanımın artırılması ve teknoloji sınıflarının oluşturulması, özel eğitim öğretmenlerinin öğretimsel teknolojik uygulamalar konusunda eğitilmesi, özel gereksinimli çocukların ihtiyaçlarına cevap verecek içeriklerin artırılması, aile ve okul yöneticilerinin bilinçlendirilmesi önerilmektedir.

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Gülbüz Ocak

Afyon Kocatepe Üniversitesi, gocuk@aku.edu.tr, 0000-0001-8568-0364, TÜRKİYE

Gülin Ütebay

Afyon Kocatepe Üniversitesi, utebay@aku.edu.tr, 0000-0001-7309-6785, TÜRKİYE

Özet

Bireysel yaratıcılık, üniversite öğrencilerinin özgün ve yenilikçi fikirler üretme, bu fikirleri problem çözme süreçlerinde kullanma ve farklı bakış açıları geliştirme yeteneğidir. Bu yetenek, sanatsal, bilimsel ve günlük yaşamda karşılaşılan durumlara karşı yaratıcı çözümler geliştirmeyi içerir. Bireysel yaratıcılık, genetik, çevresel faktörler, eğitim ve kişisel deneyimlerin bir araya gelmesidir. Bu bağlamda üniversite ön lisans bireysel yaratıcılık becerilerini inceleyerek, eğitim süreçlerinde bu becerilerin geliştirilmesi ve desteklenmesi için etkili stratejiler ortaya koymayı amaçlamaktadır. Araştırma yöntemi olarak tarama yöntemi kullanılmıştır. Veriler Bireysel Yaratıcılık Ölçeği ile toplanmıştır. Araştırmanın örnekleme, bir devlet üniversitesinin seçilen 162 ön lisans öğrencisinden oluşmakta olup, bu grup benzer özellikler taşıyan bireylerin seçilmesi amacıyla benzeşik (homojen) örnekleme yöntemiyle belirlenmiştir. Verilerin analizinde, frekans, yüzde, standart sapma, ortalama, t-testi ve ANOVA testi analizleri kullanılmıştır. Analiz bulgularına göre, öğrencilerin bireysel yaratıcılık ölçeğinden aldıkları puanların ortalaması 52,34 olup, bu durum ön lisans düzeyinde bireysel yaratıcılık becerilerinin yüksek seviyede olduğunu göstermektedir. Cinsiyet değişkenine göre erkek öğrenciler lehine anlamlı bir farklılık saptanmıştır. Öte yandan, öğrencilerin bireysel yaratıcılık becerileri, günlük internet kullanım sürelerine göre anlamlı bir farklılık göstermemektedir. Sonuç olarak, bu çalışmadan elde edilen bulguların, yaratıcı kişilikleri destekleyen özelliklerin çeşitlendirilmesine katkıda bulunabilir, eğitim programlarının ve yaklaşımlarının geliştirilmesinde faydalı olabilir.

Anahtar kelimeler: Bireysel yaratıcılık, Ön lisans, Yaratıcılık

University Associate Degree Examination of Individual Creativity Skills

Abstract

Individual creativity is the ability of university students to generate original and innovative ideas, use these ideas in problem-solving processes, and develop different perspectives. This ability involves developing creative solutions to situations encountered in artistic, scientific, and everyday life. Individual creativity is a combination of genetic, environmental factors, education, and personal experiences. In this context, the study aims to examine the individual

creativity skills of university associate degree students and to propose effective strategies for developing and supporting these skills in educational processes. The survey method was used as the research method. Data were collected using the Individual Creativity Scale. The sample of the study consisted of 162 selected undergraduate students from a state university, and this group was determined using a homogeneous sampling method in order to select individuals with similar characteristics. In the analysis of the data, frequency, percentage, standard deviation, mean, t-test, and ANOVA test analyses were used. According to the analysis findings, the mean score of the students on the individual creativity scale was 52.34, indicating that individual creativity skills are at a high level at the associate degree level. A significant difference was found in favor of male students based on the gender variable. On the other hand, students' individual creativity skills did not show a significant difference based on their daily internet usage time. In conclusion, the findings obtained from this study can contribute to the diversification of characteristics that support creative personalities and may be useful in the development of educational programs and approaches.

Keywords: Individual creativity, Associate degree, Creativity

Giriş

Öğrencinin kişiliği ve yaratıcı yeteneklerinin geliştirilmesi için verimli bir eğitim ortamının oluşturulması, çağdaş toplumun temel hedeflerinden birini oluşturmaktadır. Üniversite ortamı ise öğrencinin mesleki yeterlilikler kazandığı özel bir alanı temsil etmektedir (Turhan ve Burgaz, 2014). Aynı zamanda, mesleki rolleriyle birlikte öğrencilerin yetkinliklerini geliştirmekle sorumlu eğitimciler için de özel bir öneme sahiptir (Löfgren, Ilomäki, Lipsanen, ve Toom, 2023). Eğitimciler, 21. yüzyıldaki iş ve yaşam koşullarında öğrencilerin yaratıcılığını geliştirmeye yönelik hazırlıklar yapmalıdır. En hızlı büyüyen işlerin çoğu ve gelişmekte olan endüstriler, çalışanların yaratıcı kapasitesine dayanır; alışılmışın dışında düşünme, kalabalığı sorgulama ve hayal etme yeteneği, yeni senaryolar ve şaşırtıcı çalışmalar üretir (Henderson, 2013). Öğrenciler, hayal edilemeyen hayal etmeyi ve yaratıcı becerilerini geliştirmeyi öğrenmelidir. Henderson, (2013) göre yaratıcılık için gerekli dört yetkinlik belirlemiştir: yeni fikirleri yakalamak ve korumak, meydan okuma: kendimize zor problemler vermek ve bunları çözmek, genişleme: Öğrenerek yaratıcılığı artırmak için ilginç yeni şeyler keşfetmek, çevre: farklı insanlarla ilişki kurmak. Bu yetkinliklerden en önemlisinin yeni fikirleri yakalamak olduğunu vurgulamaktadır (Crompton, 2006). Eğitimcilerin, öğrencilere fikirlerini günlük olarak bir fikir klasörüne veya fikir kutusuna kaydetmeleri için bir yol sağlaması gerektiğini önermektedir. Fikir üretiminin yanı sıra, fikir değerlendirme de yaratıcılık sürecinde hayati bir

aşamadır. Bu aşama, kişinin en orijinal ve uygulanabilir fikirleri tanıma becerisini geliştirmeyi içerir (Cropley, 2006; Fogler, LeBlanc ve Rizzo, 1995). Başlangıçta Runco ve Jaeger (2012) tarafından belirtilen standart bir tanım üzerinde bir fikir birliği, çoğu yazar tarafından kabul edilmeye devam ediyor (Romo, 2019). Bu fikir birliği, iki kriterin eşzamanlılığına atıfta bulunur: bunlar fikirlerin veya ürünlerin özgünlüğü ve etkinliğidir. Özgünlük, farklılık ve nadirlik yaratıcılığı ima eder, ancak bunun tersi doğru değildir; farklılık, her sosyo-tarihsel anda yaratılan fikrin veya ürünün anlamına, yararlılığına ve yeterliliğine hizmet etmelidir (Runco ve Jaeger, 2012 ; Sarkar ve Chakrabarti, 2011).

Son dönemde literatürde, farklı bağlamlarda yapılan araştırmalarda, bireysel yaratıcılık, konusuna çoğunlukla yabancı kaynaklarda rastlanmaktadır.(Aperribai, Morais, Cortabarria ve Machado, 2024; Li, 2023; Hamdan ve Awwad, 2022; Duman ve Yıldırım, 2023; Setiadi ve So, 2013; Mynbayeva, Vishnevskay ve Sadvakassova, 2016; Kaplan, 2019; Jahnke ve Liebscher, 2020).

Aperribai vd.(2024) yaptıkları çalışmada, üniversite öğrencilerinin yaratıcı becerilerini geliştirmeye nasıl katkıda bulunabileceğini incelenmiştir. İspanyol ve Portekizli üniversite öğrencileri arasında bireysel yaratıcılığa yönelik algılanan engellerin karşılaştırılmasını hedeflemiştir. Bu amaçla, kişisel yaratıcılığa yönelik engeller envanteri İspanyol üniversite öğrencilerine uyarlanmış ve bu süreçte kültürel farklılıkların rolünü anlamayı amaçlamıştır. Sonuç olarak yükseköğretimde yaratıcılığa yönelik algılanan engellerin kültürel bağlama göre farklılaştığı; İspanyol öğrencilerin Portekizli öğrencilere kıyasla bu engelleri daha az hissettikleri, cinsiyet ve öğrenim alanı gibi değişkenlerin de her iki kültürde belirleyici rol oynadığı bulunmuştur. Ayrıca, kullanılan ölçme aracının yapısal geçerliliği korunmuş ve kültürler arası araştırmalarda kullanılabilirliği desteklenmiştir. Li, (2023)tarafından yapılan çalışmada ise yaratıcılığın eğitimdeki önemini ve toplumsal gelişime katkısını inceleyerek, eğitimciler ve müfredat tasarımcıları için öneriler sunmayı hedeflemektedir. Bunun yanında yaratıcılığın öğrencilerin öğrenme görevlerine aktif katılımlarını nasıl artırdığını ve nihayetinde akademik başarıya nasıl yol açtığını detaylandırarak, eğitimciler, öğrenciler ve müfredat tasarımcıları için pratik çıkarımlar sunmaktadır. Özellikle, teknolojik ilerlemelerin ve hızla değişen dünyanın getirdiği zorluklar karşısında yaratıcı düşünmenin gerekliliğine dikkat çekmektedir. Hamdan ve Awwad'ın (2022) çalışması, bireysel yaratıcılığa sahip üniversite öğrencilerinin kişilik özellikleri ile yaratıcılıkları arasındaki ilişkiyi incelemeyi amaçlamaktadır. Araştırmada, bireysel kapasite faktörlerinin (beceriler, bilgi, çevre, içsel motivasyon, kaynaklar) bu ilişkiyi nasıl değiştirdiği ele alınmıştır. Araştırma bulguları,

nevrotiklik dışındaki dört kişilik özelliğinin bireylerin yaratıcılık düzeyini anlamlı biçimde etkilediğini; ayrıca çevresel koşullar, bireysel kaynaklar, beceriler, içsel motivasyon ve bilgi düzeyinin bu ilişki üzerinde belirleyici rol oynadığını ortaya koymuştur. Duman ve Yıldırım (2023) yaptıkları araştırmada turizm eğitimi alan öğrencilerin öz yeterlilik ve bireysel yaratıcılık algılarının turizmde çalışma istekleri üzerindeki etkisini incelemiştir; ayrıca bireysel yaratıcılığın bu ilişkiye aracılık edip etmediğini araştırmıştır. Analiz sonuçları, turizm eğitimi alan öğrencilerin öz yeterlilik algısının bireysel yaratıcılık ve turizmde çalışma isteği üzerinde pozitif ve anlamlı etkiler yarattığını; ayrıca bireysel yaratıcılığın bu ilişkide tam aracılık rolü üstlendiğini ortaya koymuştur. Setiadi ve So (2013) çalışmalarında ise, lisans düzeyindeki sanat ve tasarım öğrencilerinin yaratıcılık becerilerinin gelişimini bilgisayar destekli bir yaratıcılık simülasyonu kullanarak değerlendirmiş ve bu değerlendirmenin aracının güvenilirliğini ve geçerliliğini ortaya koymuşlardır. Ayrıca faktör analizi, yaratıcı özellik ve davranışların beş faktörlü bir yapıda toplandığını ortaya koymuş; bulgular, yaratıcılık becerilerinin öğrenimi ve değerlendirilmesinde bilgisayar simülasyonlarının katkılarını vurgulamıştır. Mynbayeva, Vishnevskaya ve Sadvakassova (2016) yaptıkları çalışmada öğrencilerin üniversitedeki öğrenim süresince bireysel yaratıcılığa yönelik engellerin kaldırılması için psikopedagojik programın geliştirilmesi çalışmışlardır. Çalışma, bireysel yaratıcılığı desteklemeye yönelik psiko-eğitim programlarının geliştirilmesi gerekliliğini ortaya koymuş ve elde edilen sonuçların çeşitli psikolojik müdahale ve eğitim ortamlarında kullanılabilir olduğunu göstermiştir. Kaplan (2019) çalışmasında ise öğretmenlik eğitiminde bireysel yaratıcılığı nasıl geliştirebileceklerini araştırmıştır; bu kapsamda, öğretmen eğitimi öğrencilerinin yaratıcılık teorilerini öğrenmeleri ve bu teorileri ders ve proje tasarımlarında uygulamaları incelenmiştir. Araştırma bulguları, öğretmen adaylarının yaratıcılık teorilerine dayalı öğretim ve öğrenim tasarımları geliştirebildiklerini ve bu teorilerin pedagojik uygulamalarda etkili biçimde kullanılabileceğini göstermiştir. Jahnke ve Liebscher (2020) yaptıkları araştırmada, yükseköğretimdeki öğretmenlerin mobil cihazları kullanarak öğrenci yaratıcılığını teşvik etmeye yönelik doğrudan bir odaklanma göstermediklerini, ancak mobil teknolojilerle anlamlı öğrenmeyi destekleyen örtük yaratıcılık unsurlarının bulunduğunu ortaya koymaktadır.

İncelenen çalışmalar sonucunda, farklı eğitim düzeylerinde ve kültürel bağlamlarda bireysel yaratıcılığın gelişimini engelleyen veya destekleyen unsurları inceleyerek, yaratıcılığın eğitimdeki önemini ve toplumsal gelişime katkısını vurgulamakta; ayrıca, eğitimciler ve müfredat tasarımcıları için yaratıcılığı teşvik eden stratejiler geliştirilmesine yönelik önemli bulgular sunmaktadır. Bu çalışmada ön lisan öğrencilerinin bireysel yaratıcılık becerilerinin

düzeyini belirlemek amaçlanmıştır. Üniversite süresince öğrencilerin yaratıcı düşünme becerilerini geliştirmeleri, yeni fikirler üretmeleri ve bunları hayata geçirmeleri, akademik başarılarına önemli katkı sağlayabilir.

Problem

Ön lisans bireysel yaratıcılık becerilerinin düzeyi nedir ve bazı değişkenlere göre anlamlı farklılık göstermekte midir?

Alt Problemler.

1- Ön lisans bireysel yaratıcılık becerilerinin düzeyi dağılımları nasıldır?

2- Ön lisans bireysel yaratıcılık becerilerinin düzeyleri;

a. Cinsiyetleri açısından anlamlı farklılık göstermekte midir?

b. Günlük internette geçirdikleri zaman açısından anlamlı farklılık göstermekte midir?

Yöntem

Araştırmada, nicel bir yöntem olan tarama modeli kullanılmıştır. Tarama modelleri, geçmişte ya da hâlâ mevcut olan bir durumu mevcut haliyle tanımlamayı hedeflemektedir. Bu araştırma türünde, incelenen olay, birey veya nesne, kendi koşulları çerçevesinde ve olduğu gibi tanımlanmaya çalışılmaktadır (Karasar, 2003).

Çalışma Grubu

Araştırmanın katılımcıları, bir devlet üniversitesine kayıtlı toplam 162 ön lisans üniversite öğrencisinden oluşmaktadır. Bu öğrencilerin 72'si kadın (%44,4) ve 90'nı erkek (%55,6) olarak sınıflandırılmıştır. Araştırmada, benzeşik (homojen) örnekleme yöntemi kullanılarak 162 ön lisans öğrencisi üzerinden analizler gerçekleştirilmiştir. Benzeşik örnekleme yönteminin amacı, daha belirgin bir alt grubu tanımlamak için küçük, benzeşik bir örneklem oluşturmaktır (Yıldırım ve Şimşek, 2013). Araştırmaya katılan öğrencilerin demografik bilgileri Tablo '1 deki gibidir.

Tablo 1: Öğrencilerin Demografik Özellikleri

Değişken	Alt Grup	f	%
Cinsiyet	Kadın	72	44,4
	Erkek	90	55,6

Günlük İnternet	1 saatten az	51	31,5
Kullanımı	2-3 saat	73	45
	4 saat ve üzeri	38	23,5
	Toplam	162	100

Veri Toplama Araçları

Yıldız, Kaçay ve Soyer (2022) tarafından geliştirilen Bireysel Yaratıcılık Ölçeği (BYÖ), 256 yetişkin katılımcıdan oluşmaktadır. Ölçekteki madde-kalan arasındaki korelasyonlar .82 ile .67 arasında değişmektedir. Ölçeğin yapısını anlamak için bir açımlayıcı faktörü analizi (AFA) kullanıldı. Sonuç olarak, geçerlilik açısından yürütülen AFA, ölçeğin 13 maddeden oluştuğunu ve tek bir faktörden oluşmaktadır. Maddeler, puanlar 1 ile 5 arasında değişen beş puanlık bir Likert ölçeği kullanılarak değerlendirilmiştir. Ölçekten elde edilebilecek toplam puan 13 ile 65 arasında değişmektedir. Ölçek içinde ters madde yoktur. Ölçek için Cronbach Alpha katsayısı .92 olarak hesaplanmıştır. Bu çalışmadan elde edilen bulgulara uygun olarak, Cronbach Alpha değeri .946 olarak belirlendi, böylece ölçek için güvenilirliğinin yüksek derecede olduğunu görülmektedir.

Verilerin Toplanması ve Analizi

Veriler 162 ön lisan üniversite öğrencisinden toplanmıştır. Analizleri yapmadan önce, çarpıklık ve basıklık katsayılarına göre parametrik veya parametrik olmayan testlerin seçimi yapılmıştır. Çarpıklık ve basıklık katsayılarını belirlemek için ölçeğin toplam değerleri kullanılmıştır. BYÖ için belirlenen çarpıklık katsayısı -0,499, basıklık değeri ise 0,536 olarak elde edilmiştir. Araştırmasında George (2011), çarpıklık ve basıklık katsayıları için -2 ile +2 arasında değişen değerlerin normal bir dağılımın göstergesi olduğunu açıklar. Bulgulara dayalı olarak veri kümesinin normal dağılım varsayımını desteklemek için parametrik analizler uygulandı.

Bulgular

Bulgulardan elde edilen sonuçlar tanımlanan alt problemlere göre düzenlenmiştir.

Ön lisans bireysel yaratıcılık becerilerinin düzeyi dağılımları ilişkin veriler.

Ön lisans bireysel yaratıcılık becerilerinin düzeyi arasında dağılımı nasıldır?” sorusu, araştırma soruşturmasının ilk alt problemini temsil etmektedir. Araştırma, Ön lisans bireysel yaratıcılık becerilerinin düzeyini değerlendirmek için tanımlayıcı istatistikler kullanıldı. Yapılan analizin sonuçları ise Tablo 2 de gösterilmektedir.

Tablo 2: Ön lisans Bireysel Yaratıcılık Becerileri Düzeyleri

Değişken	N	$\bar{X}$	Min.	Max.	SS	Düzy
Bireysel Yaratıcılık Becerileri	162	52,34	25	65	8,11	Yüksek

Tablo 2'de verilen bilgilere göre, ön lisans bireysel yaratıcılık becerilerinin değerlendirmesinde elde ettikleri ortalama puan 52,34'dir ve bu puanda 8,11'lik standart sapma vardır. Değerlendirmede puan aralığı ise en düşük 25 en yüksek 65 olarak belirlenmiştir. Ön lisans bireysel yaratıcılık becerileri düzey dağılımından aldıkları puan ortalaması $\bar{x}=3.60$ dır. Doğan (2023) tarafından yürütülen çalışmaya göre, ölçek maddelerinden alınan puanın 3.40 ile 4.19 arasında yer alması, yüksek bir puan olduğunu ifade etmektedir. Bu ortalama ön lisans bireysel yaratıcılık becerileri düzeylerinin yüksek olduğunu göstermektedir.

Ön lisans Bireysel Yaratıcılık Cinsiyetleri Açısından Anlamlı Farklılık Göstermekte Midir? Sorusuna İlişkin Bulgular.

Cinsiyete göre, ön lisans bireysel yaratıcılık becerilerinde anlamlı farklılık göstermekte midir?" sorusu, araştırma soruşturmasının ikinci alt problemini temsil etmektedir. Araştırmada, ön lisans bireysel yaratıcılıklarının cinsiyete göre farklılaşıp farklılaşmadığını belirlemek için, çalışma grubundaki öğrenciler için t-testi analizi yapılmıştır. Yapılan analizin sonuçları ise Tablo 4 de gösterilmektedir.

Tablo 3: Ön lisans Bireysel Yaratıcılık Becerileri Cinsiyete Göre T_Testi Sonuçları

	N	X	ss	T testi		
				t	Sd	p
Kadın	72	50.26	8,02	-2.99	160	,003*
Erkek	90	54.01	7,84			

$P < .05^*$

Tablo 3'e göre, ön lisans bireysel yaratıcılık becerileri cinsiyetlerine bağlı olarak anlamlı bir farklılık göstermektedir ($t[160]=-2.99$; $p<0.05$). Bu farklılık, erkek öğrenciler lehine olacak şekilde ortaya çıkmaktadır.

Ön lisans Bireysel Yaratıcılık Becerileri Günlük İnternet Kullanımı Açısından Anlamlı Farklılık Göstermekte Midir? Sorusuna İlişkin Bulgular.

"Ön lisans bireysel yaratıcılık becerileri günlük internet kullanımı açısından anlamlı farklılık göstermekte midir?" sorusunun yanıtı için tek yönlü varyans analizi gerçekleştirildi ve sonuçlar Tablo 4 de ki gibidir.

Tablo 4: Ön lisans Bireysel Yaratıcılık Becerileri Günlük İnternet Kullanımı Göre Anova Sonuçları

Sınıf	N	$\bar{X}$	SS	Varyansın Kaynağı	Kareler Toplamı	sd	Kareler Ortalaması	F	p
Bir saatten az	51	53	7,59	Gruplar	52,508	2	26,254	,395	0,674
2-3 saat	73	52,35	8,84	arası					
4 saat ve üzeri	38	51,44	7,42	Gruplar içi	10558,134	159	66,40		
				Toplam	10610,642	161			
Toplam	162	52,34	8,11						

Ön lisans bireysel yaratıcılık becerileri günlük internet kullanımına göre anova sonuçlarına göre anlamlı bir farklılık tespit edilememiştir ($F = ,395$, $p > .05$).

Tartışma ve Sonuç

Ön lisans bireysel yaratıcılık becerilerini belirlemek için yapılan araştırmada, 162 öğrenciden veriler toplanmıştır. Analizlerde ortalama, standart sapma, t testi, anava testi gibi istatistiksel yöntemler kullanılmıştır

Ön lisans bireysel yaratıcılık becerileri ölçeğinden aldıkları puanların ortalaması 52,34'dir. Bu da öğrencilerin yüksek düzeyde bireysel yaratıcılık becerilerine sahip olduklarını göstermektedir. Bu durum, öğrencilerin bireysel yaratıcılıklarının yüksek olduğunu ve sadece problem çözme, yenilikçi düşünme ve farklı durumlara uyum sağlama konularında değil, aynı zamanda özgün fikirler geliştirme ve yaratıcı projelerde etkili olma yeteneklerine de sahip olduklarını işaret eder. Ayrıca bu beceriler onların hem akademik hem de profesyonel yaşantılarında yaratıcı çözümler üretebileceklerini ve değişen koşullara hızlıca adapte olabileceklerini göstermektedir. Literatürdeki bireysel yaratıcılık becerileri üzerine yapılan çalışmalarda Yenice ve Yavaşoğlu (2018), fen bilgisi öğretmen adaylarının bireysel yaratıcılık düzeylerinin orta seviyede olduğunu saptamıştır. Gamarra-Moscoso ve Flores-Mamani (2020) ise üniversite öğrencilerinin yaratıcı düşünme becerilerinin yüksek olduğu, bunun da farklı kişisel ve akademik etkinlikler ve kişilerarası ilişkilerin geliştirilmesine katkı sağladığı sonucuna varmışlardır. Diğer bir çalışma da Mareque, De Prada ve Pino-Juste (2019), üniversite öğrencilerinin yaratıcılık becerilerinde özgünlük, akıcılık ve esneklik açısından düşük puanlar aldıklarını belirtmişlerdir. Sonuç olarak hem lisans hem de ön lisans öğrencilerinin bireysel yaratıcılık becerileri farklı düzeylerde olduğu ortaya çıkmaktadır.

Ön lisans bireysel yaratıcılık becerileri, cinsiyet değişkenine göre, erkek öğrenciler, lehine anlamlı farklılık bulunmuştur. Ozturk ve Ozturk (2024) yaptıkları çalışmada benzerlik

göstermektedir. Benzer bir çalışmada Mareque vd. (2019), yaptığı çalışmada bireysel yaratıcılık becerilerinde erkek öğrencilerin daha yüksek puan aldıkları görülmektedir. Bunun aksine Yıldız, Kula, Kaçay ve Soyer (2023) tarafından yapılan çalışmada, ise kadınların bireysel yaratıcılık düzeylerinin erkeklere kıyasla daha yüksek olduğu tespit edilmiştir. Cinsiyetin bireysel yaratıcılık üzerindeki etkisi, yapılan çalışmaların sonuçlarına göre farklılık göstermektedir; bazı araştırmalar erkek öğrencilerin yaratıcılık becerilerinde daha yüksek olduğunu belirtirken, diğer araştırmalar ise kadınların bireysel yaratıcılık düzeylerinin daha yüksek olduğunu ortaya koymaktadır. Bu durum, bireysel yaratıcılığın cinsiyete dayalı farklı dinamiklere sahip olabileceğini göstermektedir.

Ön lisans bireysel yaratıcılık becerileri günlük internet kullanımına göre anlamlı bir farklılık tespit edilememiştir. Bunun aksine Livingston (2010) çalışmasında üniversite öğrencilerinin günlük internet kullanımı, sürekli bilgi erişimi sağlaması nedeniyle bireysel yaratıcılık becerilerini geliştirmenin yanı sıra, yükseköğretimde iş birliği, etkileşim ve yeniliği de teşvik edebileceğini söylemektedir. Öztürk ve Öztürk (2024) tarafından yapılan çalışmada ise üniversite öğrencileri arasında yaratıcı kişilik özellikleri ile internet kullanımı arasındaki ilişki, yaratıcılık ve belirli internet kullanım amaçları temelinde ilişkilendirilerek incelenmiştir. Ayrıca Naseem ve Singh (2013) çalışmalarında bireysel yaratıcılıkta problem çözme becerilerini geliştirmek amacıyla, internetin daha fazla uygulama, keşfetme ve yeni bilgi arama amacıyla kullanılması önerilmektedir. Bunun yanı sıra Dewanto, Wantu, Dwihapsari, Santosa ve Agustina, (2023) yaptıkları internet tabanlı öğrenme modelinin öğrencilerin yaratıcı düşünme becerileri üzerinde önemli bir etkiye sahip olduğunu açıklamaktadır. Bu bağlamda, internet kullanımının bireysel yaratıcılık üzerindeki etkisi, öğrencilerin interneti bilgiye erişim, iş birliği, etkileşim ve yenilik amaçlarıyla nasıl kullandıklarına bağlı olarak farklılık gösterebilir.

Sonuç olarak, ön lisans bireysel yaratıcılık becerileri ile ilgili yapılan çalışmada, öğrencilerin genel olarak yüksek düzeyde bireysel yaratıcılık becerileri sahip oldukları söylenebilir. Cinsiyet değişkenine göre, erkek öğrenciler lehine anlamlı bir farklılık tespit edilirken, günlük internet kullanımında ise anlamlı bir farklılık bulunmuştur. İleride gerçekleştirilecek çalışmalar da öğrencilerin teknoloji kullanımında bireysel yaratıcılığın nasıl desteklediği araştırılabilir.

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Lisans Öğrencilerinin Öğrenmede Esnek Düşünme Becerilerinin İncelenmesi

Gürbüz Ocak

Afyon Kocatepe Üniversitesi, gocuk@aku.edu.tr, 0000-0001-8568-0364, TÜRKİYE

Gülin Ütebay

Afyon Kocatepe Üniversitesi, utebay@aku.edu.tr, 0000-0001-7309-6785, TÜRKİYE

Özet

Öğrenmede esnek düşünme becerileri, proje tabanlı öğrenmede öğrencilerin konuyu kavrama yetilerini değerlendirmede büyük önem taşır. Yapılan değerlendirmeler, öğrencilerin bilgi derinliğini ve farklı fikirleri uygulama becerilerini ortaya koyarak, öğrenilen bilginin nasıl geliştiğini gözler önüne serer. Bu bağlamda, üniversite lisans öğrencilerinin esnek düşünme becerileri incelenerek, eğitim süreçleri boyunca karşılaştıkları sorunlara farklı bakış açılarıyla yaklaşabilmeleri ve yaratıcı çözümler üretebilmeleri amaçlanmaktadır. Araştırma yöntemi olarak tarama yöntemi kullanılmıştır. Öğrenmede Esnek Düşünme Ölçeği ile veriler toplanmıştır. Araştırmanın örneklemi, bir devlet üniversitesinin seçilen 221 lisans öğrencisinden oluşmakta olup, amaçlı örnekleme yöntemiyle belirlenmiştir. Verilerin analizinde, frekans, yüzde, standart sapma, ortalama, t-testi ve ANOVA testi analizleri kullanılmıştır. Analiz bulgularına göre, bireysel yaratıcılık ölçeğinden aldıkları puanların ortalaması 75,89 dur. Bu da lisans öğrencilerinin esnek düşünme becerilerine orta seviyede sahip olduklarını göstermektedir. Esnek düşünme becerilerinin cinsiyet değişkenine göre, erkek öğrenciler, lehine anlamlı farklılık vardır. Ayrıca yaş değişkenine göre 26 ve üstündeki öğrenciler arasında anlamlı bir farklılık göstermektedir. Bunun yanı sıra sınıf değişkenine göre anlamlı bir farklılık göstermemektedir. Sonuç olarak, öğrencilerin farklı bakış açıları geliştirme ve yaratıcı çözümler üretme konusunda belirli bir potansiyele sahip olduklarını ancak bu becerilerin daha da geliştirilmesi gerektiğini göstermektedir.

Anahtar kelimeler: Esnek düşünme, Lisans öğrencileri, Yaratıcılık

Investigation of Undergraduate Students' Flexible Thinking Skills in Learning

Abstract

Flexible thinking skills in learning are of great importance in assessing students' comprehension in project-based learning. The evaluations reveal the depth of students' knowledge and their ability to apply different ideas, revealing how the learned knowledge develops. In this context, it is aimed to examine the flexible thinking skills of university undergraduate students so that

they can approach the problems they encounter during their education process from different perspectives and produce creative solutions. Survey method was used as the research method. Data were collected with the Flexible Thinking in Learning Scale. The sample of the study consisted of 221 undergraduate students selected from a state university and was determined by purposive sampling method. Frequency, percentage, standard deviation, mean, t-test and ANOVA tests were used to analyze the data. According to the findings of the analysis, the mean score of the individual creativity scale was 75.89. This shows that undergraduate students have flexible thinking skills at a medium level. According to the gender variable, there is a significant difference in favor of male students. In addition, according to the age variable, there is a significant difference between students aged 26 and above. In addition, there is no significant difference according to the class variable. As a result, it shows that students have a certain potential in developing different perspectives and producing creative solutions, but these skills need to be further developed.

Keywords: Flexible Creativity, Undergraduates, Creativity

Giriş

Öğrenmede esnek düşünme becerileri, öğrencilerin çeşitli eğitim bağlamlarına ve zorluklarına uyum sağlamalarını sağlayarak öğrenme çıktılarını geliştirirken, bu esneklik aynı zamanda uzaktan ve çevrimiçi öğrenmede öğrencilere zaman, hız ve mekân sınırlamalarından bağımsız olarak 'her yerden' ve 'her zaman' eğitim alma imkânı sunan anlayışla da yakından ilişkilidir. Bunun yanı sıra esnek düşünme becerisi, bireyin toplumda, teknolojiye ve çevresel koşullarda meydana gelen değişikliklere adapte olmasını, farklı kültürlerden insanlarla uyum içinde yaşamasını kolaylaştırır. Ayrıca değişen programlar ve hayatın farklı rolleri karşısında uyum sağlamasına olanak tanır ve eleştirilere açık olmasını destekler (P21, 2015). Houlden ve Veletsianos'un (2021) da belirttiği gibi, eğitim yöntemlerinin daha uyumlu ve öğrenci ihtiyaçlarına duyarlı hale getirilmesi, esnekliğin genişletilmesine katkı sağlarken, bu aynı zamanda öğrenmede esnek düşünme becerilerini de destekleyerek, öğrencilerin sorunlara farklı perspektiflerden yaklaşımlarını, yaratıcılığı ve etkili problem çözme teşvik eder. Tseng, Kuo ve Walsh (2020) tarafından "bir kişinin etkileşim ve çözüm alternatifleri konusundaki farkındalığı, yeni durumlara uyum sağlama becerisi, farklı görüşleri dikkate alma istekliliği ve esnek olma konusundaki öz yeterliliği" olarak tanımlanmıştır. McCrae ve Sutin (2009) ise esnek düşünmeyi, bireyin bilgiyi anlama, yorumlama ve bu bilgiyi çeşitli durumlara adapte etme şekli olarak değerlendirmektedir. Runco, (2014) göre ise özgün ve işlevsel fikirler, ürünler veya çözümler üretme becerisi olarak tanımlanmaktadır.

Son zamanlarda literatürde, farklı alanlardaki çalışmalarda esnek öğrenme üzerine yapılan çalışmalar genellikle yabancı kaynaklarda ele alınmaktadır.(Niemi, 2021; Vega Fernández, 2020 ; Vázquez-Cano, Mengual-Andrés ve López-Meneses , 2021; Gürültü, Aslan ve Alcı, 2020; Daher ve Anabousy, 2020; Gube ve Lajoie , 2020; Li, Yang, Chu, Zainuddin ve Zhang, 2022;)

Niemi,(2021) yaptığı çalışmada açık ve esnek öğrenme ortamlarına adaptasyonu tasarımında öğretmenlerin pedagojisi, ekip öğretimi ve öğrenci-öğretmen ilişkileri üzerindeki etkilerini inceleyerek, öğretmenlerin okul tasarımı sürecinde daha fazla söz sahibi olması gerektiğini savunmaktadır. Benzer bir çalışmada, Vega Fernández (2020), öğrenme alanlarının esnek olup pedagojilere uyum sağlama potansiyeline sahip olduğunu ve aynı zamanda çocuklar için eğlence, yaratıcılık, iş birliği ve empatiyi teşvik ettiğini ortaya koymaktadır. Vázquez-Cano vd. (2021),ise İspanyolca dilinde noktalama işaretlerinin öğrenimini kolaylaştırmak için açık ve esnek öğrenme ortamları için bir sohbet robotu geliştirmiştir. Gürültü, Aslan ve Alcı'nın (2020) araştırmalarında, esnek öğrenme becerileri, 11-15 yıl arası mesleki deneyime sahip öğretmenlerin ortalama puanlarının, 5 yıl ve daha az deneyimi olanlara göre daha yüksek olduğunu tespit etmişlerdir. Daher ve Anabousy, (2020) yaptıkları çalışmada, teknolojiyi kullanarak matematiksel bir problemi çözerken esnek öğrenme yöntemlerini kullanan öğretmen adaylarının, tahmin etme, uzmanlaşma, sonuçları teknoloji ile doğrulama ve genelleme gibi yaratıcılık süreçlerini izleme eğiliminde olduklarını belirlemişlerdir. Gube ve Lajoie ,(2020) üniversite mezunlarının hızla değişen bir toplumda başarılı olabilmeleri için esnek düşünme becerilerine ihtiyaç duyduğunu ve bu becerilerin, uyum sağlayıcı uzmanlık ve yaratıcı düşünme kavramlarının “uygulamalı yaratıcı düşünme” olarak kesiştiğini ortaya koymaktadır. Li vd. (2022), yaptıkları çalışmada üniversite öğrencilerinin esnek öğrenme ihtiyaçlarına yanıt olarak karma senkron öğretim ve öğrenme yaklaşımlarının geliştirilmesine yönelik olarak yaptıkları araştırmalar da uygulama ve teori arasındaki boşluğu nasıl kapatacaklarını incelemişlerdir.

Araştırılan çalışmalar, esnek öğrenme ortamlarının geliştirilmesinin, hem eğitim uygulamalarında hem de teknoloji entegrasyonu açısından öğretmen ve öğrencilerin yaratıcılık, iş birliği ve uyum becerilerini güçlendirdiğini, aynı zamanda teori ile uygulama arasındaki boşlukları kapatarak eğitim süreçlerini daha başarılı hale getirdiğini göstermektedir.

Problem

Lisans öğrencilerinin esnek öğrenme becerilerinin düzeyi nedir ve bazı değişkenlere göre

anlamli farklılık göstermekte midir?

Alt Problemler.

1- Lisans öğrencilerinin esnek öğrenme becerilerinin düzeyi dağılımları nasıldır?

2- Lisans öğrencilerinin esnek öğrenme becerilerinin düzeyleri;

a. Cinsiyetleri açısından anlamli farklılık göstermekte midir?

b. Yaş değişkeni açısından anlamli farklılık göstermekte midir?

c. Öğrenim gördüğü sınıf değişkenine göre anlamli farklılık göstermekte midir?

Yöntem

Bu araştırma nicel tarama deseni temel alınarak yürütülmüştür. Tarama deseni, belirli bir örneklem aracılığıyla araştırma konusundaki eğilimleri, tutumları ya da görüşleri sayısal verilerle ortaya koyma imkânı sunar (Creswell, 2017, s.13).

Çalışma Grubu

Araştırmanın örneklemini, 2024–2025 güz döneminde bir devlet üniversitesinde öğrenim gören toplam 221 üniversite öğrencisi oluşturmaktadır. Bu öğrencilerin 132'si kadın (%59,7) ve 89'i erkektir (%40,3). Çalışmada, 221 lisans öğrencisinden oluşan katılımcı grubu üzerinde analizler yapılmış olup benzeşik örnekleme yöntemi, benzer özelliklere sahip küçük bir örneklem seçilerek belirli alt grupların detaylı bir biçimde analiz edilmesini ve araştırılmasını hedefler (Christensen, Johnson ve Turner, 2015). Katılımcılara ilişkin demografik bilgiler ise Tablo 1 de ayrıntılı şekilde sunulmuştur.

Tablo 1: Katılımcı Grubun Demografik Özellikleri

Değişken	Alt Grup	f	%
Cinsiyet	Kadın	132	59,7
	Erkek	89	40,3
Yaş	17-20	89	40,3
	21-25	114	51,6
	26 ve üzeri	18	8,1
Sınıf	1. Sınıf	68	30,8
	2. Sınıf	65	29,4
	3. Sınıf	19	8,6
	4. Sınıf	69	31,2

Veri Toplama Araçları

Üniversite öğrencileriyle yürütülen bu araştırmada, öğrenme esnekliği eğilimlerini ölçmek amacıyla Aktaş, Demirgöl ve Sancar (2024) tarafından geliştirilmiş olan "Öğrenmede Esnek Düşünme" (ÖED) ölçeğinden yararlanılmıştır.

Öğrenmede Esnek Düşünme Ölçeği, 19 maddeden oluştuğu ve üç temel faktör altında toplandığı saptanmıştır: *Öğrenme Teknolojilerinin Benimsenmesi*, *Öğrenmede Açık Fikirlilik* ve *Yeni Öğrenme Koşullarına Uyum*. Ölçekteki ifadeler, altı dereceli Likert tipi ölçekle değerlendirilmiş ve yanıtlar 1'den 6'ya kadar puanlanmıştır. Toplam puan aralığı 19 ile 114 arasında değişmektedir. Ölçekte olumsuz yönde (ters) kodlanmış madde bulunmamaktadır. Ölçeğin genel Cronbach Alfa güvenirlik katsayısı 0.885 olarak tespit edilmiştir. Bu araştırma kapsamında hesaplanan alt boyutlara ait Cronbach Alfa değerleri ise şöyle sıralanmıştır: *Öğrenme Teknolojilerinin Benimsenmesi* için 0.80, *Öğrenmede Açık Fikirlilik* için 0.78 ve *Yeni Öğrenme Koşullarına Uyum* için 0.86. Elde edilen sonuçlar, tüm alt boyutların güvenilirlik düzeylerinin kabul edilebilir düzeyden yüksek düzeye kadar değiştiğini ortaya koymaktadır.

Verilerin Toplanması ve Analizi

Araştırma verileri 221 üniversite lisans öğrencisinden veri toplanmıştır. Analizlere başlamadan önce, parametrik ya da parametrik olmayan testlerin tercih edilmesi için basıklık (kurtosis) ve çarpıklık (skewness) katsayıları dikkate alınmıştır. Bu katsayıların hesaplanmasında ölçeğin toplam puanları esas alınmıştır. Esnek düşünme becerileri için ölçeği için hesaplanan çarpıklık değeri 0,363, basıklık katsayısı ise 0,397 olarak bulunmuştur. George (2011) tarafından yapılan çalışmada, çarpıklık ve basıklık katsayılarının -2 ile +2 aralığında olması durumunda verilerin normal dağılım gösterdiği ifade edilmektedir. Elde edilen sonuçlar doğrultusunda, verilerin normal dağılım kriterlerini karşıladığı görülmüş ve bu nedenle analizlerde parametrik testlerin kullanılması uygun bulunmuştur.

Bulgular

Elde edilen veriler, alt sorular çerçevesinde sınıflandırılarak bu bölümde açıklanmıştır.

Lisans öğrencilerinin esnek düşünme becerileri düzeyi ait bilgiler.

"Lisans öğrencilerinin esnek düşünme becerileri düzeyi dağılımı nasıldır?" araştırmanın ilk alt problemi. Çalışma, öğrencilerinin esnek düşünme becerileri düzeylerini belirlemek için betimsel istatistik tekniklerini kullandı. Tablo 2'de analizin sonuçlarını göstermektedir.

Tablo 2: Lisan Öğrencilerinin Esnek Düşünme Düzeyleri

Değişken	N	$\bar{X}$	Min.	Max.	SS	Düzy
Esnek Düşünme	221	75,89	60	95	7,20	Orta

Tablo 2' ye göre, öğrencilerin esnek düşünme becerileri ölçeğinden elde ettikleri puanların ortalaması 75,89, standart sapması ise 7,20 olarak belirlenmiştir. Ölçekten alınabilecek puanlar minimum 60, maksimum 95 arasında değişmektedir. Ölçekten elde edilebilecek puanlar 22 ile 110 arasında yer almakta olup, bu doğrultuda 22-51 puan arası düşük, 52-81 puan arası orta ve 82-110 puan arası yüksek düzey olarak değerlendirilmiştir (Erol ve diğerleri, 2023). Elde edilen ortalama puana göre değerlendirildiğinde, üniversite öğrencilerinin esnek düşünme beceri düzeylerinin orta olduğu söylenebilir.

Esnek düşünme becerilerinde cinsiyet değişkenine yönelik bulgular

Araştırmada, cinsiyet değişkeninin esnek düşünme düzeyleri üzerindeki etkisini ortaya koymak amacıyla bağımsız örneklem t-testi gerçekleştirilmiştir. Cinsiyet değişkenine göre yapılan t-testi analizine ilişkin bulgular, Tablo 3'te ayrıntılı olarak sunulmaktadır.

Tablo 3: Lisans Öğrencilerinin Esnek Düşünme Becerileri Cinsiyete Göre T_Testi Sonuçları

	N	X	ss	T testi		
				t	Sd	p
Kadın	132	74,5	6,71	-3,58	219	,001
Erkek	89	77,9	7,43			

$P < .05^*$

Tablo 3'e göre, lisans öğrencilerinin esnek düşünme becerileri cinsiyete göre anlamlı bir şekilde farklılık göstermektedir ($t[219] = -3.58$; $p < 0.05$). Bu farklılığın, erkek öğrencilerden kaynaklandığı ortaya çıkmaktadır.

Esnek düşünme becerilerinde yaş değişkenine yönelik bulgular

"Lisans öğrencilerinin dijital esnek düşünme becerilerinin yaş değişkeni açısından farklılık gösteriyor mu?" sorusunun yanıtı için tek yönlü varyans analizi gerçekleştirildi ve sonuçlar Tablo 4'te sunuldu.

Tablo 4: Lisans Öğrencilerinin Esnek Düşünme Becerileri Yaş Değişkenine Göre ANOVA Sonuçları

Yaş	N	$\bar{X}$	SS	Varyansın Kaynağı	Kareler Toplamı	sd	Kareler Ortalaması	F	p	Farkın Kaynağı
17-20 (1)	89	74,97	6,70	Gruplar arası Gruplar içi Toplam	290,533	2	145,266	2.84	0,06	1-3
21-25 (2)	114	76,05	7,42		11113,639	218	50,980			
26 ve üzeri (3)	18	79,33	7,40		11404,172	220				
Toplam	230	75,88	7,19							

Lisans öğrencilerinin esnek düşünme becerileri, yaş değişkenine göre ANOVA sonuçlarına göre anlamlı bir farklılık sergilemektedir ($F = 2,84$, $p < .05$). Öğrencilerin yaş değişkenine göre farklılığını belirlemek için yapılan Post Hoc testlerinden, varyanslar homojen olmadığı ($p < .05$) için LSD testi uygulanmıştır. Bu farklılık, 26 yaş ve üzerindeki bireylerde anlamlı bir şekilde gözlemlenmektedir.

Esnek düşünme becerilerinde sınıf değişkenine yönelik bulgular

"Lisans öğrencilerinin esnek düşünme becerileri, sınıf değişkeni açısından farklılık gösteriyor mu?" sorusunun yanıtı için tek yönlü varyans analizi gerçekleştirildi ve sonuçlar Tablo 5'te sunuldu.

Tablo 5: Lisans Öğrencilerinin Esnek Düşünme Becerileri, Sınıf Değişkeni Göre ANOVA Sonuçları

Sınıf	N	$\bar{X}$	SS	Varyansın Kaynağı	Kareler Toplamı	sd	Kareler Ortalaması	F	p
1 Sınıf (1)	68	75.39	6,48	Gruplar arası Gruplar içi Toplam	114,96	3	58,72	,737	0,531
2. Sınıf (2)	65	75,52	7,80		11289,210	217	37,05		
3. Sınıf (3)	19	75,05	6,11		11404,172	220			
4 Sınıf (4)	69	76,94	7,57						
Toplam	221	75,88	9,19						

Esnek düşünme becerileri ile sınıf düzeyi arasındaki ilişkiyi incelemek amacıyla yapılan ANOVA analizi, gruplar arasında anlamlı bir farklılık bulunmadığını göstermektedir ($F = ,737$, $p > .05$).

Tartışma ve Sonuç

Esnek düşünme becerileri düzeylerini tespit etmek amacıyla gerçekleştirilen çalışmada,

toplamda 221 öğrenciden veri elde edilmiştir. Araştırmada, verilerin çözümlenmesi sürecinde ortalama, standart sapma, t-testi, ANOVA testi gibi çeşitli istatistiksel analiz yöntemlerinden faydalanılmıştır.

Lisans öğrencilerinin esnek düşünme becerilerinden elde ettikleri ortalama puan 75,89 olarak bulunmuştur. Bu sonuç, öğrencilerin esnek düşünme düzeylerinin orta seviyede olduğunu göstermektedir. Rahayu, Asfar, Nursyam ve Asfar (2022) tarafından yürütülen bir çalışmada, Massallo Kawali'nin bütünleşik Açık Zamanlı Öğrenme Modeli'nin, öğrencilerin esnek düşünme becerilerini anlamlı düzeyde artırdığı belirlenmiştir. Benzer şekilde, Sellars (2011) tarafından gerçekleştirilen bir araştırma da, öğretim uygulamalarında yapılan değişikliklerin öğrencilerin esnek düşünme becerilerini belirgin biçimde geliştirdiğini ortaya koymuştur. Bu bulgular, öğretim sürecinde uygulanacak model ve yöntem değişikliklerinin, lisans öğrencilerinin esnek düşünme becerilerinin gelişimine anlamlı katkılar sağlayabileceğini göstermektedir.

Araştırma bulguları, cinsiyet değişkeni açısından esnek düşünme becerilerinde erkek öğrenciler lehine anlamlı bir farklılık olduğunu göstermektedir. Bununla birlikte, Abdulrazaq ve Al-Rawi (2022) tarafından gerçekleştirilen çalışmada, esnek düşünme becerileri açısından erkek ve kız öğrenciler arasında anlamlı bir fark olmadığı belirlenmiştir. Bu sonuç, her iki cinsiyetin benzer düzeyde bilişsel esnekliğe sahip olduğunu göstermektedir. Dolayısıyla, mevcut çalışmada erkek öğrenciler lehine elde edilen anlamlı farklılık, literatürdeki diğer bulgularla çelişmektedir. Bu durum, esnek düşünme becerilerinin cinsiyete göre tutarlılık göstermeyebileceğini ve elde edilen sonuçların farklı örneklem grupları, kültürel faktörler veya uygulanan yöntemlere bağlı olarak değişebileceğini ortaya koymaktadır.

Yaş değişkenine göre yapılan analizler, lisans öğrencilerinin esnek düşünme becerilerinde anlamlı düzeyde farklılıklar olduğunu ortaya koymuştur. Bu anlamlı farklılık, 26 yaş ve üzerindeki bireyler lehine anlamlı bir şekilde ortaya çıkmaktadır. Tranter ve Koutstaal (2008) tarafından gerçekleştirilen bir çalışmada, yaşlı bireylerde kısa süreli ancak yoğun bilişsel uyarımın, problem çözme ve esnek düşünme gibi bilişsel becerilerde anlamlı gelişmeler sağladığı belirlenmiştir. Bu bulgu, yaşa bağlı olarak gözlemlenen esnek düşünme becerilerindeki azalmaların, bilişsel etkinlik düzeyinin artırılmasıyla telafi edilebileceğini ortaya koymaktadır. Öte yandan Разумникова, Каган ve Панова (2020) tarafından 11–13 yaş arası çocuklarla yürütülen bir çalışmada, esnek düşünme becerilerinin yaşa bağlı olarak farklılık gösterdiği tespit edilmiştir. Özellikle zaman kısıtlaması ve tekrarlayan uyaranlar altında 11 yaş

grubunun; çeşitli semantik kategorilere dayalı farklı uyaranlar altında ise 12 yaş grubunun daha yüksek yaratıcılık performansı sergilediği görülmüştür. Bu durum, esnek düşünmenin gelişiminin yaşla birlikte ilerlediğini, ancak bu gelişimin görev türü ve test koşullarına bağlı olarak farklılık gösterebileceğini ortaya koymaktadır.

Lisans öğrencilerinin esnek düşünme becerilerinin sınıf düzeyine bağlı olarak anlamlı bir farklılık sergilemediği görülmüştür. Şahin-Taşkın ve Esen-Aygün (2022) tarafından gerçekleştirilen çalışmada ise, okul öncesi öğretmenliği ve sınıf öğretmenliği programlarında öğrenim gören adayların yanal düşünme eğilimleri ile bilişsel esneklik düzeyleri arasında pozitif ve güçlü bir ilişki olduğu saptanmıştır. Bu sonuç, öğretmen adaylarının düşünce esnekliğinin, yanal düşünme becerileriyle yakından ilişkili olduğunu ortaya koymaktadır. Ancak bu eğilimlerin, öğrencilerin sınıf düzeylerine göre anlamlı bir farklılık sergilemediği saptanmıştır. Benzer şekilde, Sezgin ve Baysal (2019) tarafından yapılan bir çalışmada, 3. sınıf öğrencileri için geliştirilen "Düşünme Becerileri Programı"nın öğrencilerin yaratıcılık düzeylerini olumlu yönde etkilediği ortaya konmuştur. Bu bulgular, esnek düşünme becerilerinin özellikle erken yaşlarda yapılan eğitimsel müdahalelerle geliştirilebildiğini; ancak lisans düzeyinde, sınıf değişkenine bağlı olarak anlamlı bir farklılığın gözlemlenmediğini ortaya koymakta ve gelişimsel sürecin erken dönemlerde daha etkili bir şekilde yönlendirilebileceğine işaret etmektedir.

Bu bulgular, lisans öğrencilerinin esnek düşünme becerilerinin genel olarak orta düzeyde olduğunu, yaş ve cinsiyet gibi bazı demografik değişkenlere bağlı olarak anlamlı farklılıklar gösterebildiğini; ancak sınıf düzeyine göre anlamlı bir farklılık sergilemediğini ortaya koymakta, esnek düşünme becerilerinin geliştirilmesinde öğretim süreçlerinde uygulanacak yöntem ve modellerin yanı sıra, bireysel farklılıkların da dikkate alınması gerektiğine işaret etmektedir.

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Medya Labirenti: Ekran Arkasındaki Gerçeklik

Rüya ÖZKAN

Çukurova Bilim ve Sanat Merkezi, TÜRKİYE
e-mail: cetinkaya_n@hotmail.com, Orcid No: 0009-0005-2080-4748

Ege İNCE

Çukurova Bilim ve Sanat Merkezi, TÜRKİYE,
e-mail: kayra-ege@outlook.com, Orcid No: 0009 0000 0392 5082

Anzilha ALTUN

Çukurova Bilim ve Sanat Merkezi, TÜRKİYE
E-mail: altunanzilha@gmail.com, Orcid no: 0000-0002-7464-7531

Özet

Medya okuryazarlığı için herkes tarafından kabul görmüş bir tanım günümüze kadar yapılamamıştır (Altun,2009). Ancak ilgili alanyazı tarandığında pek çok uzmanın karar kıldığı bir tanımın var olduğu görülmektedir. Medya okuryazarlığı farklı yollarla mesajlara ulaşma, analiz ederek bu mesajları başka bir şekilde iletme veya işleme olarak tanımlanmaktadır (Aufderheide,1993). Günümüzde pek çoğumuz medya ile öğreniyor, medya ile eğleniyoruz. Burada bir soru sormak zaruridir: Medya tarafsız bir mecra mıdır? Medyanın da kendine ait değer yargıları var mıdır? Medyanın da kendi değer yargıları olduğunu kabul etmemiz gerekiyor. Bu da medyaya manipüle edebilme gücü vermektedir.Bu tehlikenin varlığını onlara hissettirmek, medya okuryazarlığına karşı genç bireylerde farkındalık oluşturmak bu çalışmanın temelini oluşturmaktadır. Z kuşağı bireylerde bu farkındalığı oluşturabilmek için bir artırılmış gerçeklik uygulaması olan eyejack ile medya labirenti adlı bir kitapçık oluşturulmuştur. Projemizde katılımcı öğrencilerimize Ayşad Güdekli,Mehmet Sebih Oruç, Mehmet Taha ESER, Seçil Deren Van Het Hof tarafından geliştirilen 9 maddeden oluşan haber medyası okuryazarlığı ölçeği uygulandı. Ardından medya labirenti adlı kitapçığımız öğrencilerle paylaşıldı. Bu kitapçıkta <https://teyit.org/> sitesinden alınan 5 yanlış 4 doğru haber yer almaktaydı. Öğrencilere haberlerin doğru mu yanlış mı olduğu soruldu. Ardından cep telefonlarına eyejack artırılmış gerçeklik uygulaması yükleyerek haberleri okumaları istendi. Eyejack uygulaması ile haberlerin içerisine eyejack uygulaması ile görüntülenebilecek gerçek içerikleri yüklendi. Uygulama sonrasında katılımcı öğrencilerimize ön test olarak uyguladığımız ölçek son test olarak tekrar uygulandı. Ön test ve son test karşılaştırması spss programı yardımıyla paired t test karşılaştırması yapılarak değerlendirme yapıldı. Anket sonuçları katılımcı öğrencilerimizde uygulama sonrası haber medyası okuryazarlığına karşın anlamlı bir değişiklik meydana geldiğini ortaya çıkarmıştır.

Keywords: Medya, Yalan Haberler, Artırılmış Gerçeklik, İyi Oluş

Abstract

There is no definition that is accepted by everyone for media literacy to date (Altun 2009). However, when the relevant literature is scanned, it is seen that there is a definition that many experts have decided on. Media literacy is defined as reaching messages through different means, analyzing them and transmitting or processing these messages in another way (Aufderheide, 1993). Today, many of us learn and have fun with media. It is necessary to ask a question here: Is media an impartial medium? Does media have its own value judgments? We need to accept that media also has its own value judgments. This gives media the power to manipulate. Making them feel the existence of this danger and creating awareness among young individuals against media literacy constitute the basis of this study. In order to create this awareness in Generation Z individuals, a booklet called Media Labyrinth was created with an augmented reality application, eyejack. In our project, the news media literacy scale consisting of 9 items developed by Ayşad Güdekli vd., was applied to our participant students. Then, our booklet called Media Labyrinth was shared with the students. This booklet included 5 false and 4 true news taken from <https://teyit.org/> website. Students were asked whether the news was true or false. Then, they were asked to read the news by installing Eyejack augmented reality application on their mobile phones. With Eyejack application, real content that can be viewed with Eyejack application was loaded into the news. The scale that we applied to our participant students as a pre-test was applied again as a post-test. Pre-test and post-test comparison was made with the help of SPSS program by making paired t test comparison. The survey results revealed that there was a significant change in news media literacy in our participant students after the application.

Keywords: Media, Fake News, Augmented Reality, Well-being

Giriş

Küresel Bağlamda Medyanın İnsanlar için Anlamı ve Önemi

Farklı teorisyenler, medyanın çağdaş toplumda her yerde bulunduğunu kabul eder. Teorik düşünürler medyanın modern toplumun her alanında mevcut bulunduğunu kabul etmektedirler. Bilim adamları, “Mediatization” (Krotz, 2007) veya “Mediatic dönüş” (Friesen ve Hug, 2009) terimleriyle medya kullanımının önceki nesiller ile şimdiki nesil arasındaki geçişini anlatmayı

amaçlamışlardır. Çocukların ve ergenlerin günlük yaşantıları günümüzde medya ile iç içe geçmiş bir haldedir. Medya olgusu var olduğu andan beri insanlar ve toplum üzerinde bir etki yaratmıştır. Medya araçlarına ulaşımın artması söz konusu etkiyi arttırmaktadır. Medyanın eskiden olduğu gibi yazılı haline kıyasla günümüzde görsel ve işitsel boyutlarda ilerlemesi medyanın tesir alanının arttırmıştır. Günümüzün sosyal medya araçları, sanal ortamın erişilebilirlik ve yüksek etkileşim olanakları sayesinde geniş kitlelere ulaşabilmiştir. Sosyal medyanın değişen yapısı aynı zamanda toplumsal yapı üzerinde de etkili olmaktadır. Söz konusu belirleyici etki genel anlamda medyanın toplumsal yaşam üzerindeki etkisine de paraleldir.

Medya araçlarını kullananlar bu araçları genellikle iletişim, eğlence ve bilgiye erişim gibi amaçlarla kullanırlar. Söz konusu araçlar güncel yaşamın vazgeçilmez bir parçasına dönüşmüştür. Enformasyon ve telekomünikasyon teknolojileri üzerinde yükselen bir toplumsal yapıda yaşıyoruz. Sonuç olarak bu yapının getirdiği olumu ve olumsuz yönlerin pedagojik etkilerini değerlendirilmesi ve tartışılması gerekliliği ön plana çıkmaktadır.

Türkiye’de Medyanın Önemi ve Kullanımı

Her sene küresel dijital verilerini bizlerle paylaşan We are Social Digital 2024 raporu bu yıl internet ve sosyal medya kullanımına ilişkin dikkat çekici sonuçlar ortaya koydu:

-Raporun içeriğine baktığımızda sosyal medyanın çok hızlı bir şekilde büyüdüğünü ve kullanıcı sayılarının her saniye arttığını görmekteyiz. Her saniye yaklaşık 8,4 kişinin sosyal medyaya katıldığını görmekteyiz. Bu açıdan baktığımızda sosyal medyanın yayılma hızının çok büyük olduğunu net bir şekilde ifade edebiliriz. 2023 yılında 266 milyon yeni kullanıcı sosyal medyaya erişim sağlamışken 2024 yılında toplam kullanıcının 5,04 milyar olduğunu görmekteyiz. Bu noktadan hareketle önümüzdeki yıllarda toplam sosyal medya kullanıcı sayılarının hızla artmaya devam edeceğini söyleyebiliriz.

-Raporun içeriğine detaylı baktığımızda cep telefonu kullanan kişi sayısı 2024’ün başında 5,61 milyara ulaşmıştır. GSMA (Global System for Mobile Communications) Intelligence’ın son verileri, dünya nüfusunun %69,4’ünün artık bir mobil cihaz kullandığını ve küresel toplamın 2023’ün başından bu yana 138 milyon (+%2,5) arttığını ortaya koyuyor.

Dünya üzerinde bulunan insanların %66’sından fazlası artık interneti kullanıyor ve son veriler global kullanıcı toplamını 5,35 milyara çıktığını gösteriyor. İnternet kullanıcıları, 2023’ün başından beri 97 milyon yeni kullanıcı sayesinde son 12 ayda %1,8 artmış.

Kepios analizi, aktif sosyal medya kullanıcı kimliklerinin 5 milyar sınırını geçtiğini ve en son kullanıcı sayısının dünya nüfusunun %62,3’üne eşit olduğunu gösteriyor. Küresel bağlamda

toplam, geçen yıl 266 milyon artmış ve yıllık %5,6 büyüme sağlamıştır. Bu seneki rapordaki en büyük önemi arz eden haber, şu anda 5 milyardan fazla aktif sosyal medya kullanıcı kimliğinin olması ve küresel toplamın 2024'ün başında 5,04 milyara ulaşmasıdır.

Bu büyük sosyal medyanın dönüm noktası, Facebook'un 4 Şubat'taki yirminci doğum gününün tam önünde yer alıyor, ancak sosyal medyanın tarihinin Mark Zuckerberg'in 2004'te Harvard'daki yurt odasından The Facebook.com'u başlatmasından daha önce başladığını belirtmek faydalı olur.

Gerçekten de sosyal medyanın 5 milyar kullanıcıya olan yolculuğu 50 yıldan uzun bir süre önce başlamıştır.

Ülkemizle ilgili raporda yer verilen analizler şu şekildedir:

-2024'ün başında Türkiye'de 74,41 milyon internet kullanıcısı vardı ve internet penetrasyonu (bir bilgi sistemine veya ağa yetkisiz bir şekilde erişme girişi) %86,5'ti.

-Türkiye, Ocak 2024'te 57,50 milyon sosyal medya kullanıcısına ev sahipliği yapıyordu ve bu toplam nüfusun %66,8'ine denk geliyordu.

-2024'ün başında Türkiye'de toplam 80,69 milyon hücresel mobil bağlantı aktifti ve bu rakam toplam nüfusun %93,8'ine denk geliyordu.

-Ocak 2024'te Türkiye'de 74,41 milyon internet kullanıcısı vardı.

-Türkiye'nin internete erişim oranı, 2024'ün başında toplam nüfusun %86,5'iydi.

-Kepios analizi, Türkiye'deki internet kullanıcılarının Ocak 2023 ile Ocak 2024 arasında 390 bin (+%0,5) arttığını gösteriyor.

-Türkiye'deki sosyal medya kullanıcılarının sayısı 2024 yılı başında toplam nüfusun yüzde 66,8'ine eşitti, ancak sosyal medya kullanıcılarının özgün bireyleri temsil etmeyebileceğini vurgulamak önem arz eder.

Medya Okuryazarlığının Bireylere Sağladığı Faydalar

Medya okuryazarlığı yetisi edinmek tüm bireyler için günümüzde oldukça büyük bir önem taşımaktadır. Özellikle genç kullanıcılar araştırmamızın örneklem grubunu oluşturan 11/14 yaş aralığındaki bireyler internet dünyası için hem üretici hem de tüketici rolüne sahiplerdir. Her iki rol için sahip olunması gereken yeterlilikler bulunmaktadır. Bilinçli internet kullanıcısı olabilmek aynı zamanda karşılaştığımız içeriklere yönelik eleştirel düşünme becerisine sahip olmayı gerekli kılmaktadır. Ülkemizde Millî Eğitim Bakanlığı ve Radyo Televizyon Üst Kurulu (RTÜK) 'nun ortak çalışmasıyla başlattığı medya okuryazarlığı dersinin hedeflediği unsurlar neden medya okuryazarlığının genç bireyler için önem taşıdığını bize göstermektedir:

- Çevresine karşı duyarlı, medyada karşılaştığı unsurları akıl süzgecinden geçiren,

- Yazılı, görsel, işitsel medyada karşılaştığı mesajları eleştirel bir yaklaşımla değerlendiren ve ileten,
 - Bilinçli içerikler üreterek, bu içerikleri analiz süzgecinden geçiren,
 - Dijital katılımcılar olarak toplumsal yaşama yapıcı katkılar sağlayan
 - Ürettiği ya da karşılaştığı içerikler için sorumluluk bilincine sahip bireyler yetiştirmek.
- (RTÜK,2010)

1997/2012 yılları arasında doğmuş olan ve dijital bağlamda Z kuşağı olarak adlandırılan neslin medya okuryazarlığı konusunda bilinçli bireyler olmaları çok büyük önem taşımaktadır. Z kuşağının baskın özellikleri arasında korkusuz olma, kendine değer verme ve sorgulayan bireyler olma yer almaktadır kuşağı bireyler birbirlerini önemli ölçüde etkileme gücüne de sahiptirler. Sosyal medyanın onlara sağladığı ortak zevk, görünüm ve ortak kalıplar sunmaktadır. Ancak bu gerçeğe rağmen Z kuşağı bir otoriteye danışmadan kendi kararlarını verme eğilimindedirler. Bu özellikleri onların interneti kullanma alışkanlıklarını da etkilemektedir. Bu bireyler internetten merak ettikleri bir konuda gerekli tüm bilgilere ulaşım cevaplar bulabilirler. Bu bize bu bireylere medya okuryazarlığı farkındalığı kazandırmanın çok önemli olduğunu vurgulamaktadır. Burnett ve Wilkinson, (2005) web'i okumanın yalnızca bir dizi gezinme aracını kullanma becerisini içermediğini vurgulamışlardır. Web tabanlı okuma, metinlerle etkileşim kurmak için yeni olanaklar sunar ve bu, bilgi aramaya yönelik eleştirel ve aktif bir yönelim gerektirir. İkinci olarak, çocukların internet ile karşılaşmalar yoluyla bilgiyle yeni ilişkiler geliştirebileceğini öne sürmüşlerdir. Bu karşılaşmalar, bilgileri geçici olarak görmelerine yardımcı olabilir ve hatta yazarların konumlarını tanımlarını sağlayabilir. Web ile etkileşim kurmanın bazı yollarının geliştiğini ve insanların olanaklarını kullanmanın yeni yollarını buldukça gelişmeye devam edeceğini göstermektedir. Bazı çocukların interneti kullanma konusunda kapsamlı deneyimleri olduğu göz önüne alındığında, onlar da internetin potansiyelinden yararlanmak için çeşitli yollar geliştirecekleri muhtemeldir. Burada vurgulanmak istenen çocukların internette doğru bilgiye erişim için öz denetim ve kontrol geliştirmelerinin çok önemli olduğudur.

Medya Okuryazarlığı Türkiye Örneği: Çalışmalar ve Elde Edilen Kazanımlar

Ülkemizde medya okuryazarlığı çalışmalarının henüz çok yeni çalışmalar olduğunu söyleyebiliriz. Radyo Televizyon Üst Kurulunun (RTÜK) bu konuda öncülük yaparak 2005 tarihinde uluslararası medya konferansı düzenlemesi medya okuryazarlığı alanında atılmış en önemli adımdır. Bu konferansı takip eden çok işlevsel çalışmalar RTÜK tarafından uygulamaya

konulmuştur. Bu çalışmalardan bazıları; simge sistemi ile akıllı işaretler uygulaması, çocuklarımız için internet güvenliği çalışması ve RTÜK çocuk web sayfası bu çalışmalardandır. RTÜK 2006 yılında Ankara’da uluslararası medya okuryazarlığı paneli ile bu alanda ulusal ve uluslararası bağlamda değerli çalışmalar yapmış uzmanları bir araya getirmiş ve uzmanların yapmış oldukları güncel araştırmaların bir araya getirilip paylaşılması sağlanmıştır. (RTÜK, 2006)

RTÜK Millî Eğitim Bakanlığı ile iş birliği içerisinde seçmeli ders olarak okutulması önerisi gündeme gelmiştir. Bugün İlköğretim 7.sınıf müfredatında medya okuryazarlığı dersinin seçmeli ders olarak okutulduğunu görmekteyiz. Ancak Hobbes (2006) medya okuryazarlığının disiplinler arası çalışarak beceri olarak görülüp ayrı bir ders olarak müfredata dahil edilmesi gerektiğini belirtmiştir. İlköğretim öğrencilerinin bilişsel ve gelişimsel özellikleri göz önüne alındığında bu beceriyi onlara müfredat kapsamında kazandırmakta teknoloji temelli yenilikler bu bireylerin ilgisini çekecek ve medya okuryazarlığına karşı farkındalıkları artacaktır.

Artırılmış Gerçeklik Uygulamaları: EyeJack ile Medya Okuryazarlığı Eğitimi

Artırılmış gerçeklik, teknolojik bir cihaz (Akıllı Telefon, Tablet) kamerasıyla gerçek hayattan alınan bir görüntüye dijital bir cisim, materyal veya herhangi bir canlı yerleştirerek teknolojik cihazın ekranından izleyebildiğimiz etkileşimli görüntü oluşturma teknolojisidir. Bu teknolojinin eğitim-öğretim ortamına taşınması öğrencilere aktif katılım sağlayabilecekleri deneyimler sunar. Etkileşimli bir öğrenme ortamı, öğrencilerin öğretilen konuyu görselleştirmelerine, öğrenme deneyimlerini geliştirmelerine ve öğrencilerin yeni beceriler öğrenmelerine ve uygulamalarına yardımcı olabilecek uygulamalı öğrenme yaklaşımlarını uygulama fırsatları sağlar.

AR kullanan sınıflar, öğrencilerin müfredatlarını daha etkili bir şekilde anlamalarına yardımcı olur.AR, dersleri kelime açıklamaları veya kitap çizimleriyle sınırlı kalmak yerine canlandırarak öğrencilerin önemli bilgileri hatırlamalarına yardımcı olan etkili bir araçtır. Öğrenciler genellikle okuduklarını iyice anlayabilmek için onları canlandırmaya çalışırlar. Örneğin, AR öğretmenlerin yalnızca fotoğraf ve metin sunmak yerine tarihi dersleri etkileşimli ve akılda kalıcı bir şekilde yeniden oluşturmalarına yardımcı olabilir. Artık giderek daha fazla sayıda genç akıllı telefona sahip olduğundan, AR'yi öğretime entegre etmek giderek daha uygun fiyatlı hale geliyor. Herhangi bir AR içeriği kolayca paylaşılabilindiğinden, öğretmenler ve öğrenciler çalışma materyalini sürekli olarak iyileştirmek ve özelleştirmek için birlikte çalışabilirler.

Öğrencilerin öğrenmeye olan ilgisi ve motivasyonu, işbirlikçi bir öğrenme ortamında önemli ölçüde daha yüksek hale gelir. AR'yi karma öğrenme programlarına entegre ettiğimizde, öğrenciler sunulan içeriğe daha dikkatli yaklaşacak ve daha fazla bilgiyi hatırlayacaktır.

Artırılmış gerçeklik uygulaması olan V.2. EyeJack Creator, başlangıçta sanatçılar için sanatlarını animasyon veya ses ekleyerek artırılmış gerçeklik olarak hayata geçirmeleri için ortaya çıkarılmış bir araç olarak kabul edilir. Posterler, çizgi romanlar, duvar resimleri, tuvaler ve ürünler gibi fiziksel sanatın üzerine gifler (Graphics Interchange Format; grafik değiştirme biçimi) veya sesler yükleyerek izleyiciler için ilgi çekici içerikler oluşturmaya imkân sağlamaktadır. Eyejack creator(eyejack oluşturucu) aracının kullanımı oldukça kolay ve işlevseldir. Öncelikle arka plan olarak bir görsel belirliyorsunuz. Bu görsel sizin hareketli animasyonunuzu harekete geçirecek ilk görüntüdür. Hareketi tetikleyecek görseli yükledikten sonra bu görselin üzerine izleyicilerinizin izlemelerini istediğiniz animasyonu ikinci tabaka olarak yüklüyorsunuz. Ancak eyejack aracı ile ilk görüntü içerisine gömdüğünüz bu animasyonun harekete geçebilmesi için kişilerin mobil cihazlarına eyejack uygulaması yükleyerek ilk tabakada yer alan görseli taratmaları gerekir. Eyejack uygulamasını açıp tetikleyici görseli taradığımızda görselin içerisine gömdüğümüz animasyon oynamaya başlar. Projemizde katılımcı öğrencilerimize Ayşad Güdekli, Mehmet Sebih Oruç, Mehmet Taha ESER, Seçil Deren Van Het Hof tarafından geliştirilen 9 maddeden oluşan haber medyası okuryazarlığı ölçeğini uyguladık. Ardından medya labirenti adlı kitapçığımız öğrencilerle paylaşıldı. Bu kitapçıkta <https://teyit.org/> sitesinden alınan 5 yanlış 4 doğru haber yer almaktaydı. Öğrencilere haberlerin doğru mu yanlış mı olduğu soruldu. Ardından cep telefonlarına eyejack artırılmış gerçeklik uygulaması yükleyerek haberleri okumaları istendi. Eyejack uygulaması ile haberlerin içerisine eyejack uygulaması ile görüntülenebilecek gerçek içerikleri yüklendi. Uygulama sonrasında katılımcı öğrencilerimize ön test olarak uyguladığımız haber medyası okuryazarlığı ölçeği son test olarak tekrar uygulandı.

Yöntem

Projemizde, katılımcı öğrencilere Ayşad Güdekli, Mehmet Sebih Oruç, Mehmet Taha Eser ve Seçil Deren Van Het Hof tarafından geliştirilen ve 9 maddeden oluşan Haber Medyası Okuryazarlığı Ölçeği uygulanmıştır. Bu ölçek, öğrencilerin medya içeriklerini doğru ve eleştirel bir şekilde değerlendirme becerilerini ölçmek amacıyla kullanılmıştır. Ölçeğin uygulanmasının ardından, öğrencilere Medya Labirenti adlı bir kitapçık sunulmuştur. Bu

kitapçık, <https://teyit.org/> sitesinden alınan 5 yanlış ve 4 doğru haber içermektedir. Öğrencilerden, bu haberlerin doğru mu yanlış mı olduğunu belirlemeleri istenmiştir. Ardından, öğrencilerin cep telefonlarına EyeJack artırılmış gerçeklik uygulaması yüklenmiş ve kitapçık içerisindeki haberlerin artırılmış gerçeklik yardımıyla incelenmesi sağlanmıştır. EyeJack uygulamasıyla, haberlerin içerisine yerleştirilen doğru bilgiler ve kanıtlar görüntülenebilmiştir. Uygulama sürecinin tamamlanmasının ardından, katılımcı öğrencilere ön testte uygulanan Haber Medyası Okuryazarlığı Ölçeği, bu kez son test olarak tekrar uygulanmıştır. Böylece, artırılmış gerçeklik ile oluşturduğumuz medya labirenti adlı kitapçığımızın öğrenciler üzerindeki etkisi karşılaştırmalı olarak analiz edilmiştir.

Evren ve Örneklem

Araştırmanın evrenini, 2024-2025 eğitim-öğretim yılında Adana ilinde ortaokul düzeyinde öğrenim gören 5., 6., 7. ve 8. sınıf öğrencileri oluşturmaktadır. Araştırmanın örneklemini ise aynı eğitim-öğretim yılında Çukurova Bilim ve Sanat Merkezi bünyesinde Bireysel Yetenekleri Fark Ettirme Programı (BYFP) ile Özel Yetenekleri Geliştirme Programına (OYGP) devam eden ve Adana ilindeki farklı ortaokullarda öğrenim gören 86 öğrenciden oluşmaktadır. Örneklem, karışık yöntemle belirlenen bu 96 öğrenciyi kapsamaktadır. Araştırmanın örneklemini karışık şekilde belirlenen 86 öğrenciden oluşmaktadır. Örneklem dâhilinde araştırmaya katılan öğrencilerin sayıları Tablo 1’de gösterilmiştir.

Veri Toplama Araçları

Araştırmada, veri toplama aracı olarak “Haber Medyası Okuryazarlığı Ölçeği” kullanılmıştır. Bu ölçek, Ayşad Güdekli, Mehmet Sebih Oruç, Mehmet Taha Eser ve Seçil Deren Van Het Hof tarafından geliştirilmiş ve medya okuryazarlığına yönelik farkındalık ve becerileri ölçmek amacıyla oluşturulmuştur. Dokuz maddeden oluşan bu ölçek, öğrencilerin medya içeriklerini eleştirel bir şekilde değerlendirme, doğru ve yanlış bilgiyi ayırt etme becerilerini değerlendirmektedir. Araştırmada, ölçek iki farklı zaman diliminde uygulanmıştır. İlk olarak, uygulama öncesi veri toplamak amacıyla katılımcı gruba uygulanmış; ardından, öğrencilerle artırılmış gerçeklik destekli “Medya Labirenti Kitapçığı” paylaşılmıştır. Bu kitapçık, doğruluğu teyit edilmiş 4 doğru ve 5 yanlış haber içermekte olup, içerikler “EyeJack” artırılmış gerçeklik uygulaması aracılığıyla incelenmiştir. Uygulama sürecinin ardından, katılımcı gruba ölçek tekrar uygulanarak, müdahalenin medya okuryazarlığı becerilerine etkisi değerlendirilmiştir.

Elde edilen veriler, nicel analizler için uygun şekilde düzenlenmiş ve istatistiksel analizlere tabi tutulmuştur.

Verilerin Analizi

Verilerin analizinde SPSS (Statistical Package for the Social Sciences) programı kullanılmıştır. Araştırmanın alt problemlerinin çözümlenmesinde frekans (f), yüzde (%), ve toplam (birikimli) yüzde testleri uygulanmıştır. İstatistiksel analizlerde paired t-test tabloları ve t-test sonuçları %95 güven aralığında ve $p < 0.05$ anlamlılık düzeyinde değerlendirilmiştir. Farklılıkların şiddeti, $d = t/\sqrt{N}$ formülü ile hesaplanmıştır. Hesaplamalarda, $d > 1$ ise çok büyük, $0.8 < d \leq 1$ ise büyük, $0.5 < d \leq 0.8$ ise orta, $0.2 < d \leq 0.5$ ise küçük fark şiddeti olarak sınıflandırılmıştır.

3. Çalışma İş-Zaman Çizelgesi

İşin Tanımı	Aylar			
	EKİM	KASIM	ARALIK	OCAK
Proje konusu doğrultusunda ilgili literatür taramasının yapılması				
Haber medyası Okuryazarlığı Ölçeğinin uygulama öncesi öğrencilere uygulanması				
EyeJack uygulaması kullanılarak artırılmış gerçeklik tabanlı kitapçıkların oluşturulması				
Haber Medyası Okuryazarlığı Ölçeğinin ve artırılmış gerçeklik içeren kitapçığın öğrencilerle paylaşılması				
Verilerin Toplanması				
Verilerin SPSS Programı ile analizinin yapılması				
Proje Raporunun Yazımı				

Bulgular

Ankete katılan öğrencilerin sosyo-demografik bilgileri

Tablo 1 : Anket Sorularını Yanıtlayan Öğrencilerin Cinsiyet Dağılımı

1- Cinsiyetiniz?		
	N	%
1,00	44	51,2%

2,00	42	48,8%

Ankete katılan 86 öğrencinin %51,2'si kız, %48,8'i erkek öğrencilerden oluşmaktadır.

Tablo 2: Ankete Katılan Öğrencilerin Devam Etmekte Oldukları Sınıf Düzeyi

2- Devam etmekte olduğunuz sınıf düzeyi?		
	N	%
1,00	19	22,1%
2,00	23	26,7%
3,00	24	27,9%
4,00	20	23,3%

Ankete katılan 86 öğrenciden %22,1'i 5.sınıf, %26,7'si 6.sınıf, %27,9'u 7.sınıf ve %23,3'ü 8.sınıf öğrencilerinden oluşmaktadır.

Tablo 3: Ankete Katılan Öğrencilerin Devam Etmekte Oldukları Kurum Türü

3- Eğitim gördüğünüz kurum türü?		
	N	%
1,00	46	53,5%
2,00	40	46,5%

Ankete katılan 96 öğrenciden %53,5'i devlet, %46,5'i ise özel okula devam etmektedir.

Tablo 4: Ankete Katılan Öğrencilerin Medya okuryazarlığı Ölçeği Bir Konuda Karara Varmadan Önce Bilgi Toplarım Maddesine Uygulama Öncesi ve Sonrası Verdikleri Yanıtların Eşleştirilmiş Örneklem İstatistikleri

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 S.7- Bir konuda karara varmadan önce bilgi toplarım.	3,50	86	,569	,061
Ö.7- Bir konuda karara varmadan önce bilgi toplarım.	2,92	86	,948	,102

Katılımcıların bir konuda karara varmadan önce bilgi toplama alışkanlıkları, uygulama öncesi (Ö.7) ortalama 2,92 iken uygulama sonrası (S.7) 3,50 olduğu görülmektedir. Bu tabloya bakarak katılımcılarda bu maddeye dair uygulama sonrası bir farkın oluştuğunu söyleyebiliriz. Ancak bu farkın anlamlı olup olmadığını görebilmek için paired t-test sonuçlarına bakmamız gerekmektedir.

Tablo 5: Ankete Katılan Öğrencilerin Medya okuryazarlığı Ölçeği Bir Konuda Karara Varmadan Önce Bilgi Toplarım Maddesine Uygulama Öncesi ve Sonrası Verdikleri Yanıtların t-Testi

Paired Samples Test									
		Paired Differences					Significance		
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	
					Lower	Upper			One-Sided p
									Two-Sided p
Pair 1	S.7- Bir konuda karara varmadan önce bilgi toplarım. Ö.7- Bir konuda karara varmadan önce bilgi toplarım.	,581	,951	,103	,377	,785	5,667	85	<,001
									<,001

Tablo 5'e göre, "Bir konuda karara varmadan önce bilgi toplarım" maddesine uygulama sonrası ortalamaların (S.7) uygulama öncesi (Ö.7'e göre daha yüksek olduğu görülmektedir. Uygulama sonrası (S.7) katılımcılar, bir konuda karara varmadan önce daha fazla bilgi toplama eğiliminde olduklarını belirtmişlerdir. Ortalama fark 0,581 olup, bu farkın güven aralığı içinde anlamlı olduğu ve p-değeri ($p < 0,001$) sonuçların istatistiksel olarak anlamlı olduğunu ortaya koymaktadır. Bu farkın şiddetine bakacak olursak $0.5 < d < 0.8$ olduğundan bulunan farklılığın şiddeti orta derecededir.

Tablo 6: Ankete Katılan Öğrencilerin Bir Konuda Anlatılan/Yapılmış Bir Haberin Doğru Olup Olmadığını Anlarım Maddesine Uygulama Öncesi ve Sonrası Verdikleri Yanıtların Eşleştirilmiş Örneklem İstatistikleri

Paired Samples Statistics				
		Mean	N	Std. Deviation
				Std. Error Mean
Pair 2	S.8- Bir konuda anlatılan/yapılmış bir haberin doğru olup olmadığını anlarım.	3,44	86	,662
	Ö.8- Bir konuda anlatılan/yapılmış bir haberin doğru olup olmadığını anlarım.	2,90	86	,994
				,071
				,107

Tablo 6'a göre katılımcıların "Bir konuda anlatılan/yapılmış bir haberin doğru olup olmadığını anlarım" maddesine verdikleri yanıtların ortalamasına baktığımızda uygulama öncesi (Ö.8) ortalama 2,90 iken uygulama sonrası (S.8) 3,44 olduğu görülmektedir. Bu tabloya bakarak katılımcılarda bu maddeye dair uygulama sonrası bir farkın oluştuğunu söyleyebiliriz. Ancak

bu farkın anlamlı olup olmadığına karar verebilmek için paired t-test sonuçlarına bakmamız gerekmektedir.

Tablo 7: Ankete Katılan Öğrencilerin Bir Konuda Anlatılan/Yapılmış Bir Haberın Doğru Olup Olmadığını Anlarım Maddesine Uygulama Öncesi ve Sonrası Verdikleri Yanıtların t-Testi

Paired Samples Test									
		Paired Differences					Significance		
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p
					Lower	Upper			Two-Sided p
Pair 2	S.8- Bir konuda anlatılan/yapılmış bir haberın doğru olup olmadığını anlarım. - Ö.8- Bir konuda anlatılan/yapılmış bir haberın doğru olup olmadığını anlarım.	,547	,916	,099	,350	,743	5,533	85	<,001
									<,001

Tablo 7'e göre, " Bir konuda anlatılan/yapılmış bir haberın doğru olup olmadığını anlarım" ifadesine ilişkin uygulama sonrası (S.8) uygulama öncesi (Ö.8)'ne göre ortalamaların daha yüksek olduğu görülmektedir. Ortalama fark 0,547 olup, bu farkın güven aralığı içinde anlamlı olduğu ve p-değeri ($p < 0,001$) sonuçların istatistiksel olarak anlamlı olduğunu ortaya koymaktadır. Bu farkın şiddetine bakacak olursak $0.5 < d < 0.8$ olduğundan bulunan farklılığın şiddeti orta derecededir.

Tablo 8: Ankete Katılan Öğrencilerin Bir Konuda Anlatılan/Yapılmış Bir Haberın Doğru Olup Olmadığını Anlarım Maddesine Uygulama Öncesi ve Sonrası Verdikleri Yanıtların Eşleştirilmiş Örneklem İstatistikleri

Paired Samples Statistics				
		Mean	N	Std. Deviation
				Std. Error Mean
Pair 3	S.9- Okuduğum haberde sunulan bilgiler arasındaki zıtlıkları bulabilirim.	3,58	86	,659
	Ö.9- Okuduğum haberde sunulan bilgiler arasındaki zıtlıkları bulabilirim.	2,91	86	1,025
				,071
				,110

Tablo 8’de katılımcıların “Okuduğum haberde sunulan bilgiler arasındaki zıtlıkları bulabilirim” maddesine verdikleri yanıtların ortalamasına baktığımızda uygulama öncesi (Ö.9) ortalama 2,91 iken uygulama sonrası (S.9) 3,58 olduğu görülmektedir. Bu tabloya bakarak katılımcılarda bu maddeye dair uygulama sonrası bir farkın oluştuğunu söyleyebiliriz. Ancak bu farkın anlamlı olup olmadığını görebilmek için paired t-test sonuçlarına bakmamız gerekmektedir.

Tablo 9: Ankete Katılan Öğrencilerin Bir Konuda Anlatılan/Yapılmış Bir Haberin Doğru Olup Olmadığını Anlarım Maddesine Uygulama Öncesi ve Sonrası Verdikleri Yanıtların t-Testi

Paired Samples Test										
		Paired Differences					Significance			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
					Lower	Upper				
Pair 3	S.9- Okuduğum haberde sunulan bilgiler arasındaki zıtlıkları bulabilirim. - Ö.9- Okuduğum haberde sunulan bilgiler arasındaki zıtlıkları bulabilirim.	,674	1,183	,128	,421	,928	5,288	85	<,001	<,001

Tablo 9 katılımcıların okudukları haberde sunulan bilgiler arasındaki zıtlıkları bulabilme becerilerinde uygulama sonrası önemli bir gelişim yaşadığını göstermektedir. Uygulama öncesi (Ö.9) ve uygulama sonrası (S.9) arasındaki fark 0,674’dür. Sonuçlara göre, katılımcıların sonraki durumdaki beceri puanı (S.9) ortalama 3,58 iken, önceki durumda (Ö.9) bu değer 2,91 olarak bulunmuştur. Aradaki fark 0,674 olup, bu fark istatistiksel olarak anlamlıdır ($p < 0,001$). Yani, katılımcılar uygulama sonrası bu beceride anlamlı bir gelişim göstermiştir. Bu farkın şiddetine bakacak olursak $0.5 < d < 0.8$ olduğundan bulunan farklılığın şiddeti orta derecededir.

Tablo 10: Ankete Katılan Öğrencilerin Haberde Öne Sürülen İddiaların Nesnelliğini Değerlendirebilirim Maddesine Uygulama Öncesi ve Sonrası Verdikleri Yanıtların Eşleştirilmiş Örneklem İstatistikleri

Paired Samples Statistics						
		Mean	N	Std. Deviation	Std. Error Mean	
Pair 4	S.10- Haberde öne sürülen iddiaların nesnelliğini değerlendirebilirim.	3,65	86	,732	,079	

Ö.10- Haberde öne sürülen iddiaların nesnelliğini değerlendirebilirim.	2,79	86	,947	,102

Katılımcıların “Haberde öne sürülen iddiaların nesnelliğini değerlendirebilirim” maddesine verdikleri yanıtların ortalamasına baktığımızda uygulama öncesi (Ö.10) ortalama 2,79 iken uygulama sonrası (S.10) 3,65 olduğu görülmektedir. Bu tabloya bakarak katılımcılarda bu maddeye dair uygulama sonrası bir farkın oluştuğunu söyleyebiliriz. Ancak bu farkın anlamlı olup olmadığını görebilmek için paired t-test sonuçlarına bakmamız gerekmektedir.

Tablo 11: Ankete Katılan Öğrencilerin Haberde Öne Sürülen İddiaların Nesnelliğini Değerlendirebilirim Maddesine Uygulama Öncesi ve Sonrası Verdikleri Yanıtların t-Testi

Paired Samples Test									
		Paired Differences					Significance		
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	
					Lower	Upper			One-Sided p
									Two-Sided p
Pair 4	S.10- Haberde öne sürülen iddiaların nesnelliğini değerlendirebilirim. - Ö.10- Haberde öne sürülen iddiaların nesnelliğini değerlendirebilirim.	,860	1,160	,125	,612	1,109	6,881	85	<,001

Tablo 11, "Haberde öne sürülen iddiaların nesnelliğini değerlendirebilirim" ifadesinin uygulama sonrası (S.10) ortalama değerinin (3,65) uygulama öncesinden (Ö.10) (2,79) anlamlı derecede daha yüksek olduğunu ($p < 0,001$) göstermektedir. Ortalama fark 0,860 olup, güven aralığı da bu farkın anlamlı olduğunu desteklemektedir. Bu farkın şiddetine bakacak olursak $0.5 < d < 0.8$ olduğundan bulunan farklılığın şiddeti orta derecededir.

Tablo 12: Ankete Katılan Öğrencilerin Aynı Haber Metnindeki Verilerle Yorumları Birbirlerinden Ayırt Edebilirim Maddesine Uygulama Öncesi ve Sonrası Verdikleri Yanıtların Eşleştirilmiş Örneklem İstatistikleri

Paired Samples Statistics				
		Mean	N	Std. Deviation
				Std. Error Mean
Pair 5	S.11- Aynı haber metnindeki verilerle yorumları birbirlerinden ayırt edebilirim.	3,44	86	,761
				,082

Ö.11- Aynı haber metnindeki verilerle yorumları birbirlerinden ayırt edebilirim.	2,76	86	,781	,084

Katılımcıların “Aynı haber metnindeki verilerle yorumları birbirlerinden ayırt edebilirim” maddesine verdikleri yanıtların ortalamasına baktığımızda uygulama öncesi (Ö.11) ortalama 2,76 iken uygulama sonrası (S.11) 3,44 olduğu görülmektedir. Bu tabloya bakarak katılımcılarda bu maddeye dair uygulama sonrası bir farkın oluştuğunu söyleyebiliriz. Ancak bu farkın anlamlı olup olmadığını görebilmek için paired t-test sonuçlarına bakmamız gerekmektedir.

Tablo 13: Ankete Katılan Öğrencilerin Aynı Haber Metnindeki Verilerle Yorumları Birbirlerinden Ayırt Edebilirim Maddesine Uygulama Öncesi ve Sonrası Verdikleri Yanıtların t-Testi

Paired Samples Test										
		Paired Differences					Significance			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
					Lower	Upper				
Pair 5	S.11- Aynı haber metnindeki verilerle yorumları birbirlerinden ayırt edebilirim. - Ö.11- Aynı haber metnindeki verilerle yorumları birbirlerinden ayırt edebilirim.	,686	1,066	,115	,458	,915	5,970	85	<,001	<,001

Tablo 13 "Aynı haber metnindeki verilerle yorumları birbirlerinden ayırt edebilirim" ifadesi için uygulama sonrası (S.11) uygulama öncesine (Ö.11) göre anlamlı derecede bir artış olduğunu göstermektedir. Ortalama fark 0,686 olup, bu farkın güven aralığı %95 ile 0,458 ile 0,915 arasında yer almaktadır. Testin sonucu ($t = 5,970$, $df = 85$) p değeri $<0,001$ ile istatistiksel olarak anlamlıdır, yani sonraki durumda katılımcıların bu yeteneklerinde anlamlı bir artış gözlemlenmiştir. Bu farkın şiddetine bakacak olursak $0.5 < d < 0.8$ olduğundan bulunan farklılığın şiddeti orta derecededir.

Tablo 14: Ankete Katılan Öğrencilerin Haber Sitelerinin Künye Bilgilerine Bakarak Sahibi, Editörü v.b. Konularda Bilgi Edinirim Maddesine Uygulama Öncesi ve Sonrası Verdikleri Yanıtların Eşleştirilmiş Örneklem İstatistikleri

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 6	S.12- Haber sitelerinin künye bilgilerine bakarak sahibi, editörü v.b. konularda bilgi edinirim.	3,50	86	,808	,087
	Ö.12- Haber sitelerinin künye bilgilerine bakarak sahibi, editörü v.b. konularda bilgi edinirim.	2,57	86	,712	,077

Bu tabloya göre, "Haber sitelerinin künye bilgilerine bakarak sahibi, editörü vb. konularda bilgi edinirim" maddesine katılımcıların uygulama sonrası (S.12) ile uygulama öncesi (Ö.12) verdikleri yanıtlarda ortalama bir artış olduğunu görmekteyiz. Ancak bu ortalama farkının anlamlı olup olmadığına görebilmek için paired t-test sonuçlarına bakmamız gerekmektedir.

Tablo 15: Ankete Katılan Öğrencilerin Haber Sitelerinin Künye Bilgilerine Bakarak Sahibi, Editörü v.b. Konularda Bilgi Edinirim Maddesine Uygulama Öncesi ve Sonrası Verdikleri Yanıtların t-Testi

Paired Samples Test									
		Paired Differences					Significance		
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	
					Lower	Upper			One-Sided p
									Two-Sided p
Pair 6	S.12- Haber sitelerinin künye bilgilerine bakarak sahibi, editörü v.b. konularda bilgi edinirim.	,930	1,156	,125	,682	1,178	7,463	85	<,001
	- Ö.12- Haber sitelerinin künye bilgilerine bakarak sahibi, editörü v.b. konularda bilgi edinirim.								<,001

Tablo 15'e göre , "Haber sitelerinin künye bilgilerine bakarak sahibi, editörü v.b. konularda bilgi edinirim" maddesinin uygulama sonrası (S.12) ortalamasının (3,50) uygulama öncesi (Ö.12) 2.50 'e göre anlamlı derecede daha yüksek olduğunu ($p < 0,001$) görmekteyiz. Ortalama fark 0,930 olup, bu fark güven aralığında (0,682 ile 1,178 arasında) anlamlıdır. Yani, katılımcılar haberin yazarını araştırma eğilimlerinde belirgin bir artış göstermiştir.Bu farkın şiddetine bakacak olursak $0.8 < d < 1$ olduğundan bulunan farklılığın şiddeti büyük derecededir.

Tablo 16: Ankete Katılan Öğrencilerin Haberin Yazarının Kim Olduğunu Araştırırım Maddesine Uygulama Öncesi ve Sonrası Verdikleri Yanıtların Eşleştirilmiş Örneklem İstatistikleri

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Pair 7 S.13- Haberin yazarının kim olduğunu araştırırım.	3,48	86	,763	,082
Ö.13- Haberin yazarının kim olduğunu araştırırım.	2,45	86	,890	,096

Tablo 16'ya göre katılımcıların "Haberin yazarının kim olduğunu araştırırım" maddesine verdikleri yanıtların ortalamasına baktığımızda uygulama öncesi (Ö.13) ortalama 2,45 iken uygulama sonrası (S.13) 3,48 olduğu görülmektedir. Bu tabloya bakarak katılımcılarda bu maddeye dair uygulama sonrası bir farkın oluştuğunu söyleyebiliriz. Ancak bu farkın anlamlı olup olmadığını görebilmek için paired t-test sonuçlarına bakmamız gerekmektedir.

Tablo 17: Ankete Katılan Öğrencilerin Haberin Yazarının Kim Olduğunu Araştırırım Maddesine Uygulama Öncesi ve Sonrası Verdikleri Yanıtların t-Testi

Paired Samples Test									
		Paired Differences					Significance		
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	
					Lower	Upper			One-Sided p
									Two-Sided p
Pair 7	S.13- Haberin yazarının kim olduğunu araştırırım.	1,023	1,255	,135	,754	1,292	7,559	85	<,001
	Ö.13- Haberin yazarının kim olduğunu araştırırım.								<,001

Tablo 17'e göre, "Haberin yazarının kim olduğunu araştırırım" maddesinin uygulama sonrası (S.13) ortalamasının (3,48) uygulama öncesi (Ö.13)'e göre anlamlı derecede daha yüksek olduğunu ($p < 0,001$) görmekteyiz. Ortalama fark 1,023 olup, bu fark güven aralığında (0,754 ile 1,292 arasında) anlamlıdır. Yani, katılımcılar haberin yazarını araştırma eğilimlerinde belirgin bir artış göstermiştir. Bu farkın şiddetine bakacak olursak $0.8 < d < 1$ olduğundan bulunan farklılığın şiddeti büyük derecededir.

Tablo 18: Ankete Katılan Öğrencilerin Doğrulama Sitelerine Bakarım Maddesine Uygulama Öncesi ve Sonrası Verdikleri Yanıtların Eşleştirilmiş Örneklem İstatistikleri

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Pair 8 S.14- Doğrulama sitelerine bakarım.	3,52	86	,627	,068
Ö.14- Doğrulama sitelerine bakarım.	2,36	86	,906	,098

Bu tabloya göre, "Doğrulama sitelerine bakarım" maddesine katılımcıların uygulama sonrası (S.14) ile uygulama öncesi (Ö.14) verdikleri yanıtlarda ortalama bir artış olduğunu görmekteyiz. Ancak bu ortalama farkının anlamlı olup olmadığına görebilmek için paired t-test sonuçlarına bakmamız gerekmektedir.

Tablo 19: Ankete Katılan Öğrencilerin Doğrulama Sitelerine Bakarım Maddesine Uygulama Öncesi ve Sonrası Verdikleri Yanıtların t-Testi

Paired Samples Test										
		Paired Differences					Significance			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
					Lower	Upper				
Pair 8	S.14- Doğrulama sitelerine bakarım. - Ö.14- Doğrulama sitelerine bakarım.	1,163	1,235	,133	,898	1,428	8,729	85	<,001	<,001

Tablo 19'a göre uygulama öncesi (Ö.14) katılımcıların doğrulama sitelerine bakma ortalaması 2,36 iken, uygulama sonrası (S.14) bu değer 3,52'ye yükselmiştir. Ortalama fark 1,163 olup bu fark istatistiksel olarak anlamlıdır ($p < 0,001$). Güven aralığı, farkın 0,898 ile 1,428 arasında olduğunu göstermektedir. Bu sonuç, doğrulama sitelerine bakma alışkanlığının katılımcılar arasında belirgin şekilde arttığını ve bu artışın tesadüfi olmadığını ortaya koymaktadır. Bu farkın şiddetine bakacak olursak $0.8 < d < 1$ olduğundan bulunan farklılığın şiddeti büyük derecededir.

Tablo 20: Ankete Katılan Öğrencilerin Doğrulama Siteleriyle İletişim Kurarak Araştırmalarını İsterim Maddesine Uygulama Öncesi ve Sonrası Verdikleri Yanıtların Eşleştirilmiş Örneklem İstatistikleri

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 9	S.15- Doğrulama siteleriyle iletişim kurarak araştırmalarını isterim.	3,53	86	,681	,073
	Ö.15- Doğrulama siteleriyle iletişim kurarak araştırmalarını isterim.	1,59	86	,709	,076

Tablo 20'ye göre katılımcıların doğrulama siteleriyle iletişim kurma alışkanlıklarında uygulama sonrası büyük bir fark olduğunu görmekteyiz. Uygulama öncesi (Ö.15) katılımcıların doğrulama siteleriyle iletişim kurma ortalaması 1,59 iken, uygulama sonrası (S.15) bu değer 3,53'e yükselmiştir. Bu fark, katılımcıların doğrulama siteleriyle iletişim kurma istekliliğinde bir artışı işaret etmektedir. Ancak bu farkın anlamlı olup olmadığını görebilmek için t-test sonuçlarına bakmamız gereklidir.

Tablo 21: Ankete Katılan Öğrencilerin Doğrulama Siteleriyle İletişim Kurarak Araştırmalarını İsterim Maddesine Uygulama Öncesi ve Sonrası Verdikleri Yanıtların t-Testi

Paired Samples Test									
		Paired Differences					Significance		
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	
					Lower	Upper			One-Sided p Two-Sided p
Pair 9	S.15- Doğrulama siteleriyle iletişim kurarak araştırmalarını isterim. - Ö.15- Doğrulama siteleriyle iletişim kurarak araştırmalarını isterim.	1,942	,831	,090	1,764	2,120	21,668	85	<,001 <,001

Tablo 21'e göre uygulama öncesi (Ö.15) katılımcıların doğrulama sitelerine bakma ortalaması 1,59 iken, uygulama sonrası (S.15) bu değer 3,53'e yükselmiştir. Ortalama fark 1,942 olup bu fark istatistiksel olarak anlamlıdır ($p < 0,001$). Güven aralığı, farkın 1,764 ile 2,120 arasında olduğunu göstermektedir. Bu sonuç, doğrulama sitelerine bakma alışkanlığının katılımcılar arasında belirgin şekilde arttığını ve bu artışın tesadüfi olmadığını ortaya koymaktadır. Bu farkın şiddetine bakacak olursak $d > 1$ olduğundan bulunan farklılığın şiddeti çok büyük derecededir.

Sonuç ve Tartışma

Araştırmamızda, medya okuryazarlığı becerilerinin geliştirilmesine yönelik yapılandırılmış bir

süreç tasarlanmış ve bu sürecin etkileri medya okuryazarlığı ölçeği ile değerlendirilmiştir. Araştırmanın temel amacı, katılımcıların medya içeriklerine yönelik bilgi toplama, doğruluğunu sorgulama, nesnel ifadelerin farkına varma, kişisel yorumları ve zıtlıkları fark etme, haber ve haberin yazarı hakkında kaynak araştırma ve doğrulama siteleri ile etkileşim halinde olma becerilerini artırmaktır. Uygulama öncesinde öğrencilere şu maddeleri içeren medya okuryazarlığı ölçeği uygulanmıştır:

- Bir konuda karara varmadan önce bilgi toplarım.
- Bir haberin doğru olup olmadığını anlarım.
- Okuduğum haberdeki bilgiler arasındaki zıtlıkları bulabilirim.
- Haberlerde öne sürülen iddiaların nesnelliğini değerlendirebilirim.
- Haber metinlerindeki verilerle yorumları birbirinden ayırt edebilirim.
- Haber sitelerinin künye bilgilerine bakarak editör ve yazar gibi bilgilere ulaşırım.
- Haberin yazarını araştırırım.
- Doğrulama sitelerine bakarım ve doğrulama siteleriyle iletişim kurarak bilgi edinirim.

Bu ön testin ardından, öğrencilerle medya okuryazarlığını geliştirmeye yönelik **Medya Labirenti** adlı artırılmış gerçeklik uygulamasıyla hazırlanmış bir kitapçık paylaşılmıştır. Kitapçık, katılımcılara haberlerin yüzeysel görünen yönlerinin ötesinde, arka plandaki gerçekleri görme şansı tanıyacak şekilde tasarlanmıştır. Bu süreçte öğrenciler, bir haberin doğruluğunu sorgulama, verilen bilgileri analiz etme ve doğrulama kaynaklarını kullanma gibi becerileri doğrudan deneyimlemiştir.

Uygulamanın ardından medya okuryazarlığı ölçeği bir kez daha uygulanmış ve sonuçlar analiz edilmiştir. Analizler, ölçek maddelerine yönelik "Katılıyorum" ve "Kesinlikle Katılıyorum" yanıtlarında anlamlı artışlar olduğunu göstermiştir. Özellikle "Doğrulama sitelerine bakarım" ve "Doğrulama siteleriyle iletişim kurarak bilgi edinirim" maddelerinde görülen olumlu yanıt artışı, öğrencilerin medya içeriklerini eleştirel bir gözle değerlendirme becerilerinde belirgin bir gelişme olduğunu ortaya koymuştur.

Bu çalışmanın bulguları, medya okuryazarlığının bireylere çok erken yaşlarda kazandırılmasının önemini vurgulayan pek çok çalışma ile uyumludur. Örneğin, **Kellner ve Share** (2007), medya okuryazarlığı eğitiminde eleştirel düşünme becerilerinin medya okuryazarlığının temelini oluşturduğunu vurgulamış ve bu becerilerin, bireylerin medya mesajlarını daha iyi anlayıp, kavrayıp, analiz etmelerine yardımcı olduğunu belirtmiştir. Benzer

şekilde, **Hobbs** (2010), medya okuryazarlığı eğitiminin bilgi düzeyinde kalmaması gerektiğini ulaşılan bilgiyi sorgulamayı, analiz etmeyi ve çoklu açıdan değerlendirmeyi içerdiğini vurgular. Bu bağlamda, çalışmamız kapsamında oluşturduğumuz medya labirenti adlı kitapçığımız katılımcı öğrencilerimize görünenin ötesinde var olabilecek gerçekleri fark etme ve karşılaştıkları her habere daha eleştirel bakmaları gerektiğini uygulamalı olarak göstermiştir. Araştırma ayrıca, daha önceki araştırmalarda (Burnett ve Wilkinson, 2005) öne sürülen, sınıfta teknoloji kullanımının, dikkatli çevrim içi araştırma yapma, kaynağın güvenilirliği hakkında yargıda bulunma ve toplanan verilerin uygunluğu üzerinde düşünme gibi bilgi arayışıyla ilişkili belirli bilgi ve becerileri teşvik etmek için önemli ve vazgeçilmez bir fırsat yarattığı görüşünü desteklemektedir.

Öneriler

Araştırmamız, medya okuryazarlığı ölçeği üzerinden yapılan analizler sonucunda, medya içeriklerini eleştirel değerlendirme becerilerinin artırılmasında yapılandırılmış bir öğretim sürecinin etkili olduğunu göstermiştir. Özellikle artırılmış gerçeklik uygulamalarıyla desteklenen eğitim materyalleri, öğrencilerin medya içeriklerini daha iyi analiz etmelerine ve sorgulamalarına olanak sağlamıştır. Araştırma sonuçlarına dayanarak aşağıdaki öneriler sunulmaktadır: Medya okuryazarlığı eğitiminde eleştirel düşünme becerilerinin kazandırılmasına yönelik yapılandırılmış programlar uygulanmalıdır. Artırılmış gerçeklik gibi teknolojilerden faydalanılarak medya okuryazarlığı eğitimi daha ilgi çekici ve etkili hale getirilebilir. Öğrencilere, doğrulama sitelerini kullanma ve medya içeriklerini eleştirel bir gözle değerlendirme becerileri kazandırılmalıdır. Medya okuryazarlığı becerilerinin gelişimini daha geniş yaş gruplarında ve farklı eğitim düzeylerinde araştıran çalışmalar yapılabilir. Medya okuryazarlığı eğitiminin öğrencilerin öz-yeterlik inançları ve medya içeriklerine yönelik tutumları üzerindeki etkileri daha detaylı incelenebilir. Sonuç olarak, araştırmamız, medya okuryazarlığı becerilerinin geliştirilmesi için yapılandırılmış öğretim yöntemlerinin etkili olduğunu ve bu süreçlerin yenilikçi teknolojilerle desteklenerek daha verimli hale getirilebileceğini ortaya koymaktadır. Öğrencilerin medya içeriklerini eleştirel bir gözle değerlendirme becerilerinin artırılması, medya okuryazarlığı eğitiminin temel hedeflerinden biri olarak ele alınmalıdır.

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Pozitif Duyguların, Kendini Genişletme ve İnşa Teorisine Etkisi: Kişisel Kaynakların Gelişimi

Uzman Sinan Doğan

MEB,s.sinanQ@hotmail.com, 000000028242-0820,Türkiye

Özet

Pozitif psikolojinin geliştirilmesi, bireyin gelişmesine ve ilerlemesine ciddi katkılar sağlamaktadır. Pozitif psikoloji, kişisel gelişimimizdeki psikolojik koşulların ve süreçlerin iyileştirilmesi ve gelişimine bağlıdır. Pozitif psikoloji ile desteklenen beklentiler, başarıya ilişkin olumsuz davranışlarını azaltıyor ve olumlu tutum ve davranışlarını artırıyor. Aynı zamanda canlılık ve öğrenme duygularını tehdit eden stresi ortadan kaldırıp, kendini yetiştirme ve başarılı ortamının oluşturuyor. Başarılı olma doyumunu ve ruh sağlığı arasında pozitif yönlü ve güçlü ilişkisi bulunuyor. Bireyin kendini. ‘‘genişletme ve inşa etme’’ teorisi'ne göre, pozitif duygular optimal işleyişine sahiptir. Pozitif duygular sadece anlık değil; genişletme ve inşa etme sürecinin en iyi şekilde işleyişi sürdürüp, olumlu duygularını ve düşünce kalıpların artırımını sağlıyor. Genişleyen zihninde, yeni yolların açılmasına olanak verip; hisler, yaratıcılık, esnek, sosyal yönden sağlıklı bireyleri ortaya çıkartmaktadır. Bu bağlamda, iyimserlik, umut, öz yeterlilik ve psikolojik dayanıklılık gibi olumlu psikolojik faktörlerin, bireylerde canlılık ve öğrenme duygularını desteklemektedir. Kendini yetiştirmenin duygusal boyutu canlılık ve bilişsel boyutu ise öğrenmedir. Canlılık ve öğrenme birbirlerini destekler. Bireylerde canlılık duygusu, kaygı ve depresyonun üstesinden gelmeye yardımcı oluyor. Canlılık duygusu, görevine odaklanma, keşfetme eğilimi ve ilişki yönetimi gibi aracı davranışları ortaya çıkarıyor. Kendi gelişimlerini destekleyen bir dizi kaynak üretimini sağlıyor. Bireylerde psikolojik sermaye, proaktif kişilik, pozitif duygu ve işe bağlılık gibi bireysel özellikler gelişiyor. Bireylerin kendi psikoloji kaynaklarını üretip, kullanmaları, okul alanındaki başarısının devamında motivasyon ve verimlilik gibi olumlu tutumlarını geliştiriyor. Pozitif psikolojiye göre gelişme ve başarı, bireylerin güçlü yönlerinin, olumlu özelliklerinin arttırılmasıyla gerçekleşmektedir. Bu çalışmada, psikolojik sermaye ile kendini yetiştirme arasındaki ilişki, bireysel bir kaynak olarak düşünülmektedir. Kendini yetiştirmenin psikolojik sermaye ile ilişkisini ve öneminin ortaya çıkarılmasıdır. Bu nedenle tebliğ çalışmamızda, psikolojik sermayenin ve bileşenleri ve motivasyon arasındaki ilişkiyi ve kendini yetiştirmenin

aracı etkisi, Geniřletme ve İnřa Etme Teorisi çerçevesinde incelenmiřtir. Pozitif psikolojinin geliřtirilmesi, psikolojik sermaye boyutlarını geliřtirdiđi sylenebilir.

Anahtar kelimeler: Pozitif duygular, birey, motivasyon, bařarı, kiřisel kaynaklar

Competencies Acquired by the Individual in the Context of a Role Model Experienced with Creative Orientation: Positive Emotions

Abstract

The development of positive psychology makes serious contributions to the development and progress of the individual. Positive psychology is dependent on the improvement and development of psychological conditions and processes in our personal development. Expectations supported by positive psychology reduce negative behaviors related to success and increase positive attitudes and behaviors. At the same time, it eliminates stress that threatens vitality and learning feelings and creates an environment for self-cultivation and success. There is a positive and strong relationship between the satisfaction of being successful and mental health. According to the theory of "expansion and construction" of the individual, positive emotions have optimal functioning. Positive emotions are not only momentary; they continue the best functioning of the expansion and construction process and increase positive emotions and thought patterns. In the expanding mind, it allows new paths to open; feelings allow them to feel as creative, flexible, social and healthy individuals. In this context, positive psychological factors such as optimism, hope, self-sufficiency and psychological resilience reveal feelings of vitality and learning in individuals. The emotional dimension of self-cultivation is vitality and the cognitive dimension is learning. Vitality and learning support each other. The feeling of vitality in individuals helps to overcome anxiety and depression. The feeling of vitality reveals mediating behaviors such as focusing on the task, the tendency to explore and relationship management. It provides the production of a series of resources that support their own development. Individuals develop individual characteristics such as psychological capital, proactive personality, positive emotion and commitment to work. Individuals' production and use of their own psychological resources develop positive attitudes such as motivation and productivity in the continuation of their success in the school field. According to positive psychology, development and success occur by increasing the strengths and positive characteristics of individuals. In this study, the relationship between psychological capital and self-cultivation is considered as an individual resource. It is to reveal the relationship and

importance of self-cultivation with psychological capital. Therefore, in our paper, the relationship between psychological capital and its components and motivation and the mediating effect of self-cultivation were examined within the framework of the Expansion and Construction Theory. The psychological capital dimensions of gaining positive psychology can be developed. Institutions that unite within the scope of common goals, values and beliefs can achieve success by being happier and more motivated.

Key Words: Positive emotions, individual, motivation, success, personal resources

Giriş

Bireyde, negatif veya pozitif davranışların nedenleri hakkındaki araştırmalar güncelliğini korumaktadır. Bireyde ortaya çıkan negatif veya pozitif davranışlar hayatlarını biçimlendiriyor ve bireyin toplumsal hayatını etkiliyor. Bireyin gelişmesi ve ilerlemesi, pozitif davranışların gelişmesine bağlı olduğu söylenebilir. Bundan dolayı eğitim alanında pozitif davranışlar, daha kritik hale gelmektedir. Eğitim kurumları, sadece akademik bilgi vermek değil; hayatın anlamını kazandıran alanlardır. Kendini geliştirme, potansiyelinin kullanma ve insani değerlerin kazandırılması gerekmektedir. Pozitif psikolojik, içsel bir özellik olmasından ziyade; kişisel kaynaklar ile çevre kaynaklarından oluşan dinamik bir süreçtir (Luthar ve Zelazo, 2003). Bu dinamik süreç, eğitim alanına mutlaka kazandırılması gerekmektedir. Pozitif psikolojik bazı insanların sahip olduğu, diğerlerinin ise olmadığı bir özellik değildir.

Araştırmanın amacı bireyin hayatının anlamlandırılmasında kişisel kaynaklarını incelenmesi, kişisel kaynaklarına ulaşan bireyde ortaya çıkan davranışların araştırıp, kişisel kaynaklar ile birey arasında ilişkinin incelenmesidir. Kişisel kaynakların, birey hayatında yapacağı pozitif davranışların önemine vurgu yapılmış, yaşamında yapacağı katkıları hakkında veri toplanmak suretiyle bundan sonra yapılacak araştırmalara bilgi kaynağı oluşturulması amaçlanmıştır. Yaşamın verimliliğini sağlayan en temel unsur bireyin kendisidir. Bireyin karşılaştığı problemlerle en etkili şekilde başa çıkarak negatif yaşantıyı pozitifte dönüştürülmesinde kişisel kaynakların önemini anlaşılması amaçlanmıştır. Bunun gerçekleşebilmesi için bireyin kendisine ilişkin görüşleri oldukça büyük bir önem taşımaktadır. Bireyin kendisini tanıması, yapabileceklerinin farkına varması, olaylara bakış açısı problemlerle başa çıkmada ve pozitif yaşam sürmede son derece önemlidir.

Pozitif psikolojiye göre gelişme ve başarı, bireylerin güçlü yönlerinin, olumlu özelliklerinin arttırılmasıyla gerçekleşmektedir. Bu çalışmada, psikolojik sermaye ile kendini yetiştirme arasındaki ilişkisi, bireysel bir kaynak olarak düşünülmektedir. Kendini yetiştirmenin, psikolojik pozitif sermaye ile ilişkisini ve öneminin ortaya çıkarılmasıdır. Bu nedenle çalışmamızda, psikolojik sermayenin ve bileşenleri ve motivasyon arasındaki ilişkiyi ve kendini yetiştirmenin aracı etkisi, Genişletme ve İnşa Etme Teorisi çerçevesinde incelenmiştir. Pozitif psikolojiyi kazanılması, psikolojik sermaye boyutlarının geliştirilebilir

1. Pozitif Duygular ile Kişisel Kaynaklar Arasındaki İlişkisi

Pozitif psikolojinin geliştirilmesi, bireyin gelişmesine ve ilerlemesine ciddi katkılar sağlıyor. Yani, başarısız olmaya değil; başarıya odaklanıyor. Unutmaya değil; hatırlamaya yoğunlaşıyor. Başarının en önemli anahtarlarından birisi, beynin pozitif düşünceye programlanmasıdır. Bireyde pozitif psikolojinin ortaya çıkması, kişisel kaynakların kazanımı yönünde kararlı, tutarlı bir şekilde eylemlerini gerçekleştirilmesine bağlıdır. Bireyde kişisel kaynakların geliştirilmesi, kendine olan saygısını, güvenini ve mutluluğunu artırmaktadır. (Baymur,1994,266/267).

Pozitif psikoloji, bireylerin güçlü yönlerini keşfetmesine, olumlu deneyimlere odaklanmasına ve yaşamını daha anlamlı hale getirilmesine önemli etki yapıyor ve geliştiriyor(Snyder ve Lopez,2002)Pozitif psikoloji, kişisel gelişim alanını etkileyen psikolojik koşulların ve süreçlerin iyileştirilmesine ve gelişimine bağlıdır. Bireyin potansiyelini etkili bir şekilde kullanılmasını sağlayacak kişisel gelişiminin inşasında, hayatın anlamını kazandıracak rehberlik hizmetler çok önemlidir. Hayatın anlamına ulaşılan birey, büyük bir şeyin parçası olduğunu hissediyor ve derin, kalıcı başarı ve mutluluğa ulaşıyor. Hayatı anlamlandırmayan birey, sürekli ıstıraplara ve başarısızlıklara doğru sürükleniyor. Öyle ise bireye kazandıracak hayatın anlamı, birey için en değerli hazine olduğu söylenebilir. Bundan dolayı hayatının anlamına ulaşılmasında; rehberlik ve takip işlemleri önemli hale geliyor(Ok,2016,s.72)

Bireyin anlam ve hakikat arayışı, başarı ve yaratıcı yaşamının temelini ve gerçek mana da insan oluşunun en güçlü yönlerini oluşturuyor (Frankl,2021; Bahadır,2011),4).Metafizik emniyeti,geçmiş deneyimler, bireyin hayatına anlam kazandıracak iki temel unsurlardır(Jung, 1933,s.204)Çocukların yaşamına anlamın kazandırılması,dengeli ve tutarlı davranışlarının kaynağını ortaya çıkartmaktadır(Aydın vd.,2015,s.40) Çocukların yaşamında anlam yoksunluğu; çocukları,bu temel ihtiyacı karşılamak için ilk fırsatta başka bir kaynağa yöneltiyor

ve çabalarını ortaya çıkarttırıyor(Cüceloğlu, 2015,s.126). Çocuğun anlam arayışı ile kendi özüne ulaşma ve kendi yapısında var olan temel ihtiyacını gerçekleştirmedir (Akıncı,2002, s.225).

2.Bağlanma ve Temel Güven Duygusu

İnsan, yaşamın anlam arayan ve bununla bütünleşmeye çalışan bir varlıktır(Aydın, 2015,190)Mutluluğa çocukluktan itibaren hayatın anlamını elde ederek ulaşılıyor(Frankl, 1988,38).Yaşamın gerçek anlamını kavramaya çalışan bir çocuk, hiçbir zaman eksiklik duymaz. Bağlanma ve temel güven duygusu, yaşamı anlamlandırmanın temelidir. Çocukta bu temelin sağlıklı gelişmesi, yaşamını anlamlandırma sürecini olumlu etkiliyor(Erikson,1984, s.1,4).Güvenli bağlanma, duygularını anlama, sosyal problem çözme becerileri, vicdan gelişimi ve olumlu kendilik kavramlarını ortaya çıkartmasından dolayı psikoloji pozitif ile ilişkili olduğu söylenebilir.

Her birey, bağlanma ve temel güven duygusunu, kendisini karşılıksız sevecek, tehlikelerden koruyacak anne ve baba; daha sonra Tanrı'yla giderilmeye çalışır.(Yıldız,2007) Yaşamın anlamı, bağlanma ve temel güven duygu zeminde geliştiğinde; olumlu duygu deneyimlerini ve kişisel kaynaklarını güçlendiriyor. Kalıcı kişisel kaynakları inşa eden davranışları ortaya çıkartıyor. Öğrenme duygularını tehdit eden stresi ortadan kaldırıp, sosyal iletişim ve başarılı olmasını sağlayacak ortamını oluşturuyor(Sroufe,2005;349-367).“Tanrı beni koruyor.” şeklinde bir inanç ve düşüncesi, çocuk üzerinde koruyucu ve rahatlatıcı bir etki yapıyor(Flannelly ve diğerleri,2008).Bireyde bağlanma ve temel güven duygusu gelişmediği zaman, kaygı, stres, düşmanlık, duygusal tükenmişlik ve başarısızlık gibi kişisel kaynaklar meydana geliyor (Calvert,2010:56).

Bağlanma ve temel güven duygusunun temelini din oluşturuyor. Din bu yönüyle bireysel ve toplumsal açısından çok geniş bir çerçevede işlevlere sahiptir. Bireyin iç dünyasında ahenk ve tutarlı davranışlarının şeklini ve yönünü belirliyor. Bireyin yaşamını anlamlandırma ve bir var-oluşsal çözümleme misyonunu güçlü şekilde kazandıran olgudur (Bergson,1962,s.127; Sarıkçıoğlu,1983,s.19) Bireyin yaşamında ortaya çıkan dini duyguların ve eylemlerin, kutsalla ilişkisi anında yaşadığı bireysel tecrübe şeklinde tanımlanabilir (William, 1982,21)Bireyin yaşamında din, teselli edici ve duygu ve düşüncelerini güçlendirici etkisi yapıyor(Balaban,1950,s.45,51) Bireyin içsel ve dışsal yaşantısında dengeyi sağlama

işlevini gerçekleştiriyor. Houxley, bütün amaçlı eylemlerin ve nezh yaşantıların ön koşulunun “inanç” olduğunu söyler(Aldous,1996,s.239)İçsel bir etkinlik sonucu ortaya çıkan inancın, pozitif insan olmaya katkısının büyük olacağıdır(Fromm, 1990,s.28)

Bağlanma duygusunun merkezinde Tanrı inancı ve Tanrı’ya bağlılık yer almaktadır. Tanrı’ya bağlanma duygusunu yaşamayan bireyin manevi dünyası bozuluyor ve kişilik sorunları meydana geliyor(Jung,1966)Bireyde,Tanrı’ya bağlılık yerine, haz duygusuna bağlılık, bireyin yaşamını anlamlandırma sürecini engelleyen önemli nedenlerden biridir. Bundan dolayı bireyin haz duygusunu kontrol altına alması çok önemli haline gelmektedir. Ancak, bireyde bağlanma duygusunun gelişmesiyle haz duygusu kontrol altına alınır. Kontrol edilmeyen haz duygusu, sosyal ve ekonomik alanında tehditlere dönüşmektedir.(Harari, 2016,52).Tarihte, bağlanma duygusu yaşamayan toplumlarda, yıkıcı davranışları ortaya çıkarttığı gibi bireyi intihar etmeye sürüklemiştir. Bu nedenle çocukların yaşamını anlamlandırma sürecine, bağlanma ve temel güven duygusunu yerleştirmek gerekmektedir. Bağlanma duygusunun gelişimi, kontrol duygusunu artırdığı gibi strese karşı bir kalkan olmaktadır. Duygusal iyilik halini artırarak, kişisel kaynakların üzerinde olumlu etki yapıyor Kişisel kaynakların inşası, dengeli bir karakterin ve kendisiyle bütünleşmiş müthiş gücün genişleyerek ortaya çıkmasını sağlıyor.

3. Genişletme ve İnşa Teorisi

Bireyde ortaya çıkan ‘genişletme ve inşa etme’ teorisi’ne göre, pozitif duygular optimal işleyişine sahiptir. ‘Genişletme ve inşa etme’ yoluyla olumlu duyguların ortaya çıkarttığı eşsiz etkilerini yaşama fırsatını sunuyor ve kalıcı kişisel kaynaklar inşa eden davranışları meydana getiriyor(Fredrickson 1998,2001).Pozitif duyguların ortak bir işlevi, bireyin bilişsel kapsamını genişletmek suretiyle kişisel kaynaklarını geliştirmesidir (Fredrickson,2013). Algı, dikkat, motivasyon gibi işlevlerin bilişsel alanda artırımı, daha fazla kaynak oluşumunu katkı sunuyor(Ching ve Chan,2020).Olumlu duygular-bilişsel alanın genişlemesi ve buna bağlı davranışları artmasıyla pozitif duygular da artıyor. Pozitif duygular, düşünceleri değil; beceri ve davranışları artırıyor. Daha geniş bir bakış ve düşünme açısını kazandırmaktadır(Fredrickson,Cohn,2008)Bireyin yaşadığı pozitif duygu deneyimleri, kişisel kaynakların güçlenmesini sağlamak suretiyle bireyin refahı ve psikolojik sağlığın olumlu etki yapmaktadır (Fredrickson, Branigan 2005).

Zaman içerisinde olumlu duygularla genişleyen ve gelişen bilişsel alandan doğan hayatın anlamı, bireyde amaç haline geliyor. Birey, amacını gerçekleştirirken; fiziksel, sosyal, psikolojik ve sosyal anlamda birçok kaynakların ortaya çıkmasını sağlıyor. (Fredrickson ve Branigan 2005) Pozitif kaynak gelişiminin, ruh sağlığı üzerinde koruyucu etki yapıyor. Aynı zamanda bireysel ve toplumsal refah için katkısı söz konusudur. Pozitif psikoloji ile desteklenen beklentiler, başarıya ilişkin olumsuz davranışlarını azaltıp ve olumlu tutum ve davranışlarını artırıyor. Aynı zamanda canlılık ve öğrenme duygularını tehdit eden stresi ortadan kaldırıp, kendini yetiştirme ve başarılı olma ortamını oluşturuyor. Başarılı olma doyumu ve ruh sağlığı arasında pozitif yönlü ve güçlü ilişkisi bulunuyor. Diğer bir ifade ile içerisinde bulunulan ortamda ya da alanda bireyin kendini hissettirme ve fark yaratma çabası ve durumu olarak da açıklanabilir (Ardahan, 2012)

Pozitif duygular sadece anlık değil; genişletme ve inşa etme sürecinin en iyi şekilde işleyişi sürdürüp, olumlu duygularını ve düşünce kalıpların artırımını sağlıyor. Genişleyen zihninde, yeni yolların açılmasına olanak verip; hisler, yaratıcı, esnek, sosyal ve sağlıklı bireyler olarak hissetmelerini sağlamaktadır. Bu bağlamda, iyimserlik, umut, öz yeterlilik ve psikolojik dayanıklılık gibi olumlu psikolojik faktörlerin, bireylerde canlılık ve öğrenme duygularını ortaya çıkartmaktadır. Kendini yetiştirmenin duygusal boyutu canlılık ve bilişsel boyutu ise öğrenmedir. Canlılık ve öğrenme birbirlerini destekler. Bireylerde canlılık duygusu, kaygı ve depresyonun üstesinden gelmeye yardımcı oluyor. Canlılık duygusu, görevine odaklanma, keşfetme eğilimi ve ilişki yönetimi gibi aracı davranışları ortaya çıkarıyor. Yaratıcı süreçte duygular da çok önemlidir. Çünkü yaratıcılığın kişisel anlamları bulunmaktadır(Runco, Martin,2002) Birey ne kadar kişisel kaynaklarını geliştirmişse ise o kadar yaratıcı olabilmektedir

Proaktif Kişisel Gelişimi

Keşfetme eğilimi ve ilişki yönetimi gibi aracı davranışları ortaya çıkmasıyla kendi gelişimlerini destekleyen bir dizi kaynak üretimini sağlıyor. Bireylerin kendi psikoloji kaynaklarını üretip, kullanmaları, okul alanındaki başarısının devamında motivasyon ve verimlilik gibi olumlu tutumlarını geliştiriyor. Yaratıcılık yalnızca bireyin zihninde oluşan bir düşünce değil çok farklı kaynakların birlikte oluşturduğu sinerji ile ortaya çıkan bir başarıdır. Bu nedenle yaratıcılığı geliştirmek yalnızca bireyi yetiştirmekle değil; kaynakları iyileştirmek gerekmektedir. Bireylerde psikolojik sermaye, proaktif kişilik, reklektif, pozitif duygu ve işe bağlılık gibi

kişisel kaynaklar geliyor. Reflektif kelimesi, aktif, ısrarlı, bilinçli ve sistematik olarak düşünme anlamına gelmektedir. Problemleri, özel durumlar içerisinde fark etme, anlama ve bunları çözülebilmesi için sistemli olarak problem hâline getirmeyi içermektedir. Problem çözme ise, oluşturulan problemleri kuramsal bilgiler, uygulamadan ortaya çıkan bilgiler ve etraflıca düşünmeyle ortadan kaldırmaya yönelik çalışmayı içermektedir (Ekiz,2001).

Proaktif kişilik, olayları seyreden değil; olayların içine giren, sorumluluk alan kişi olarak tanımlanmıştır(Crant,2000)Proaktif birey, kendi gelişimi için sorumluluk almasıdır. Enerjilerinin doğası pozitifdir. Hedefe ulaşmayı kolaylaştıracak ve kişisel gelişimi sağlayacak kaynak üretmeye yönelik çabaları içerir. Proaktif kişilik, kendisiyle barışık, öz-güveni yerinde, benlik saygısı yüksek bir kişilik örüntüsüyle karakterizedir. Bilgi ve entelektüel yeteneklerini sağduyularıyla birlikte kullanırlar. Bilişsel zekâları, duygusal zekâları ve ruhsal zekâları arasında senfonik bir uyum vardır.Yani, süreç onu yönlendiremez; O süreci yönlendirerek yoluna devam eder ve böylece enerji ve performansını yaşamın geneline yayabilir. Proaktif bireyi dikkatle düşünülmüş, seçilmiş ve sindirilmiş değerler yönetir. Proaktif kişilik, kendilerini her daim geliştiren bireylerdir(Kale,2009).Değişen dünyanın belirsizliği ve karmaşıklığının yanında teknoloji alanındaki değişim hızı ise proaktifliği önemli bir hale getirmektedir(Bateman ve Crant, 1993).

Sonuç

Yaşamında verimlilik ve başarıyı gerçekleştiren bireyin kendisidir. Psikolojik sermaye boyutlarının geliştirilmesi, pozitif psikolojinin kazanılmasına bağlı olduğu söylenebilir. Pozitif psikoloji, bireylerin güçlü yönlerini keşfetmelerine, olumlu deneyimlere odaklanmalarına ve yaşamlarını daha anlamlı hale getirilmesine önemli bir etki yaratmaktadır. Pozitif psikoloji, kişisel gelişimimizdeki psikolojik koşulların ve süreçlerin iyileştirilmesi, gelişimine ve buna ilişkin rehberlik hizmetlerinden dolayı derin ve kalıcı mutluluk oluşturuyor.

Çocukların anlam ve hakikat arayışı, yaşamları boyunca en güçlü değerini ve insan oluşlarının en güçlü göstergesini oluşturuyor. Bireyin yaşamında anlam, davranışlarını dengeli ve tutarlı hale getiren bir kaynak durumundadır. Aynı zamanda anlam arayışı insanın özünden kaynaklanan, yapısına ait temel bir özellik ve bir ihtiyaçtır. İnsan, anlam arayan ve anlamla yaşayan bir varlıktır. Hayatın anlamına ulaşılması, duyguları anlama, sosyal sorunları çözme becerileri, vicdan gelişimi ve olumlu kendilik gibi pozitif ilişkilerde kendini gösteriyor. Hayatın gerçek anlamını kavramaya çalışan bir birey, hiçbir zaman eksiklik duymuyor.

Hayatını anlamı, bağlanma ve temel güven duygu zeminde geliştiğinde, olumlu duygu deneyimlerini, kişisel kaynaklarının güçlenmesini sağlıyor. Kalıcı kişisel kaynaklar inşa eden davranışları ortaya çıkartmaktadır. Öğrenme duygularını tehdit eden stresi ortadan kaldırıp, sosyal iletişim ve başarılı ortamının oluşturuyor. Bireyde bağlanma ve temel güven duygusu gelişmediği zaman, kaygı, stres, düşmanlık, duygusal tükenmişlik ve başarısızlık gibi kişisel kaynaklar ortaya çıkmaktadır. Bireylerde, hayatı anlamlandırma sürecini engelleyen sebeplerden birisi, kontrol edilemeyen haz duygusudur. Bireyde bağlanma duygusunun gelişmesiyle haz duygusu kontrol altına alınıyor. Böylece, hazların kontrol alınması, kişisel kaynakların gelişimi dengeleyen bir karakter ve kendisiyle bütünleşmiş müthiş gücünü ortaya çıkartıyor. Kalıcı kişisel kaynaklar inşa eden davranışları ortaya çıkartmaktadır.

Kişisel kaynakları geliştirilmesi, bilişsel kapsamın genişletilmesidir. Bu bağlamda algı, dikkat, motivasyon v.b. işlevlerin bilişsel alanda artırımıyla daha fazla kaynak oluşumunu katkı sunmaktadır. Başarıyı engelleyen olumsuz davranışlarını azaltıyor ve olumlu tutum ve davranışlarını artırıyor. Bu yöneyle bireyde, genişletme ve inşa etme süreci en iyi şekilde işlediği söylenebilir. Genişleyen zihninde hisler, yaratıcı, esnek, sosyal düşünceler bireyin kendini iyi hissetmesini sağlıyor. Bu bağlamda, iyimserlik, umut, öz yeterlilik ve psikolojik dayanıklılık gibi olumlu psikolojik faktörler, bireylerde canlılık ve öğrenme duygularını geliştiriyor. Kendini yetiştirmenin duygusal boyutu canlılık ve bilişsel boyutu ise öğrenmedir. Bireylerde canlılık duygusu, kaygı ve depresyonun üstesinden gelmeye yardımcı oluyor. Canlılık duygusu, görevine odaklanma, keşfetme eğilimi ve ilişki yönetimi gibi aracı davranışları ortaya çıkmasıyla, kendi gelişimlerini ve yaratıcılığını destekleyen bir dizi kaynak üretimini sağlıyor. Yaratıcılık, yalnızca bireyin zihninde oluşan bir düşünce değil çok farklı kaynakların birlikte oluşturduğu sinerji ile ortaya çıkan bir başarıdır. Bu nedenle yaratıcılığı geliştirmek yalnızca bireyi yetiştirmekle değil; kişisel kaynakları iyileştirmekle de olabilmektedir. Buna bağlı olarak proaktif kişilik, reaktif, pozitif duygu ve işe bağlılık gibi kişisel kaynaklar da gelişiyor. Bilişsel zekâları, duygusal zekâları ve ruhsal zekâları arasında senfonik bir uyum vardır. Yani, süreç onu yönlendiremez; tersine; O, süreci yönlendirerek yoluna devam eder ve böylece enerji ve performansını yaşamın geneline yayabilir.

Öneriler

Bireyin karşılaştığı problemlerle en etkili şekilde başa çıkarak negatif yaşıntıyı pozitif dönüştürecek kişisel kaynakların öneminin anlaşılmasını sağlayacak bilimsel çalışmalar, bilimsel zeminde yeterince tartışılması gerekmektedir. Bu konuda yeterince çalışmaların olmadığına dikkat çekilmek istenmiştir. Psikolojik sermaye ile kendini yetiştirme arasındaki

ilişkinin, bireysel bir kaynak olacağı bağlamında bilimsel zeminde yeni tartışmaların ortaya çıkarılması sağlanmıştır.

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Yaratıcı Yönelimle Deneyim Kazanmış Rol Model Bağlamında Bireyin Kazandığı Yetkinlikler: Pozitif Duygular

Uzman Sinan Doğan

MEB,s.sinanQ@hotmail.com, 000000028242-0820,Türkiye

Özet

Bireyde, yaratıcı eylemlilik davranışların ortaya çıkması, dikkati dağıtan etkenleri devre dışı bırakan bir algı mekanizması gelişmesine bağlıdır. Nörobilim alanındaki araştırma bulgularına göre, yoğunlaşma ve odaklanma değerlerinin deneyimle gelişmektedir. Deneyim, keşif yolculuğunda, keşfi gerçekleştirmiş bilgi kaynaklarına, yöntem ve tekniklerine ulaşılmasıdır. Bu deneyim sürecini gerçekleştiren bireylerde, beyinsel fonksiyonlarında dönüşüm süreci yaşıyor. Zihnini odaklanmış biçimde kullanılmasıyla kaygı veya negatif duygular, bireyin varlığından uzaklaşıyor. Birey, zihni, bedeni, sezgileri zayıflatan etkilerine maruz kalmadan ilerleme sürecinde, yetkinliği gelişiyor ve etkinliğinin olanaklarını keşfediyor. Uzun süreli yaratıcılık eylem alanında kazandığı yetkinlik, bütüncül bir deneyim halinde yaşamındaki diğer alanlarına yayılıyor. Narsistik eğilimler, yaratıcılık eylemlerin ortaya çıkmasını engelliyor. Bireyin, başkaları tarafından beğenilme çabasıyla yaratıcı etkinliklere yönelmesi, bireyde yıkıcı bir döngü oluşturuyor. Başarısızlık korkusu, beğenilmeme kaygısıyla gerçekleştirdiği deneyim ve ulaştığı yetenekler, kendisine doyum vermiyor. Bireyin ortak bir yaşama katkı sağlamanın mutluluğunu hissetmiyor. Birey yaratıcılık eylemlilik etkinliğine yöneldiğinde, başkalarının dikkatini toplamak için değil; kendisine odaklanması gerekiyor. Kendine yoğunlaşması, deneyim öğrenme sürecini ve yeteneklerini geliştirir. Diğer insanlarla dayanışmaya ve dostluğa dayalı ilişkiler kurması, ortak keşiflere dayalı zengin bir hayat deneyimini meydana getiriyor. Birey, narsistik yönelimine değil; yaratıcılık yönelimini destekleyen kültürel ve eğitim ortamlarına yönelmesi gerekiyor. Yaratıcılık ortama yönelimi destekleyen ve besleyen bir ortamda yaşayan birey, becerileri elde ediyor, geliştiriyor, sürdürüyor ve güvene dayalı ilişkiler kuruyor. Yaratıcı yönelimle deneyim kazanmış rol modeli oluşturabiliyor. Makalemiz, nitel olup, tarama yöntemine dayanmaktadır. Bireyin yaratıcı etkinlik alanlarına yönelmesinde deneyimlerden yararlanmasının önemi vurgulanmıştır. Birey, yaratıcı etkinlik alanını gerçekleştirirken; bireyin kişisel gelişim alanında meydana getirdiği yeteneklerin ve kazandığı değerlerin temellendirilmesi amaçlanmıştır.

Anahtar kelimeler: Birey, deneyim, yetenekler, pozitif duygular, yoğunlaşma

Competencies Acquired by the Individual in the Context of a Role Model Experienced with Creative Orientation: Positive Emotions

Abstract

The emergence of creative action behaviors in the individual depends on the development of a perception mechanism that disables distracting factors. According to research findings in the field of neuroscience, the values of concentration and focus develop with experience. Experience is reaching the information sources, methods and techniques that have realized the discovery during the journey of discovery. Individuals who realize this experience process experience a transformation process in their brain functions. By using their mind in a focused manner, they distance themselves from the existence of anxiety or negative emotions. The individual develops their competence and discovers the possibilities of their effectiveness in the process of progressing without being exposed to the effects that weaken their mind, body and intuition. The competence they gain in the field of long-term creative action spreads to other areas of their life as a holistic experience. Narcissistic tendencies prevent the emergence of creative actions. The individual's turning to creative activities in an effort to be liked by others creates a destructive cycle in the individual. The experiences and skills they have achieved with the fear of failure and the anxiety of not being liked do not give satisfaction and do not make them feel the happiness of contributing to a common life. When an individual turns to creative activity, they need to focus on themselves, not on attracting the attention of others. Focusing on themselves improves the experience learning process and their skills. Establishing relationships based on solidarity and friendship with other people reveals a rich life experience based on shared discoveries. It is necessary to provide cultural and educational environments that support the individual's creative orientation, not their narcissistic orientation. An individual living in an environment that supports and nourishes creative orientation acquires, develops, and maintains the skills required by creative orientation and establishes relationships based on trust. They can create a role model who has gained experience with creative orientation. Our article is qualitative and based on the screening method. The importance of the individual benefiting from experiences in turning to creative activity areas is emphasized. While the individual realizes his/her creative activity area; it is aimed to establish the skills and values he/she has created in personal development.

Key Words: Individual, experience, abilities, positive emotions, concentration

Giriş

Pozitif arayışta bireyler, anlam kaybı veya anlamsızlık düşüncesiyle değil; yaşamın özünde var olan anlamı keşfetme, kendi kişisel potansiyellerini geliştirme ve sağlıklı bir gelişim sürecinin parçası olarak arama yaparlar. Bu arayış biçimi doğası gereği simbiyotik ve diyalektik bir yapıya sahiptir. İnsanı, diğer canlılardan ayıran en temel özelliklerden birisi yaratıcılık ve yaratıcı düşünme becerisidir. Yaratıcılık, kendini ifade etme, zekâ ve hayal gücünü kullanma kapasitesidir. Yeni fikir, farklı bakış ya da orijinal ürün” ortaya koyma yeteneğidir(Çeliköz,2017)

Yaratıcılık bireyin sahip olduğu en temel yetilerden biridir. Yaratıcılığın keşfi, bireyin kendisini ve içinde yaşadığı doğal çevreyi, yaşamı tanımaya ve anlamaya yöneliktir. İnsanın yaratıcı güçlerinin ortaya çıkarılması bir bakıma yaşamın anlam kazanmasıdır. Bu bağlamda her insanın belli bir düzeyde yaratıcı olduğu kabul edilebilir. Asıl problem insanda var olan bu yaratıcılık potansiyelini geliştirebilecek ortamları ve modelleri var edebilmektir. Bireyde var olan yaratıcılık yeteneğini ortaya çıkarılması, bilim ve teknikte, gerekse düşünsel, sanatsal ve kültürel alanda yeni ürünler ortaya çıkaran toplumlara ulaşılır. Yaratıcılık, kendimizi değiştirme eylemliliğidir. Bireyde yaratıcılığın ortaya çıkmasını engelleyen amansız sorunlara alışılmışın dışında, farklı, etkili ve hatta anlamlı yeni modeller oluşturulması gerekiyor.

Makalemiz, nitel olup, tarama yöntemine dayanmaktadır. Bireyin yaratıcı etkinlik alanlarına yönelmesinde deneyimlerden yararlanmasının önemi vurgulanmıştır. Bireyin yaratıcı etkinlik alanını gerçekleştirirken; kişisel gelişimde meydana getirdiği yeteneklerin ve kazandığı değerlerin temellendirilmesi amaçlanmıştır. Bireyin yaratıcı etkinlik alanlarına yönelmesinde, deneyimlerden yararlanmasının önemi vurgulanmıştır. Bireyin yaratıcı etkinlik alanını gerçekleştirirken; kişisel gelişimde meydana getirdiği yeteneklerin ve kazandığı değerlerin temellendirilmesi öne çıkarılmıştır.

Sosyal Algı ve Sosyal Öğrenme

Yaratıcılık, bireyin bilimsel, sanatsal, teknolojik ve toplumsal alanda gelişimini etkileyen özelliklerine sahiptir. Yaratıcı yeteneğini geliştirmiş bireylerde, öz yeterlik özellikleri ortaya çıkmaktadır. Algı, duyuşsal bilginin nesnel ve öznel biçimlerde yorumlanması ve anlamlandırılması işlemidir. Bireyin algılaması, içinde bulunduğu sosyal ortama ve kendi psikolojik alanına bağlı olarak ortaya çıkan, somut duyuşsal bir bilgilenme olmanın ötesinde sosyal bir olgu olarak ele alınmalıdır (İnceoğlu,2010,s.94). Bireyin yaşadığı deneyimi, geçmiş deneyimlerin birikimleriyle birlikte özümleyecek yeni bir bilişsel bütüne ulaşması(Özer, 2014,s.183-184)olduğu söylenebilir.

Toplumda tutumlar, değer yargıları, güdüler, yetişme tarzı, sosyal ortam gibi unsurlar,

sosyal algının temelini oluşturuyor(Güney,2006,s.135).Sosyal algıyı oluşturan unsurlar, bireylere kendini hissettiren, bireyleri belirli sınırlar içinde tutan ve yönlendiren bağlardır (Johnston,1992,s.7).Sosyal ortamı oluşturan algılar, yaşamın farklı durumlarında karar alma mekanizmasına ve davranış biçimlerine rehberlik edecek olan temel ölçütleri kazandırıyor (Hodgkinson,2008,s.142). Bireyin toplumsal yaşamdaki rolünü de aktif hale getiren sosyal algı, diğer bireylere dair davranışlarını gözlemlemek suretiyle bir sonuca ulaşır ve sosyal öğrenme gerçekleşir. Sosyal öğrenme düzeyi, sosyal algı düzeyinin gelişmesine bağlıdır.

Sosyal Öğrenme ve Yaratıcılık

Aile ve okul temelli olumlu sosyal ortamlar, bireyin karar alma mekanizmasına ve davranış biçimlerine olumlu etki etmesinden dolayı pozitif değerlerdir. (Bernal vd.,2011: s.135). Bireyin karar alma mekanizmasına ve davranış biçimlerine olumlu etki edecek sosyal ortam yoksunluğu, bireyde sosyal kaygı, aşırı duyarlılık, başarısız olma (değerlendirilme) korkusu ve buna bağlı aşırı uyarılma hali gibi değerler meydana geliyor.Bu nedenle .bireyin yaratıcı yönelimini sağlayacak sosyal modeller çok önemli hale gelmektedir. Yaratıcılığın gelişmesinde, kişinin kendini güvende hissettiği, psikolojik yönden kısıtlanmadığı, kendisine güven hissinin verildiği ve düşünce özgürlüğüne müdahale edilmediği gibi unsurların belirlendiği düzeyli tartışma ortamlarında bireyin yaratıcılığı gelişebilir. (Yavuzer,1989; Duman, 2009).

Öğretmenin, öğrencilerde yaratıcı potansiyelini ortaya çıkmasını sağlamak için sosyal öğrenmeyi dikkate alarak eğitim süreçleri oluşturmak suretiyle öğrenciler kendilerini gerçekleştirebilir.(Orhon,2014;Grant ve Grant,2015).Yaratıcı düşünmeyi gerçekleştirecek sosyal öğrenme ortamları oluşturmak, etkili öğretmenliğinin anahtarıdır. Çünkü öğrencilerin yaratıcı düşünme becerilerinin geliştirilmesinde en önemli model öğretmendir(Starbuck, 2017).Eğitim süreçlerinde yaratıcılığı olumsuz etkileyen sebepler tanımlanması ve ortadan kaldırılması gerekmektedir. Yaratıcılığın gelişmesi için öğrenim süreçleri ile hedefler arasında ilişki kurulmalıdır. Bu ilişkinin, öğrencinin gelecekteki hayatına yapacağı etkilerinin ortaya konulmasıyla öğrencilerde akademik iyimserlik meydana gelmektedir (Grant, Grant, 2015). Bireylerin mutluluk hallerini etkileyen unsurlardan biri de iyimserlik durumlarıdır. İyimserlik olgusu, akademik önemini, güven ve yeterlilik kavramlarını, bireysel hem de örgütsel düzeyde kapsayan bir yapıdır(Hoy,Tarter,2011). Akademik iyimserlik, kaynağını insanların yaşantı ve deneyimlerine pozitif bir açıdan yaklaşan ve onları inceleyen pozitif psikolojiden almıştır(Bernard vd.,2010).Akademik iyimserlik,pozitif psikolojinin gelişimine önemli katkılar sunuyor. Öğretmenler, ebeveynler ve öğrenciler, akademik iyimserliği konusunda işbirliği yapmaları gerekmektedir. Öğrencilerin, kendi kabiliyetine inanıp, olumsuzluklara ve zorluklara

karşı mücadele edilmesinde; bu işbirliğin çok daha önemli hale gelmektedir. Süreç sağlıklı yürütüldüğünde, öğrencilerin akademik yeteneklerinde farklılıklar oluşturabileceğine yönelik olumlu inanışları artacaktır (Hoy vd., 2008, s. 822). Akademik iyimserliğin geliştiği okullarda, öğrencilerin öğrenme ortamları ciddi ve düzenlidir. Öğrenciler zorlu görevler için istekli ve arzuludur. Belirlenen ve ulaşılabilir hedeflere yürürler (Hoy vd., 2006: 145 akt., Çoban, 2010, s. 20)

Yaratıcı Yönelimlerin Ortaya Çıkması

Yaratıcılık, keşfedilebilmesi ve geliştirilmesi uygun sosyal ortamlarda eğitimle gerçekleşiyor. Özellikle sosyal algılar, yaratıcılığı olumlu ya da olumsuz olarak etkilemektedir. Yaratıcılık deneyimini oluşturan tarihi şahsiyetler, bilim insanları, filozoflar, devlet adamları, sanatkarlar vb. kişilerin tanıtılması bireyde sosyal öğrenme kapsamında kişisel anlam ve deneyim kaynaklarını kazandırıyor. Bireyin deneyim kaynaklarıyla özdeşleşme değerinin yaşaması, yaratıcılık yeteneklerini ortaya çıkmasını sağlamaktadır (Demir, 2019). Deneyim kazanımları, keşif yolculuğunda keşfi gerçekleştirmiş bilgi kaynaklarına, yöntem ve tekniklerine ulaştırıyor. Aynı zamanda bireylerde, beyinsel fonksiyonlarında dönüşüm süreci gerçekleştiriyor (Karwowski ve Kaufman, 2016)

Örneğin; Mevlana'nın Mesnevi adlı eserinde yer alan "Rum ve Çinli ressam" kıssası, yaşamda "var olan" anlamın ve "varoluş hakikati"nin arayışına dair güçlü bir sembolik anlatıdır. Bu anlatıda Rum ressamı yaşamdaki anlamı arayan "Sufi"leri temsil etmektedir. Diğer bir sembolik anlatı ise, Ferîdüddin Attâr'ın Mantıku't-Tayr eserinin konusunu oluşturan -otuz kuşun yedi vadiyi aşarak "simurg"a ulaştığı- yolculuktur. Burada yolculuğun kişinin kendisinde başlayıp kendisinde sona ereceği vurgulanmaktadır. Anlatımlarda, kişinin kendi içinde anlam arayışını gerçekleştirdiği bir yolculuk (arayış) olarak resmedildiği söylenebilir.

Yaşamda "var olan" anlamın keşfedilmesine, geliştirilmesine/ zenginleştirilmesine (tekâmül-kendini gerçekleştirme) yönelik bu yolculuk insanın varoluş nedenini oluşturur. Diğer bir ifade ile arayış, insanın tekâmül ettiği ve kendisini keşfettiği bir yolculuktur. Öte yandan, bu anlatılar, hayatın kendisinde gömülü ve yaşamın kaynağı olan bir "anlam" fikrini sunuyor. Bireyin hayatında anlam kaynaklarının oluşturulması ve, beyinsel fonksiyonlarında dönüşüm süreci yaşamasıyla kaygı veya negatif duygular varlığından uzaklaşıyor. Birey, zihni, bedeni, sezgileri zayıflatan etkilerine maruz kalmadan ilerleme sürecinde, yetkinliği gelişiyor ve etkinliğinin olanaklarını keşfediyor. Uzun süreli yaratıcı eylem alanında kazandığı yetkinlik, bütüncül bir deneyim halinde, yaşamındaki diğer alanlarına yayılıyor (Csikszentmihalyi, 2014; Ryan, Deci, 2018).

Bir insanın zor şartlarda bile hayata tutunabilmesi için yaşamında anlamlı amaçlarının

olması gerekiyor(Frankl,1963).Kurgulayıcı anlam arayışına kaynaklık eden bu düşünme biçimini geliştirilmesi gerekiyor. Yaşam bir bütün olarak anlamsızlığa doğru sürüklendiğinde, yaşamı önceden olduğu gibi aynı şekilde sürdürülür. Monotonlaşan bir yaşam; buna bağlı olarak zihinsel faaliyetler pasif duruma geçiyor. Narsistik kişilikler ve mutsuzluklar, bireyde ortaya çıkıyor. Yaşamda daha büyük bir anlamı ortaya çıkartan çeşitli yolları vardır. Oysa, gelecek nesillerin yararını gözeterek, sosyal bir hareketin bir parçası haline gelmesi gerekiyor. Ya da yaşama dinsel açıdan bir anlam kazandırıp, ebedi bir hayatın bir parçası haline de gelinebilir (Eagleton, 2007,s.22). Hayatın temel anlamı, bilgiyle sürdürülen bir şeydir. Bireyin anlamsız yaşayamayacağı, anlam ve amaç arayışının insani bir özelliktir

Bireyde meydana gelen anlam ve deneyim kaynakları, hayata ilişkin genel ve istikrarlı yönelimleri sağlayan ve geliştiren alanlarıdır. Anlam ve deneyim kaynakları,Birey üzerinde motive etkisi yaparak bireye yön verebiliyor.Böylece,birey hayatını anlamlı biçimde yapılandırıyor.. İlişkililik/ilişkiler, özerklik, başarı, kişisel gelişim, kendini gerçekleştirme, dini inançlar/maneviyat, sağlık/iyi oluş ve gelenek/kültür önerilen anlam kaynaklarından bazılarıdır.“Değerler ve anlamlar evreni” olan kültür,“eyleme geçirilmiş değerler” olarak tanımlanan anlam kaynaklarını şekillendirmektedir(Schnell, 2009).Birey yaşamında anlam ve değerlerin geliştirilmesi, psikolojide iyi oluşu güçlendiriyor .Olumsuz psikolojik durumlara karşı dayanıklılık gösterebiliyor(Kinnier vd.,1994).insanın anlamsız yaşayamayacağı, anlam ve amaç arayışının insani bir özellik olduğu vurgulanır. İnsanda anlam arayışı, kendi kişisel potansiyellerini geliştirmeye yönelir.

Yaratıcılık ve Model Davranışlar

Bireyde yaratıcılık değerini geliştirecek temel yollardan biri olumlu sosyal öğrenme ortamını oluşturacak öğretmen ve ebeveynlerin model davranışlarıdır Yaratıcılığı modelleyerek, bireyin yaratıcılıkları geliştirebilir.Yaratıcılığın nasıl geliştiği hakkında sözle izahatlar yerine,uygulama ortamlarını oluşturması daha etkili olabilirler(Sternberg ve Williams,1996;Akt.Demir,2019). Yaratıcı düşünmeyi destekleyici aile ortamı; karar verme, deneyimleme ve keşfetme için özgürlük hem de psikolojik güvenlik sunuyor ve çocuklar fikirlerini paylaşabiliyor.çocukların,yeni fikirlerle risk üstlenmesi, cesaretini artırıyor ve bağımsızlığını güçlendiriyor.Esnek ve yaratıcı rol modeller, zenginleşmiş öğrenme ortamını ortaya çıkartıyor. sağlayabilir(Kemple ve Nissenberg, 2000).

Çocuklar ilk yaratıcı davranışlarını,ebeveynlerini izleyerek, deneyimler ve model olarak geliştirirler.Ebeveynler,çocukta yaratıcılığının ortaya çıkmasını sağlayan sosyal öğrenme ortamları sağlamalıdır.Ebeveynlerin,aile kararlarında çocuğun bakış açısına değer vermesi;çocuğun, farklı bakış açılarının tanımasını sağlamış olur (Sungur,1997).Öğretmenler

ve ebeveynler çocuklara model olurken; çocuğa cinsiyetine, becerisine ve yaşına uygun görev ve sorumluklar vermelidir. Aile kurumu, çocukta yaratıcılık eğitiminin verildiği ilk yerdir. Bundan dolayı ebeveynler, bu konudaki görevlerini yerine getirirken, büyük çaba göstermesi gerekiyor (Ömeroğlu, Kandır, 2005).

Çocuklarına karşı ilgi ve saygı göstermek; gelişim dönemi özelliklerini bilmek, tanımak, kabul etmek ve bu özelliklere uygun davranmak; destek sağlamak ve şefkat göstermek; ilgi alanlarına ve isteklerine saygı göstermek; çeşitli etkinlikler yapmak; zaman ayırmak; etkili iletişim kurmak; soru sorma, sorgulama ve eleştiri yapmalarına fırsat tanımak; söz hakkı vermek; karar ve planlara katmak vb. davranışları sergileyen aileler, çocukların daha yüksek düzeyde yaratıcı davranışlar sergilemesine ve yaratıcı düşünme becerisine sahip olmasına katkı sunmaktadır.

Yaratıcılık ve Algı Arasındaki İlişki

Bireyde, yaratıcı eylemlilik davranışların ortaya çıkması, bireyde dikkati dağıtan etkenleri devre dışı bırakan bir algı mekanizması gelişmesine bağlıdır. Bireyin kendi içsel uyaranlarına aşırı düzeyde yönelmesiyle dikkat; yani odaklanma ve yoğunlaşma ortaya çıkmaktadır (Beck vd, 2011). Nörobilim alanındaki araştırma bulgularına göre, yoğunlaşma ve odaklanma değeri deneyimle gelişmektedir. Dikkat ve odaklanma becerilerin geliştirilmesi, deneyimleri kullanmak suretiyle zihniyet dönüşümün gerçekleşmesi ne bağlıdır.

Seyir halinde trafik güvenliğinin sağlanmasında dikiz aynası ne ise, yaratıcılığın geliştirilmesinde dikkat odur. Dikkat eksikliği, yaratıcılığı ve keşfi olumsuz etkileyen aktif fay hatları gibidir. Bireye devamlı dayatılan enformasyon sonucu meydana gelen dikkat dağınıklığı, sarhoş olma kadar kötü etkisi yapıyor. Devamlı dayatılan enformasyon bireyi parçalıyor, küçültüyor, yüzeyselleştiriyor, asabileştiriyor. Dikkat dağınıklığı, kültürümüzde idrak aşınması olarak adlandırılan kusursuz fırtına da meydana getiriyor. Bireyde becerileri geliştirecek en önemli deneyimlerinden biri kültürel idraktır. Toplumda kültürel idrakin yoksunluğu, toplumu işleme ve topluma sahip olma kabiliyetlerin ve becerilerin kaybolmasıdır. Kabiliyet ve becerilere sahip olmayanlar, başarısızlığa ve sorunlara karşı basit otoriter çözümlere yönelmektedir.

Yüzleştığınız her şeyi değiştiremezsiniz, ama yüzleşmeden hiçbir şeyi değiştiremezsiniz!.. Bireyin kendisinden kaynaklanan kriz, yine kendi ellerimizle çözülmesi mümkün. Birey, kendisine dayatılan enformasyonu yudumlama yerine, hayatına anlam kazandıracak daha zor olan; kendi enformasyon kaynağının oluşturulması gerekiyor. Bireye, eğitim süreçlerine ilişkin hedeflerin kavratılması, kendisine dayatılan enformasyon alanından çıkıp; yerine başarı ve yaratıcılığa götürecek enformasyona yönelmesini sağlayacaktır, Bireye model üzerinden doğru

deneyimlerin aktarımı, bireyin kişisel alanında sondaj yapmak; yani, odak kuyusunu ortaya çıkartmak gibidir. Odak kuyusunda fişkıran dalgalar, bireyin zorlu görevlerini azimli ve keyifli bir şekilde gerçekleştirecektir. Bireyin hayatına anlam kazandıracak ve sınırlarını zorlayacak şekilde doğru şekilde sondaj yapmak çok önemlidir.

Bireyde anlam yoksunluğuna dayalı davranışlar, odaklanmayı ve yoğunlaşmayı azaltmaktadır. Bundan dolayı bireye hayatın anlamını verecek deneyimleri ve sınırlarını zorlayacak hedefleri kazandırılması gerekiyor. İçimizde uzun süre odaklanmayı ve bundan keyif almamasını sağlayan bir güç bulunuyor. Bu gücün, aktif halde olmasını sağlayacak şartları oluşturulması, başarı ve mutluluğu getirdiği söylenebilir. Kitap okunması, en derin odaklanma biçimini oluşturuyor Bireyde keşfi ortaya çıkaracak hedeflere odaklanma ve yoğunlaşma bireyi büyütüyor, derinleştiriyor, sakinleştiriyor. Bireyin kendisine dayatılan enformasyon ile sadece dış dünyaya odaklanarak yürümesini sağlıyor. Beyin kendisine dayatılan enformasyon ile olup bitenleri sindirmesini gerçekleştiremiyor. Böylece, stresi yaratan düşüncelere odaklanıyor(Hari,2022)

Yaratıcılık ve Nasistik

Bireyin, narsistik yönelimine değil; yaratıcılık yönelimini destekleyecek kültürel ve eğitim ortamlarını sunmak gerekiyor. Birey,narsistik yönelimi ile kendi zihin durumlarına fazlasıyla odaklanırken; başkasının zihin durumunu umursamıyor. Ya da başkasının zihin durumlarını bilişsel olarak okurken; onlarla empati kurup, kendi üzerine olan etkilerini görmekten kaçınıyor(Simonsen ve Euler,2019).Başkasının yüz ifadesi ya da beden dili gibi işaretlere fazlasıyla hassasiyet gösteriyor ve bu işaretler hakkında gerçeklikten uzak çıkarımlar yapıyor. Böylece bireyde hatalı zihinselleştirme ortaya çıkıyor(Herpertz ve Bertsch, 2015).

Narsistik eğilimler, bireyde yaratıcılık eylemlerin ortaya çıkmasını engelliyor. Bireyin, başkaları tarafından beğenilme çabasıyla yaratıcı etkinliklere yönelmesi, bireyde yıkıcı bir döngü oluşturuyor. Başarısızlık korkusu, beğenilmeme kaygısıyla gerçekleştirdiği deneyim ve ulaştığı yetenekler doyum vermiyor. Toplumsal yaşama katkı sağlamanın mutluluğunu hissetmiyor. Birey yaratıcılık eylemlilik etkinliğine yöneldiğinde, başkalarının dikkatini toplamak için değil; kendisine odaklanması gerçekleştiriyor. Kendine yoğunlaşmasıyla deneyim öğrenme sürecini ve yeteneklerini geliştiriyor. Diğer insanlarla dayanışmaya ve dostluğa dayalı ilişkiler kurması, ortak keşiflere dayalı zengin bir hayat deneyimini ortaya çıkartıyor (Csikszentmihalyi, 2014,s.840,851)

Bireyin, narsistik yönelimine değil, yaratıcılık yönelimini destekleyen kültürel ve eğitim ortamlarını sunmak gerekiyor. Yaratıcı yönelimi destekleyen ve besleyen bir ortamda yaşayan birey, becerileri elde ediyor, geliştiriyor, sürdürüyor ve güvene dayalı ilişkiler kuruyor. Yaratıcı

yönelimle deneyim kazanmış rol modeli oluşturabiliyor (Karwowski, Kaufman,2017;Richards, Csikszentmihalyi, 2007.25,55)

Sonuç

Sosyal algı, bireylere kendini hissettiren, onları belirli sınırlar içinde tutan ve yönlendiren bağlardır. Sosyal algı düzeyi arttıkça sosyal öğrenme de gelişiyor. Davranış biçimlerine olumlu etki edeceğinden pozitif değerlerdir. Olumlu sosyal ortamın yoksunluğu, bireyde sosyal kaygı, aşırı duyarlılık, başarısız olma (değerlendirilme) korkusu gibi değerler otaya çıkarıyor. Psikolojik yönden kısıtlanmadığı, kendisine güven hissinin verildiği ve düşünce özgürlüğüne müdahale edilmediği sosyal ortamda bireyin yaratıcılığı gelişebilir. Yaratıcılık düşünme ortamları oluşturmak etkili öğretmenin anahtarıdır. Yaratıcılığın geliştirilmesi için öğrenim süreçleri ile hedefler arasında ilişki kurmak suretiyle ciddi ve düzenli sosyal öğrenme ortamlar oluşturulması gerekiyor. Bireyde keşfi ortaya çıkaracak hedeflere odaklanma ve yoğunlaşma bireyi büyütüyor, derinleştiriyor, sakinleştiriyor. Hayatının anlamını artıracak deneyimleri ve sınırlarını zorlayacak hedeflerin kazandırılması gerekmektedir.

Sosyal öğrenme ortamlarında öğretmen-ebeveyn-öğrenci işbirliği ile akademik iyimserliği önünde zorluklara karşı birlikte ortak tepkilerin geliştirilmesi gerekmektedir. Sosyal öğrenme ortamlara, yaratıcılık deneyimini kazandıran tarihi şahsiyetler, bilim insanları, filozoflar, devlet adamları, sanatkârlar vb. kişilerin taşınması, bireyde kişisel anlam ve deneyim kaynaklarını oluşturuyor. Bireyin keşif bilgilere, yaratıcılık yeteneklere, yöntem ve tekniklerine ulaşmasını sağlıyor. Bireye, model üzerinden doğru deneyimlerin aktarımı, bireyin kişisel alanın sondaj yapmak; yani odak kuyusunu ortaya çıkartmaktır. Odak kuyusunda fışkıran dalgalar, bireyin zorlu görevlerini azimli ve keyifli bir şekilde gerçekleştiriyor. Bireyde yaratıcılık değerini geliştirecek temel yollardan biri olumlu sosyal ortamını oluşturacak öğretmen ve ebeveynlerin model davranışlarıdır. Esnek ve yaratıcı rol modelleri sunarak daha fazla zenginleşmiş öğrenme ortamı sağlanabilir. Öğretmenler ve ebeveynlerin, çocuğa cinsiyetine, becerisine ve yaşına uygun görev ve sorumlulukların verilmesi yaratıcılık eğilimlerin ortaya çıkmasını sağlar.

Bireyin hayatında anlam kaynaklarının oluşturulmasıyla beyinsel fonksiyonlarında dönüşüm süreci yaşıyor ve kaygı veya negatif duygular varlığından uzaklaşıyor. Birey, zihni, bedeni, sezgileri zayıflatan etkilerine maruz kalmadan ilerleme sürecinde, yetkinliği gelişiyor ve etkinliğinin olanaklarını keşfediyor. Uzun süreli yaratıcı eylem alanında kazandığı yetkinlik, bütüncül bir deneyim halinde, yaşamındaki diğer alanlarına yayılıyor. Bireyde meydana gelen anlam ve deneyim kaynakları, hayata ilişkin genel ve istikrarlı yönelimleri sağlayan ve

geliştiren alanlarıdır. Birey üzerinde motive etkisi yaparak bireye yön verir ve birey hayatını anlamlı biçimde yapılandırır.

Bireyde, yaratıcı eylemlilik davranışların ortaya çıkması, dikkati dağıtan etkenleri devre dışı bırakan bir algı mekanizması gelişmesine bağlıdır. Dikkatin, bireyin kendi içsel uyaranlarına aşırı düzeyde yönelmesi söz konusudur. Nörobilim alanındaki araştırma bulgularına göre, yoğunlaşma ve odaklaşma değerlerinin deneyimle gelişmektedir. Dikkat ve odaklanma becerilerin geliştirilmesi deneyimleri kullanmak suretiyle zihniyet dönüşümün gerçekleşmesine bağlıdır. Trafikte güvenliğin sağlanmasında dikiz aynası ne ise yaratıcılığın geliştirilmesinde dikkat odur. Dikkat eksikliği, yaratıcılığı ve keşfi olumsuz etkileyen aktif fay hatları gibidir. Dayatılan enformasyon bireyi parçalıyor, küçültüyor, yüzeyselleştiriyor, asabileştiriyor. Bireyin kendisine dayatılan enformasyon ile sadece dış dünyaya odaklanarak yürümesinin sağlıyor. Beynin, olup bitenleri sindirmesine izin vermediği için stresi yaratan düşünceleri oluşturuyor.

İnsan kendisine dayatılan enformasyonu yudumlama yerine, hayatın anlamını kazandıracak daha zor olan kendi enformasyon kaynağını oluşturması gerekiyor. Eğitim süreçlerinde hedeflerin kavratılması, dayatılan enformasyon alanından çıkıp, yerine başarı ve yaratıcılığa götürecek enformasyona yönelmesini sağlıyor. Kendisine dayatılan enformasyonu yudumlandığında, bireyde ortaya çıkan narsistik eğilimler, yaratıcı eylemlerin ortaya çıkmasını engelliyor. Yaratıcılık yönelimi destekleyen ve besleyen bir ortamda yaşayan birey, becerileri elde ediyor, geliştiriyor, sürdürüyor ve güvene dayalı ilişkiler kuruyor. Yaratıcı yönelimle deneyim kazanmış rol modeli oluşturabiliyor.

Öneriler

Bireyin üzerinde motive edici deneyim kaynakların geliştirilmesi ve bireyde kişisel kaynaklarına dönüştürülmesi sağlayacak araştırmalara ağırlık verilmesi gerekmektedir.

Deneyim kaynakların geliştirilmesiyle bireyde odaklanma ve yoğunlaşma değerini güçlendireceğine ilişkin bilimsel zeminde tartışmaların yapılmasına.

Narsistik ve yaratıcılık arasındaki ilişkinin ortaya çıkmasını sağlayacak deneyim kaynaklarını oluşturan kıssaların, bilimsel makalelere konu yapılmasına.

Anlam kaynakları ile beyin fonksiyonları arasındaki ilişki ortaya çıkmasını sağlayacak bilimsel çalışmaların yetersiz olduğu ve bu alanda yeni tartışmaları ortaya çıkaracak bilimsel çalışmaların yapılması ihtiyaçtır.

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Pozitif Okullar ve İyi Oluş İçin Öğretmen Eğitiminde Müfredat Değişikliği İhtiyacı: Derleme ve Kuramsal Model Önerisi

Saltuk Aytacıoğlu

Girne Amerikan Üniversitesi. e-posta: saltukaytacoglu@gau.edu.tr

ORCID: 0000-0001-9584-1563

KKTC

Özet

Birleşmiş Milletler (BM), Dünya Sağlık Örgütü (DSÖ) ve Birleşmiş Milletler Eğitim Bilim ve Kültür Örgütü (UNESCO) raporları küresel olarak "iyi oluş" seviyemizin düştüğünü ve mevcut yöntemlerle düşüşün önlenemediğini bildiriyor. Çözüm amaçlı olarak iyi oluş tanımı değiştirildi. Fiziksel zihinsel ve sosyal belirleyiciler yanına manevi değerler ilave edildi. Eğitimde "Hiçbir eğitim sistemi, öğrencilerinin, eğitimcilerinin ve topluluklarının sağlık ve iyi oluşlarını teşvik etmedikçe etkili olamaz" anlayışına geçildi. BM, DSÖ ve UNESCO tarafından yayımlanan bu yeni eğitim modelinde müfredat değişikliğine gidilerek eğitimde iyileştirmelere odaklanıldı ve iyi oluşu artırmak için her okulu "Sağlığı Geliştiren Okul" ve her üniversiteyi "Sağlığı Geliştiren Üniversite" yapacak küresel projeler teşvik edildi. Böylece her bireyin yüksek fiziksel zihinsel sosyal ve manevi tam bir iyi oluş seviyesine ulaştırılması hedeflendi. Ülkemizde, Avrupa Birliği (AB)'de ve küresel düzeyde yapılan bilimsel çalışmalar öğretmenlerin de iyi oluş düzeylerinde ciddi düşüş yaşandığını ve bu durumun öğrencilerin iyi oluş seviyelerini ve akademik performanslarını olumsuz etkilediğini göstermektedir. Bu nedenle tüm öğretmenlerimizin eğitimi ve gerekli müfredat değişikliği öncelik taşımaktadır. Belirtilen projeler doğrultusunda eğitim fakültelerinde müfredat değişikliği yapılarak öğretmen adayına önce kendinin ve ileride öğrencilerinin iyi oluş seviyelerini artırmak üzere bireysel sorumluluk kavramı, öz-bakım gösterme, sağlık okuryazarlığını artırma, sağlıklı yaşam tarzı davranışı gösterme, kültür ve sanatın etkin kullanımı becerilerini kazandırmak hedeflenmektedir. Böylece öğretmen adaylarının akademik başarı yanında psikolojik-sosyal-kültürel gelişimleri desteklenerek iyi oluş seviyeleri yükseltilecektir. Bu kapsamlı müfredat değişim ihtiyacı sağlık ve eğitim sisteminin birlikte çalışmasını gerekli kılmaktadır. Girne Amerikan Üniversitesi olarak İyi Oluşu artırmak üzere BM 2030, 3 nolu hedefle aynı başlıkta, 3 ve 4 nolu hedefi (Nitelikli Eğitim) birleştiren Tıp Fakültesine yönelik "Geleneksel Tamamlayıcı ve Fonksiyonel Tıp" dersi ile üniversite ortak dersleri olarak "Sağlıklı Yaşam ve İyi Oluş" ile "Sağlık Okuryazarlığı" derslerine ait örnek müfredatlar sunulacaktır.

Anahtar Kelimeler: eğitim fakültesi, iyi oluş, müfredat değişikliği, katmanlı müfredat yaklaşımı

The Need for Curriculum Reform in Teacher Education for Positive Schools and Well-Being: A Review and Theoretical Model Proposal

Abstract

The United Nations (UN), the World Health Organization (WHO), and the United Nations Educational, Scientific and Cultural Organization (UNESCO) report that global levels of well-being have declined and that current approaches have failed to prevent this downward trend. As a solution, the definition of well-being has been revised to include spiritual values alongside physical, mental, and social determinants. A new paradigm has been adopted in education: “No education system can be effective unless it promotes the health and well-being of its students, educators, and communities.” In this newly proposed educational model published by the UN, WHO, and UNESCO, curriculum reforms have been initiated to improve education and increase well-being, with global projects launched to transform every school into a "Health-Promoting School" and every university into a "Health-Promoting University." The ultimate goal is to enable every individual to attain a high level of complete physical, mental, social, and spiritual well-being. Scientific studies conducted both globally and within the European Union, including Turkey, have shown a significant decline in teachers’ well-being levels. This has been found to negatively impact both students’ well-being and their academic performance. Therefore, reforming teacher education and making necessary curriculum changes have become urgent priorities. In line with these projects, curriculum revisions in faculties of education aim to equip prospective teachers with the knowledge and skills needed to enhance their own well-being as well as that of their future students. These competencies include developing personal responsibility, practicing self-care, increasing health literacy, adopting healthy lifestyle behaviors, and effectively integrating culture and the arts into teaching. In this way, the academic success of teacher candidates will be supported alongside their psychological, social, and cultural development, ultimately elevating their overall well-being.

This comprehensive curriculum transformation requires the collaboration of both the health and education systems. As Girne American University, and in alignment with the UN’s 2030 Sustainable Development Goal 3 (Good Health and Well-being) and Goal 4 (Quality Education), we present model syllabi for the Faculty of Medicine course titled “Traditional, Complementary and Functional Medicine” and the university-wide general education courses “Healthy Living and Well-being” and “Health Literacy.”

Keywords: faculty of education, well-being, curriculum reform, layered curriculum approach

Giriş

DSÖ, 1948’de sağlığı “fiziksel, zihinsel ve sosyal açıdan tam bir iyi oluş hâli” olarak tanımlamıştır. Zamanla bu tanım yetersiz kalmış ve sağlık daha bütüncül biçimde ele alınmıştır (DSÖ, 2021a). DSÖ’nün 1986 tarihli Ottawa Bildirgesi, sağlığın korunmasında bireysel sorumluluğu öne çıkarırken; eğitim, çevre, sosyal hizmetler ve ekonomi gibi sektörler arasında iş birliğini vurgulamıştır (DSÖ, 1986). 1998’de yayımlanan belgede ise yalnızca tıbbi uygulamaların yeterli olmadığı, maneviyat, umut ve şefkat gibi değerlerin sağlık üzerindeki belirleyici rolü ifade edilmiştir (DSÖ, 1998).1990’lardan itibaren BM, DSÖ ve UNESCO öncülüğünde, okullarda hijyen, beslenme ve sağlık taramaları gibi uygulamalarla halk sağlığını geliştirmeye yönelik programlar yürütülmüştür. Bu çabalar bulaşıcı hastalıkların azaltılmasında etkili olsada, kronik hastalıkların yaygınlaşması karşısında yetersiz kalmıştır. DSÖ (2023) verilerine göre, kalp hastalıkları, diyabet, solunum sorunları ve kansere bağlı erken ölümlerin %80’i önlenabilir durumdadır. Bu yaygınlığın temelinde, sağlığı geliştirici yaşam biçimlerinin benimsenmemesi yer almaktadır. Artan sağlık harcamalarına rağmen sistemlerin zorlanması, yalnızca sağlık hizmetlerine dayalı çözümlerin yetersizliğini ve eğitimin davranışsal düzeyde dönüştürülmesi gereğini göstermektedir. Bu nedenle BM, DSÖ ve UNESCO, sağlığı geliştirme hedefinin yalnızca sağlık sistemine değil; eğitim sistemine entegre edilmesi ve bireysel sorumluluğun erken yaşta kazandırılması gerektiğini vurgulamaktadır (UNESCO, 2021a; BM, 2023).

Bu yaklaşım, bireyin değerlerini ve yaşam biçimini dönüştürmeyi; öğretmeni ise yalnızca bilgi aktarıcı değil, sağlıklı yaşamın uygulayıcısı ve rol modeli olarak konumlandırmayı hedefler. Bu çerçevede müfredatların; bireysel sorumluluk, öz-bakım, etik karar verme, duygusal farkındalık, toplumsal cinsiyet eşitliği, maneviyat, sağlık okuryazarlığı ve dayanıklılık gibi çok boyutlu alanlarla zenginleştirilmesi; öğretmen yetiştirme sistemlerinin ise köklü bir dönüşüm geçirmesi önerilmektedir. Pandemi sonrası bireysel sorumluluk yalnızca etik bir duruş değil, sağlık hizmetlerine erişimde belirleyici bir ölçüt hâline gelmiştir. Ottawa Bildirgesi ile temelleri atılan bu yaklaşım, sonraki BM ve DSÖ belgelerinde çok boyutlu bir tema olarak işlenmiş; eğitim, sağlık ve hukuk politikaları arasında kesişim oluşturmuştur (DSÖ, 1986). BM’nin 2030 Sürdürülebilir Kalkınma Hedefleri (SKH), özellikle Hedef 4.7 aracılığıyla; sürdürülebilir yaşam, insan hakları ve küresel vatandaşlık gibi değerlerin eğitim yoluyla bireylere kazandırılmasını hedeflemektedir (BM, 2015).

DSÖ'nün “*Health Promoting Schools*” yaklaşımı, okullarda sağlıklı yaşam davranışlarını teşvik ederken; “Sağlığı Geliştiren Üniversite” modeli ve Okanagan Bildirgesi gibi girişimler yükseköğretimde bu anlayışı kurumsallaştırmaktadır (Bartelink ve ark., 2020; Okanagan Charter, 2015). DSÖ'nün 2022 tarihli Cenevre Bildirgesi ise sağlık tanımına kimlik, inanç ve değer temelli spiritüel boyutu dördüncü bir bileşen olarak eklemiştir (DSÖ, 2022).

Araştırmalar, yaşam boyu süren psikiyatrik bozuklukların %50'sinin 14 yaşından önce, %75'inin ise 24 yaşına kadar başladığını göstermektedir (Kessler et al., 2005; DSÖ, 2018). Bu bulgular, eğitimde erken müdahale ve iyi oluş temelli programların önemini göstermektedir. Öğretmenler bu reformda, sadece sağlıklı yaşam davranışlarını kazandıran bireyler değil; farkındalığı destekleyen, psikolojik sağlamlığı artıran ve davranışsal dönüşüme öncülük eden liderler olarak tanımlanmaktadır. Bu nedenle öğretmen eğitimi; okul öncesinden yükseköğretime ve yaşam boyu öğrenmeye kadar tüm bireyler için dönüştürücü bir yapıya kavuşmalıdır. BM'nin (2015) Hedef 3'e ulaşılmasında öğretmenlerin rolü kritik önemdedir. Öğretmen eğitimi müfredatında reform ihtiyacı, yalnızca öğretmenlerin iyi oluş düzeylerinde gözlemlenen düşüşten değil; aynı zamanda eğitim sistemlerinin sağlıklı yaşam, iyi oluş ve akademik başarı gibi bütüncül hedefleri karşılayamamasından kaynaklanmaktadır. Bu durum, mevcut sorunlara tepki veren değil, aynı zamanda önleyici ve dönüştürücü bir eğitim yaklaşımını zorunlu kılmaktadır.

Bu bağlamda ihtiyaç, yalnızca mevcut durumun analiziyle değil; stratejik hedeflerin gerektirdiği yapısal dönüşüm perspektifiyle ele alınmalıdır.

Araştırmanın Amacı ve Soruları

Bu çalışma, yalnızca bilgi aktarımına değil, bireyin yaşam biçimini dönüştürmeye odaklanan bir paradigma değişiminin eğitim yoluyla gerçekleştirilmesini amaçlamaktadır. Öğretmen eğitimi sistemlerinde iyi oluşun çok boyutlu yapısının müfredata entegrasyonu gerekliliği değerlendirilmekte ve bu doğrultuda kuramsal bir model önerilmektedir. Bu kapsamda çalışma, öğretmen adaylarının fiziksel, zihinsel, sosyal, çevresel ve manevi yönlerden bütüncül gelişimini merkeze alan bir eğitim yaklaşımına duyulan ihtiyacı ortaya koymayı hedeflemektedir.

Araştırma şu sorulara odaklanmaktadır:

1. Uluslararası eğitim ve sağlık politikaları, “iyi oluş” kavramını nasıl yeniden tanımlamaktadır?

2. Sağlıklı yaşam, iyi oluş ve akademik başarı hedefleri doğrultusunda öğretmen eğitimi müfredatında nasıl bir reform ihtiyacı ortaya çıkmaktadır?
3. Katmanlı Müfredat Yaklaşımı (KMY), öğretmen adaylarının çok boyutlu iyi oluşunu desteklemek için nasıl bir yapı sunmaktadır?

Yöntem

Bu çalışma, 2015–2024 yılları arasında yayımlanan DSÖ, BM, UNESCO ve Avrupa Komisyonu (AK) gibi uluslararası kuruluşların iyi oluş ve eğitim politikalarına dair belgelerin sistematik içerik analizine dayalı nitel bir derlemedir. Veri kaynakları arasında bu kurumların resmi web siteleri ile Google Scholar ve PubMed gibi bilimsel veri tabanları yer almaktadır. Belge seçiminde yayın yılı, konusal uygunluk ve kurumsal güvenilirlik esas alınmıştır. Taramada “eğitim fakültesi”, “iyi oluş”, “müfredat değişikliği” ve “öğretmen eğitimi” gibi anahtar kavramlar kullanılmıştır. Elde edilen veriler içerik analizi yöntemiyle değerlendirilmiş; ‘fiziksel sağlık’, ‘zihinsel sağlık’, ‘maneviyat’, ‘kültürel aidiyet’, ‘bireysel sorumluluk’, ‘sağlık okuryazarlığı’, ‘öz-bakım’, ‘sağlığı geliştiren davranış’, ‘sanat yoluyla öğrenme’ gibi temalar açık kodlama ile belirlenmiş, ardından eksenel kodlama ile tematik kümeler ayrılmıştır. Bu temalar, politika belgeleriyle ilişkili biçimde kavramsal sentez yöntemiyle analiz edilerek çok boyutlu bir iyi oluş anlayışı çerçevesinde yapılandırılmıştır. Bu yönüyle çalışma, yalnızca mevcut uluslararası politikaları özetlemekle kalmayıp, içerik analizi sürecinde elde edilen tematik bulgular doğrultusunda geliştirilen KMY önerisi aracılığıyla eğitim sistemine stratejik ve kuramsal düzeyde özgün bir katkı sunmayı amaçlamaktadır. KMY modeli, açık ve eksenel kodlama yoluyla belirlenen temaların kavramsal senteziyle yapılandırılmış; analiz süreciyle doğrudan ilişkilendirilmiş çok katmanlı bir model olarak biçimlendirilmiştir. Bu tematik yapı, çalışmanın sonuç bölümünde detaylandırılan KMY önerisinin kuramsal temelini oluşturmaktadır.

Bulgular ve Tartışma

- İyi Oluş Kavramının Evrimi ve Çok Boyutluluğu

İyi oluş kavramı günümüzde; fiziksel, zihinsel, sosyal, çevresel ve manevi (spiritüel) boyutları içeren çok boyutlu bir yapı olarak tanımlanmaktadır. Literatür, bu boyutların bireyin yaşam kalitesi üzerindeki etkilerini vurgularken; DSÖ’nün Cenevre Bildirgesi (DSÖ, 2021b), UNESCO’nun değer temelli yaklaşımı (UNESCO, 2021a) ve BM’nin 2030 Sürdürülebilir Kalkınma Hedefleri (BM, 2015), bu çok boyutluluğun politika düzeyindeki yansımalarını

ortaya koymaktadır. Başlangıçta sağlıkla sınırlı bir gösterge olan iyi oluş, zamanla zihinsel sağlık, sosyal ilişkiler, ekonomik güvenlik, kültürel aidiyet ve manevi denge gibi alanları kapsayan kapsamlı bir yapıya dönüşmüştür. UNESCO’nun *Reimagining Our Futures Together* (2021a) raporu ve BM’nin (2015) Sürdürülebilir Kalkınma Gündemi, iyi oluşu bireyin toplum, çevre ve kültürel mirasla kurduğu ilişkiler bağlamında ele almakta; eğitim politikalarının bu bütüncül anlayışa dayalı olarak yeniden yapılandırılmasını önermektedir. UNESCO raporu ayrıca, eğitimin bireyin çok boyutlu iyi oluşunu destekleyecek biçimde dönüşmesi gerektiğini vurgulamaktadır. Bu doğrultuda iyi oluş; yalnızca fiziksel ve zihinsel sağlıkla değil, sosyal ilişkiler, ekonomik refah, kültürel kimlik ve çevresel duyarlılıkla da şekillenen bütüncül bir yapı olarak kabul edilmektedir. Eğitim sistemleri sadece akademik başarıya değil; yaşam doyumu, öz farkındalık ve toplumsal sorumluluğu da destekleyecek biçimde yeniden tasarlanmalıdır. OECD’nin iyi oluş göstergeleri çerçevesi de eğitimi yaşam doyumuna katkı sağlayan bir süreç olarak tanımlamaktadır (OECD, 2020a)

- Sağlığı Geliştiren Okul ve Üniversite Modelleri

Dünya genelinde eğitim sistemleri, yalnızca akademik gelişimi değil; fiziksel, zihinsel ve sosyal iyi oluşu da destekleyecek şekilde yeniden yapılandırılmaktadır. DSÖ’nün (1986) Ottawa Bildirgesi, BM’nin (2015) 2030 Gündemi ve UNESCO’nun (2021a) değer temelli yaklaşımı doğrultusunda geliştirilen “Sağlığı Geliştiren Okul” ve “Sağlığı Geliştiren Üniversite” modelleri bu anlayışın somut örnekleridir. UNESCO’nun (2021d) *Whole School Approach* raporu, okulu yalnızca bilgi aktaran değil; öğrencilerin zihinsel, duygusal, sosyal ve kültürel iyi oluşunu destekleyen bir yaşam alanı olarak tanımlar. Bu yaklaşım; okul kültürü, fiziksel ortam, öğretmen tutumu ve toplulukla iş birliğini içeren bütüncül bir dönüşüm önerir. Sanat, kültür, değerler eğitimi ve toplumsal katılımın müfredatın merkezine alınması gerektiği vurgulanmaktadır. Bu yapı, Katmanlı Müfredat Yaklaşımı’nın çok düzeyli ve sistem temelli doğasıyla örtüşmektedir. AB’nin Eğitim ve Öğretimin Sosyal Boyutu Üzerine Çalışan Uzmanlar Ağı (NESET)’in 2021’de hazırladığı rapor, okullarda ruh sağlığı ve iyi oluşu desteklemek amacıyla bireysel müdahalelerin ötesine geçilmesini önerir. Model; müfredat, okul iklimi, liderlik, aile ve toplum iş birliği gibi çok düzeyli unsurlara odaklanır. Psikolojik güvenlik, aidiyet, sosyal-duygusal öğrenme ve katılımcılık gibi değerlerin okul yapısına entegre edilmesi gerektiği vurgulanır (Mascherini & Naczyk, 2021).

Bu ilkeler, KMY’nin öz bakım, bireysel sorumluluk ve çok boyutlu iyi oluş temalarıyla uyumludur. Model; sağlık okuryazarlığı ve öz-bakım becerilerinin müfredata entegrasyonunu,

ders saatlerinin sosyal-duygusal öğrenme ve fiziksel aktiviteyle dengelenmesini, öğrenme ortamlarının sağlıklı yaşam pratiklerine uygun hale getirilmesini önermektedir. Her yaş için geliştirilen model, özellikle akademik başarı ile iyi oluş arasında denge kurmayı hedefler. DSÖ'nün (2021b) Cenevre Bildirgesi, üniversitelerin yalnızca bilgi üretim merkezleri değil, aynı zamanda bireysel iyi oluşu destekleyen sosyal ortamlar olması gerektiğini vurgular. Bu kapsamda psiko-sosyal destek, kültür-sanat etkinlikleri, yeşil kampüs uygulamaları ve toplumsal sorumluluk faaliyetleri teşvik edilmektedir. Model, UNESCO'nun (2021a) yaşam boyu öğrenme vizyonu ile de uyumludur. Bu projeler, transformatif eğitimin temel unsurlarından biri olan öğrenme ortamlarının dönüşümünü amaçlamaktadır. Bu bağlamda, öğretmen adayları ve akademisyenlerin yalnızca bilgi aktarıcı değil, iyi oluşu destekleyen rol modeller olması beklenmektedir.

Girne Amerikan Üniversitesi'nde yürütülen 'Geleneksel Tamamlayıcı ve Fonksiyonel Tıp', 'Sağlıklı Yaşam ve İyi Oluş' ve 'Sağlık Okuryazarlığı' dersleri, "Sağlığı Geliştiren Okul ve Üniversite" modeli ve bu çalışmada önerilen KMY yaklaşımıyla kavramsal paralellik göstermektedir. Bu dersler; bireysel sorumluluk, sağlık okuryazarlığı, öz-bakım, sağlığı geliştirici davranışlar, stres yönetimi, kültürel farkındalık ve toplumsal sorumluluk gibi becerileri kazandırmaktadır.

- Öğretmen Eğitimi ve Müfredat Dönüşümünün Gerekliliği

Öğretmenler, öğrencilerin yalnızca akademik başarılarını değil, iyi oluş düzeylerini de etkileyen temel aktörlerdir. OECD'nin (2020b) raporunda, öğretmen iyi oluşunun sadece bireysel değil, okul ve sistem düzeyindeki yapısal koşullarla da belirlendiği; bu nedenle duygusal yüklerini hafifletecek sistemik desteklerin eğitim politikalarına entegre edilmesi gerektiği vurgulanmaktadır. Son yıllarda öğretmenlerin yaşadığı stres, tükenmişlik ve rol çatışmaları, mesleki doyum ve iyi oluşu olumsuz etkilemektedir. AK (2020) ve UNESCO (2021b) raporları da bu düşüşün eğitim kalitesini etkilediğini belirterek, öğretmen iyi oluşunun bireysel değil, sistemsel sürdürülebilirlik açısından stratejik bir zorunluluk olduğunu ifade etmektedir. Eğitim fakültelerinde öğretmen eğitimi, geleneksel bilgi aktarımından çok boyutlu iyi oluşu önceleyen bir yapıya dönüşmelidir. Bireysel sorumluluk, öz bakım, duygusal farkındalık, stres yönetimi, sağlık okuryazarlığı ve kültür-sanat temelli öğrenme deneyimlerini içeren modüller müfredata entegre edilmelidir.

Öğretmen adayları; maneviyat, inanç, toplumsal cinsiyet ve kültürel farklılıklar gibi konularda pedagojik yeterlilik kazanmalıdır. UNESCO, öğretmenlerin çok kültürlü ve çok inançlı öğrenci

profilleriyle etik ve kapsayıcı biçimde iletişim kurabilecek beceriler edinmesi gerektiğini vurgulamaktadır (UNESCO, 2021b). Avrupa’da Sağlığı Geliştiren Okullar (SHE) modeline göre öğretmenler, yalnızca bilgi aktarıcı değil, öğrencilerin sağlığını destekleyen rol modellerdir. Bu nedenle sağlık okuryazarlığı ve psiko-sosyal destek becerileri, öğretmen eğitiminin temel bileşenleri olmalıdır. Kapsayıcı ve destekleyici okul iklimi, sağlıklı davranış gelişiminde belirleyici rol oynamaktadır (Bartelink ve ark., 2020; UNESCO, 2021b).

- Eğitim Ortamlarında Kültür ve Sanatın İyi Oluş Üzerindeki Rolü

Günümüzde eğitim sistemleri yalnızca akademik başarıya değil, öğrencilerin bütüncül gelişimine de odaklanmak zorundadır. Bu bağlamda kültür ve sanat, bireylerin duygusal, sosyal, zihinsel ve manevi iyi oluşlarını destekleyen etkili araçlardır. UNESCO’nun *Creative Cities’ Response to COVID-19* (2021c) raporu, sanat eğitiminin öz-farkındalık, empati, stresle başa çıkma ve yaratıcı düşünme becerilerini geliştirdiğini ortaya koymaktadır. Ayrıca kültürel eğitimin, kriz dönemlerinde öğrencilerin psikolojik dayanıklılığını artırdığı ve zihinsel sağlık üzerinde koruyucu etkiler sunduğu belirtilmektedir. DSÖ’nün *What is the evidence on the role of the arts in improving health and well-being?* başlıklı raporu, sanat temelli uygulamaların psikolojik iyi oluşu artırdığını ve sağlık sistemlerine maliyet etkin katkılar sunduğunu bildirmektedir. Aynı rapor, sanat yoluyla sağlığın desteklenmesini geleneksel tedavi yöntemlerini tamamlayan etkili bir sosyal yatırım olarak tanımlamaktadır (Fancourt & Finn, 2019). Bu bulgular, sanatın yalnızca estetik bir etkinlik değil, eğitimde stratejik bir araç olduğunu göstermektedir. Sanatın eğitime entegrasyonu, öğrencilerin öğrenme süreçlerinin yanı sıra kimlik gelişimlerine de katkı sağlar. Müzik, drama, görsel sanatlar ve edebiyat gibi disiplinler aracılığıyla öğrenciler, kendilerini ifade etme, empati kurma ve kültürel çeşitliliği takdir etme becerileri geliştirirler.

- Sağlık Okuryazarlığı, Öz-Bakım ve Sağlığı Geliştiren Davranışların Kazandırılması:

UNESCO, sosyal ve duygusal öğrenme (SEL) ile bilim, teknoloji, mühendislik, sanat ve matematik (STEAM) yaklaşımlarının; iyi oluş ve psikolojik sağlamlıkla birlikte eğitim sistemine bütüncül biçimde entegre edilmesi gerektiğini vurgulamaktadır (UNESCO, 2024a). Bu kapsamda, öğretmen adaylarına yönelik sanat ve müzik temelli programların SEL odaklı müfredatlarla desteklenmesi önerilmektedir. STEAM’e sanatın dâhil edilmesi, öğrencilerin yalnızca akademik değil; öz farkındalık, duygusal dayanıklılık ve psikolojik sağlamlık gibi alanlarda gelişimini de desteklemektedir. UNESCO (2024b), bu bütünleşmenin kültür ve sanat yoluyla bireysel ve toplumsal dayanıklılığı artırdığını belirtmektedir. Sanat ve kültür temelli

öğrenme ortamları, öğretmen-öğrenci etkileşimini güçlendirir, aidiyet hissini artırır ve psikolojik sağlamlığı destekleyen yaratıcı alanlar sunar. Bu nedenle eğitim müfredatlarının kültür ve sanatla zenginleştirilmesi, öğretmen yetiştirme programlarının da sanat temelli pedagojik yaklaşımlarla yapılandırılması önemlidir.

Transformatif eğitim, bireyin değer temelli ve eleştirel öğrenmeyle dönüşümünü hedefler. DSÖ, BM ve UNESCO raporları, bireylerin yalnızca sağlık hizmetine erişimini değil; sağlık bilgilerini anlama, değerlendirme ve kullanma becerilerinin geliştirilmesini küresel öncelik olarak göstermektedir (DSÖ, 2021a; UNESCO, 2021a; BM, 2023). DSÖ'ye göre sağlık okuryazarlığı, bilgiyi analiz etme ve uygulama yeterliğini kapsar (DSÖ, 2021a). Bu yeterlilikler, yaşam boyu öğrenmenin ve kapsayıcı eğitimin temel bileşenidir.

Okul temelli sağlık eğitimi, bireyleri bilinçli sağlık kararları alabilen ve toplumsal sağlığa katkı sunan bireyler olarak yetiştirmelidir. Sağlık okuryazarlığı yalnızca bireysel gelişimi değil, kurumların güvenilir bilgi sunma sorumluluğunu da içeren toplumsal bir süreçtir (DSÖ, 2021a; UNESCO, 2021c). Bu sürecin temeli, bireyin bireysel sorumluluk kavramını tanıması ve içselleştirmesidir. Ottawa Bildirgesi (DSÖ, 1986), sağlığı hem hak hem de bireysel sorumluluk olarak tanımlar. Sağlık okuryazarlığı; bilgiyi edinme, değerlendirme ve davranışa dönüştürmeyi içerir. Bu sürecin devamı olan öz-bakım, bireyin bilinçli ve düzenli sağlık davranışlarını yaşam biçimi haline getirmesidir. Sağlığı geliştirici davranışlar; sağlıklı beslenme, egzersiz, stres yönetimi ve zararlı alışkanlıklardan uzak durmayı kapsar (DSÖ, 2021a). Son yıllarda, bu davranışları benimsemeyen bireylerin sağlık hizmetlerine erişiminin etik ve hukuki düzeyde sınırlandırılabilceği tartışılmaktadır. OECD, yaşam tarzı tercihleri ile kamu sağlık harcamaları arasındaki ilişkiye dikkat çekmekte; bazı ülkelerde önleyici davranışların zorunlu hale getirildiğini bildirmektedir (OECD, 2023).

Eğitim sistemleri yalnızca bilgi aktaran yapılar değil; bireyin değer sistemini, kararlarını ve yaşam tercihini dönüştüren kurumlardır. Öğrencilerin sağlık bilgisini öz farkındalık ve eleştirel düşünmeyle içselleştirmesi, yalnızca bireysel değil, toplumsal sağlık düzeyini de olumlu etkiler. Bu becerilerle donatılmış öğretmen adayları, sağlığı geliştirici eğitim sistemlerinin temelini oluşturur.

- Öğretmen Eğitiminin Dönüştürülmesi: İyi Oluş Temelli Müfredatın Gerekliliği

Öğretmenler ve hekimler, yalnızca bilgi aktaran değil; bireylere yaşam tarzı, değerler, davranış modelleri ve sosyal beceriler kazandıran rol modellerdir. Öğretmenler sınıf ortamında

öğrencilerin iyi oluşunu şekillendirirken, hekimler de toplumun sağlıklı yaşam biçimlerini benimsemesinde rehberlik eden eğitici figürlerdir. Bu bağlamda “Geleneksel, Tamamlayıcı ve Fonksiyonel Tıp” dersi, hekim adaylarına yalnızca tıbbi bilgi değil; toplumu sağlıklı yaşam ve iyi oluş konusunda bilinçlendirme becerisi kazandırmayı amaçlamaktadır. Zira hekimler de öğretmenler gibi bireylerin yaşam tarzlarını dönüştürmede toplumsal aktör konumundadır.

UNESCO (2021a), öğretmenlerin iyi oluşunu sürdürülebilir, kapsayıcı ve dönüşüm odaklı eğitim sistemlerinin temel bileşeni olarak tanımlar. Raporda, yalnızca pedagojik becerilerle sınırlı bir öğretmen eğitiminin yetersiz olduğu; bunun yerine öğretmenlerin öz bakım, psikolojik dayanıklılık ve sağlığı geliştirici yaşam becerileriyle donatılması gerektiği vurgulanmaktadır. Bu doğrultuda, öğretmen yetiştirme programlarının çok boyutlu iyi oluşu önceleyen bir yapıya kavuşması önerilmektedir.

Geleneksel öğretmen yetiştirme anlayışı bilgi aktarımına dayanırken, günümüzde öğretmenlerden sağlıklı yaşam tarzını modelleyen, duygusal dayanıklılığı yüksek, kültürel duyarlılığa ve sosyal sorumluluk bilincine sahip bireyler olmaları beklenmektedir. Bu dönüşüm, yalnızca bireysel değil, toplumsal düzeyde de sağlık ve eğitim kalitesini geliştirme potansiyeli taşır. Bu kapsamda üniversitelerde sunulan “Sağlıklı Yaşam ve İyi Oluş”, “Sağlık Okuryazarlığı”, “Eğitimde Kültür ve Sanatın Rolü” ve “Geleneksel, Tamamlayıcı ve Fonksiyonel Tıp” dersleri, öğretmen ve hekim adaylarının çok boyutlu iyi oluş yaklaşımını içselleştirmelerine katkı sunmakta; yalnızca mesleki bilgi değil, aynı zamanda iyi oluşu destekleyen tutum ve davranışlarla donatılmalarını sağlamaktadır.

- Eğitimde Kültür ve Sanatın Rolü: Çok Boyutlu İyi Oluşun Güçlendirilmesi

Son yıllarda yapılan araştırmalar ve UNESCO raporları, sanat ve kültür temelli uygulamaların yalnızca estetik gelişimi değil, aynı zamanda öğrencilerin duygusal, sosyal ve zihinsel iyi oluşunu da desteklediğini göstermektedir. Özellikle pandemi sonrası artan kaygı, stres ve motivasyon düşüklüğü gibi sorunlar, kültürel ve sanatsal etkinliklerin eğitime entegrasyonunu gerekli kılmıştır.

Sanat; duyguların ifadesi, empati, yaratıcılık ve kimlik gelişimi gibi süreçlerde güçlü bir araçtır. UNESCO raporlarında, sanat eğitiminin öğrenmeyi dönüştürdüğü ve anlam arayışı ile psikolojik dengeyi desteklediği vurgulanmaktadır (UNESCO, 2021b). Fancourt (2019), kültürel aidiyetin fiziksel ve zihinsel sağlık üzerindeki olumlu etkilerini belirtmektedir. Sanatın eğitime entegrasyonu, öğrencilerin yalnızca bilişsel değil, sosyal ve duygusal gelişimine de

katkı sağlar. Öğretmen adaylarının kültür ve sanat okuryazarlığı edinmeleri, sanatı pedagojik bir araç olarak kullanmaları ve öğrencilerin kendilerini ifade etmelerine imkân sunmaları beklenmektedir. Bu doğrultuda öğretmen eğitimi programlarına “Sanatla İfade ve Yaratıcılık” ve “Kültürel Miras ve Eğitimde Kullanımı” gibi derslerin eklenmesi, çok boyutlu iyi oluşu destekleyen bir eğitim ortamı sağlayacaktır.

- **Politika Entegrasyonu: Eğitim Sisteminde Sağlığı Geliştirici Yaklaşımların Kurumsallaştırılması**

Uluslararası Politika Belgeleri Işığında: Eğitim sisteminin yalnızca akademik bilgi aktarımından çıkıp bireylerin fiziksel, zihinsel, sosyal ve manevi iyi oluşunu destekleyen bir yapıya dönüşmesi gerekmektedir. Bu bağlamda "Sağlığı Geliştiren Okul" ve "Sağlığı Geliştiren Üniversite" projeleri, eğitim ve sağlık politikalarının bütünleştirilmesi adına önemli fırsatlar sunmaktadır. UNESCO (2021a) ve BM (2023) gibi belgelerde, klasik eğitim sistemlerinin çağın çok katmanlı krizlerine yanıt vermede yetersiz kaldığı belirtilmektedir. UNESCO, eğitimin yeni bir toplumsal sözleşmeye dayandırılması gerektiğini savunmakta; BM ise "kademeli değişimin yetersiz kaldığını" ve "derinlikli bir sistem dönüşümünün şart olduğunu" vurgulamaktadır.

UNESCO (2021a) raporlarında, sağlık temelli yaklaşımların tüm eğitim kademelerinde benimsenmesi ve kurumsal düzeye taşınması önerilmektedir. Sağlık ve Eğitim Bakanlıkları arasında kurulacak çok paydaşlı iş birlikleri bu sürecin temelini oluşturacaktır. AK (2024) ise öğrenci ve öğretmenlerin iyi oluşuna odaklı sistemlerin geliştirilmesini önermektedir.

Kurumsal Uygulama Alanları:

- Eğitim ortamlarının iyi oluşu destekleyecek şekilde yapılandırılması
- Okul sağlığı hizmetlerinin güçlendirilmesi
- Kültür-sanat ve maneviyat odaklı etkinliklere yer verilmesi
- Üniversitelerde rehberlik/danışmanlık hizmetlerinin yaygınlaştırılması

Bu dönüşüm, bireysel olduğu kadar toplumsal iyi oluşun da temelini oluşturacak; BM 2030 Sürdürülebilir Kalkınma Hedeflerine ulaşmada stratejik bir rol oynayacaktır.

Sonuç ve Katmanlı Müfredat Yaklaşımı Önerisi

Bu çalışma, derlenen literatür ve analiz edilen politika belgeleri doğrultusunda, iyi oluşun çok

boyutlu yapısını merkeze alan ve tüm eğitim kademelerinde uygulanabilecek bütüncül bir müfredat modeli önermektedir. Bu model, okul öncesinden başlayarak hayat boyu öğrenmeyi kapsayan yapısal bir dönüşüm sunmaktadır.

Girne Amerikan Üniversitesi'nde yürütülen “Sağlık Okuryazarlığı (SOY100)” (Şekil 1), “Geleneksel, Tamamlayıcı ve Fonksiyonel Tıp (MED123)” (Şekil 2) ve “Sağlıklı Yaşam ve İyi Oluş (SYİ101)” (Şekil 3) dersleri, KMY ilkelerini somutlaştıran erken örneklerdendir. Bu dersler; öğretmen, hekim ve farklı disiplinlerden üniversite öğrencilerine sosyal-duygusal öğrenme, bireysel sorumluluk, öz bakım, sağlık okuryazarlığı ve kültürel farkındalık gibi iyi oluş bileşenlerini kazandırmayı amaçlamaktadır. Gençlerin iyi oluşunun desteklenmesi, sürdürülebilir kalkınma ve eğitimde eşitlik açısından kritik önemdedir (DSÖ, 2019).

Girne Amerikan Üniversitesi'nde uygulanan dersler, bireyi yalnızca bilgiyle değil; değerler, alışkanlıklar ve sağlığı geliştirici davranışlarla donatmayı hedeflemektedir (DSÖ, 2019). Yapıları itibarıyla hem kurumsal ihtiyaçlara hem de DSÖ, BM ve UNESCO'nun iyi oluş temelli eğitim anlayışlarına dayanan bu dersler, Katmanlı Müfredat Yaklaşımı'nın (KMY) geliştirilmesinde esin kaynağı olmuştur. KMY, sağlıkla ilgili değer ve davranışların öğretmen eğitimi, müfredat ve eğitim politikalarına çok katmanlı biçimde entegrasyonunu hedefleyen kavramsal bir modeldir. Öğretmenler bu yapıda; yalnızca bilgi aktarıcı değil, aynı zamanda etik liderlik sergileyen, duygusal rehberlik yapan ve sağlıklı yaşamın rol modeli olan dönüşüm aktörleri olarak tanımlanmaktadır. Henüz resmî olarak onaylanmamış olan bu model, yazar tarafından geliştirilen bağımsız ve kuramsal bir öneri niteliğindedir.

Katmanlı Müfredat Yaklaşımı (KMY) – Beş Katmanlı Model

1. Merkez Katman – Öğrenci ve Yaşam Boyu Öğrenici:

Müfredat, örgün eğitimdeki öğrencilerle birlikte yetişkin bireylerin fiziksel, zihinsel, sosyal ve manevi gelişimini de kapsar.

2. İyi Oluş ve Akademik Eğitim Katmanı:

Akademik eğitim, sağlıklı yaşam becerileri ve iyi oluşla bütünleştirilir.

3. Kurumsal Uygulama Katmanı:

Sağlığı Geliştiren Okul / Üniversite modeli ile STK'lar, yerel yönetimler ve dijital platformlar aracılığıyla bireylerin eğitimi desteklenir.

4. Sistem Katmanı:

Eğitim politikaları ve müfredat, sağlıklı yaşam ve iyi oluş odağıyla bütüncül olarak düzenlenir.

5. Politika ve Uygulayıcı Aktörler Katmanı:

Milli Eğitim ve Sağlık Bakanlıkları başta olmak üzere ilgili kurumlar; uygulamayı yönlendirir, koordine eder ve denetler. Bu görev sadece okul çağıyla sınırlı olmayıp tüm toplumu kapsar.

Sonuç olarak bu çalışma, yalnızca geleneksel akademik bilgiye değil; sağlıklı yaşam ve iyi oluş becerilerini merkeze alan, disiplinler arası ve değer temelli bir müfredat reformunun gerekliliğini açık biçimde ortaya koymaktadır.

SOY100 Sağlık Okuryazarlığı Dersi (SOY100)	
Dr. Öğr.Üyesi Saltuk Aytaçoğlu	
1. Hafta	SOY'a giriş. SOY Nedir ? / Neden SOY Bireysel Sorumluluk
2. Hafta	Sağlığın Teşviki ve Geliştirilmesi - Dünyada ve Türkiye'de SO - Sağlığın Korunması - Öz-Bakım
3. Hafta	İşlevsel (fonksiyonel) SYO - İnsan vücuduna dair temel bilgiler - Temel Beslenme Bilgileri
4. Hafta	İşlevsel (fonksiyonel) SYO - Fiziksel Aktivite - Cinsel Sağlık
5. Hafta	Sirkadiyen Ritim
6. Hafta	Temel Hijyen ve Sanitasyon Bilgileri
7. Hafta	Temel İlk Yardım
8. Hafta	VİZE SINAV
9. Hafta	İnteraktif (İletişimsel) SOY - Sağlık Sunucuları ile İletişim Kurabilme - Bilişsel Yeteneklerin Rolü - Sosyal Yeteneklerin Rolü - Sağlık Hizmetlerine Aktif Katılımın Rolü
10. Hafta	Eleştirel Sağlık Okuryazarlığı - Sağlık Bilgisini Eleştirel Olarak Analiz Edebilme - Kişisel ve Toplum Kapasitesini Geliştirme - Sağlığın Sosyal ve Ekonomik Tanımını Görebilme ve Anlayabilme
11. Hafta	Doğru Bilgi Kaynağına Ulaşabilme
12. Hafta	Modern Tıp Geleneksel Tamamlayıcı ve Fonksiyonel Tıp
13. Hafta	Meditasyon Nefes Çalışmaları
14. Hafta	İyi Oluşta Spiritüallite Din ve Bireysel İnançın Rolü Hasta hakları
15. Hafta	FİNAL SINAVI

Şekil 1. SOY100 Sağlık Okuryazarlığı Dersi Programı

	MED123 Traditional Complementary and Functional Medicine (TCF)	
	Lecturer: Asst. Prof.Dr.Saltuk Aytaçoğlu	
Weekly detailed course content	WEEKS	TITLES
		Theoretical Courses (2 Hours/ Week)
	1	TCF / Evidence Base Medicine Definitions World Health Organization TCI Usage Report And Global Economy Why People Demand TCF Why It Is Important To have TCF Medical Faculty Curriculum?
	2	TCF philosophy and combination with conventional medicine Primary and Secondary Targets In TCF Education World Health Organization Traditional Medicine Strategy
	3	WHO and European Union Politics and Regulations In TCF Good Health and Wellbeing TCF Regulations In Türkiye
	4	TCF History
	5	TCF History / Tai Chi and Qi Gong / Meditation / Yoga
	6	Breathing Techniques / Prayer – Spirituality / Hypnosis
	7	Music Therapy / Acupuncture / Moxibustion Apitherapy
	8	Midterm Exam
	9	Hirudotherapy / Osteopathy / Chiropractic
	10	Aromatherapy / Mesotherapy / Cupping Wet/Dry
	11	Natural Products / Phytotherapy / Proloyherapy
	12	Traditional Chinese Medicine / Ayurveda / Homeopathy
	13	Ozonotherapy / Maggot Therapy / Reflexology
	14	Safety-Complications in TCF / Ethical Considerations in TCF
	15	Final Exam

Şekil 2. Geleneksel Tamamlayıcı ve Fonksiyonel Tıp Ders Programı

SYİ101 Sağlıklı Yaşam ve İyi Oluş Ders İçeriği		
Öğr.Gör.Güldal Aytaçoğlu Dr.Öğr.Üyesi Saltuk Aytaçoğlu		
Hafta		Sınavlar
1	Sağlıklı Yaşam Hakkında İnteraktif Sohbet Neden Sağlıklı Yaşam ve Wellbeing? / Bireysel sorumluluk Sağlıklı Yaşam ve Meditasyon Hakkında Öğrenci sunumlarının Belirlenmesi (Meditasyon-Nefes Çalışması)	
2	Sağlığın Tanımı ve Modelleri / Öz-bakım Modern Tıp / Geleneksel Tamamlayıcı ve Fonksiyonel Tıp Meditasyon-Nefes Çalışması	
3	Doğru Nefes Almanın Önemi ve Teknikleri (Nefes Çalışması – Sessiz Zaman Uygulaması)	
4	Meditasyonun Tanımı ve Modelleri Mindfulness / Sufi / Sevgi-Şevkat / Mantra / Transandantal / vb. (Meditasyon – Nefes Çalışması)	
5	Geçmişten Günümüze Sağlıklı Yaşam (Meditasyon-Nefes Çalışması)	
6	Geçmişten Günümüze Sağlıklı Yaşam (Meditasyon-Nefes Çalışması)	
7	Sağlığın Korunması - Geliştirilmesi ve Sağlık Okuryazarlığı (Meditasyon-Nefes Çalışması)	
8		Ara Sınav
9	Sağlığı Geliştiren Okul Kavramı Sürekli Eğitim Merkezi Önemi ve Faaliyetleri (Meditasyon-Nefes Çalışması)	
10	Sirkadiyen Ritim ve Zamanı İyi Kullanma Sağlığı geliştiren yaşam tarzı davranışları (Meditasyon ve Nefes Uygulaması)	
11	Sağlıklı Yaşam ve Fiziksel Aktivite (Meditasyon ve Nefes Çalışması)	
12	İlk Yardım / (Meditasyon ve Nefes Çalışması)	
13	İlk Yardım / (Meditasyon ve Nefes Çalışması)	
14	Sağlıklı Yaşam ve Meditasyon Hakkında Öğrenci Sunumları (Meditasyon ve Nefes Çalışması)	
15		Final

Şekil 3. SYİ101 Sağlıklı Yaşam ve İyi Oluş Dersi Programı

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Dijital Oyun Bağımliliğinin ve Sosyal Medya Kullanımının Psikolojik İyi Oluş Üzerine Etkisi

Ayşe MORTAŞ KUM

Simay DOĞAN

Kıbrıs Sağlık ve Toplum Bilimleri Üniversitesi, Çocuk Gelişimi Bölümü, Güzelyurt-KKTC

ayse.mortas@kstu.edu.tr-0009-0001-0135-4674

Özet

Bu araştırma, dijital oyun bağımlılığı ve sosyal medya kullanımının 4-5 yaş aralığındaki çocukların psikolojik iyi oluşları üzerindeki etkilerini incelemek amaçlanmaktadır. Günümüzde dijital oyunlar ve sosyal medya çocukların yaşamlarına giderek daha fazla yer kaplamakta bu araçların aşırı kontrolsüz kullanımı ise çocukların gelişim süreçlerini üzerinde ciddi etkiler yaratmaktadır. Bu araştırma, Kuzey Kıbrıs Türk Cumhuriyeti' nin Güzelyurt bölgesinde 4-5 yaş aralığında çocuğu bulunan 30 ebeveynin katılımı ile gerçekleştirilmiştir. Nitel araştırma yöntemi olan fenomenolojik yönteminden yararlanılmıştır. Araştırma sonucu ortaya çıkan bulgular, betimsel bir yaklaşım ile incelenmiştir. Mülakat formunda bulunan kapalı ve açık uçlu soruların analiz sürecinde veriler birbirinden ayrı olarak ele alınmıştır. Ayrıca veri toplama sürecinde ebeveynlere yönelik hazırlanan 11 sorudan oluşan mülakat formu ile çocukların dijital oyun oynama sıklığı, tercih ettikleri oyun türleri, dijital oyunlar ve sosyal medya kullanımının çocuklar üzerindeki olumlu ve olumsuz etkileri, ebeveynlerin sosyal medya kullanımı ile koydukları sınırlamalar ve çocuklarının dijital medya ile geçirdikleri zamanla ilgili gözlemleri doğrultusunda veriler toplanmıştır. Elde edilen bulgular, dijital oyunların çocuklar üzerindeki hem olumlu hem olumsuz etkilerini ortaya koymaktadır. Ebeveynler dijital oyun ve sosyal medyanın çocukların el-göz koordinasyonunu geliştirdiğini, video destekli uygulamaların bilişsel düzeylerine olumlu katkıda bulunduğunu bazı becerileri desteklediğini belirtmişlerdir. Ayrıca ebeveynler sosyal medyanın çocukların sosyal becerilerini olumsuz etkileyebileceğini ve yaşlarına uygun olmayan içeriklere maruz kaldıklarında çocukların kaygı, korku, endişe gibi duygusal tepkiler geliştirebileceğini ifade etmişlerdir. Sonuç olarak, dijital oyunlar ve sosyal medyanın erken çocukluk dönemindeki çocukların psikolojik iyi oluşu üzerinde hem olumlu hem olumsuz etkiler yarattığı tespit edilmiştir. Araştırma Ebeveynlerin dijital oyun ve sosyal medya konusundaki farkındalığının artmasının, çocukların sosyal medya ile geçirdikleri zamanın sınırlandırılmasının ve yaşa uygun dijital içeriklerin teşvik edilmesinin önemli olduğu sonucu ortaya çıkmaktadır.

Anahtar kelimeler: Dijital Oyun, Bağımlılık, Sosyal Medya, Psikolojik İyi Oluş

The Effects o Digital Game Addiction and Social Media Use On Psychological Well-Being Impact

Abstract

This study aims to examine the effects of digital game addiction and social media use on the psychological well-being of children aged 4-5 years. Nowadays, digital games and social media are taking up more and more space in children's lives, and excessive uncontrolled use of these tools has serious effects on children's developmental processes. This study was conducted with the participation of 30 parents with children aged 4-5 years in the Güzelyurt region of the Turkish Republic of Northern Cyprus. Phenomenological method, which is a qualitative research method, was used. The findings of the research were analysed with a descriptive approach. In the process of analysing the closed and open-ended questions in the interview form, the data were handled separately from each other. In addition, with the interview form consisting of 11 questions prepared for parents during the data collection process, data were collected in line with the frequency of children playing digital games, the types of games they prefer, the positive and negative effects of digital games and social media use on children, the limitations imposed by parents on social media use, and their observations about the time their children spend with digital media. The findings reveal both positive and negative effects of digital games on children. Parents stated that digital games and social media improve children's hand-eye coordination, video-assisted applications contribute positively to their cognitive levels and support some skills. In addition, parents stated that social media may negatively affect children's social skills and that children may develop emotional reactions such as anxiety, fear, and worry when exposed to age-inappropriate content. As a result, it was found that digital games and social media have both positive and negative effects on the psychological well-being of children in early childhood. The study concludes that it is important to increase parents' awareness of digital games and social media, to limit the time children spend with social media, and to encourage age-appropriate digital content.

Keywords: Digital Gaming, Addiction, Social Media, Psychological Well-Being

Giriş

Dijital Oyunlar, medyanın önemli bir parçasını oluşturmakta ve yeni iletişim özelliklerini barındıran bireysel iletişim ortamı olarak değerlendirilmektedir. Genel anlamda dijital oyunlar, bilgisayarlar, konsollar, tabletler ve cep telefonları gibi çeşitli cihazlarla oynanan oyunlar olarak tanımlanabilir. Oyun oynama kültürü, dijital dönüşümle birlikte tarihi bir değişim süreci olarak tanımlanabilir (Uzunoglu, 2022.s 121). Bu tür oyunların çocukların gelişimi üzerindeki

etkisinde büyük ölçüde artmaktadır. Çocuğun gelişiminde önemli bir rol oynamakta ve ihtiyaçlarını ön plana çıkarmaktadır. Çocuğu hayata hazırlarken, taleplerini ve hedeflerini göstermekte ve istekleri ile bir bütün oluşturmaktadır. Aynı zamanda duygusal olgunluğa erişmelerinde de yardımcı olur. Oyun kendine özgü kuralları ve süreçleri olan yalnızca eğlence amaçla yapılan isteğe bağlı aktivitelerden oluşur (Çetin, 2024, s. 6). Teknolojik gelişmelerin ve kitle iletişim araçlarına erişimin kolaylaşması çocukların sanal dünyaya odaklı bir yaşam tarzı benimsemelerine neden olmuştur. Geleneksel sokak oyunlarından ve akran ilişkilerinden uzaklaşan çocuklar, kendine özgü kurallara sahip ve sosyal etkileşimi sınırlı olan ekran tabanlı oyunlarla tanışmaktadır. Bu durum teknolojinin ilerlemesiyle dijital oyun kültürünün ortaya çıkmasına zemin hazırlamaktadır (Biricik, 2021. s.447)

Sosyal medya toplum içinde etkileşim kurmak ve ilişkiler geliştirmek adına önemlidir. Medya, aynı düşünce ve fikirlere sahip olan bireylerin bir araya gelerek topluluk oluşturarak iletişim kurmasına yardımcı olmaktadır (Başbayram & Tosun, 2019.S 44) Coğrafyalarda insanların farklı kültürlere sahip olmaları durumunda birbiriyle olan etkileşimleri düşünülmektedir. İnsanların birbirleriyle iletişim kurabilmelerini ve gruplar oluşturabilmelerini sağlayarak iletişimi kolaylaştırmaktadır (Başbayram & Tosun, 2019.S 44). Bu süreç öğrenmeyi teşvik eder ve birey, başkalarının yanı sıra kendi davranışlarını da dikkatli bir şekilde gözlemleyerek gelişimini sürdürülebilir. Sosyalleşme, çocuğun bulduğu ortam, durum, zaman ve koşullara göre nasıl davranması gerektiğini öğrenmesini sağlar. Özellikle okul öncesi dönemde hızla gelişen kelime dağarcığı, çocukların sosyal becerilerini artıran önemli bir faktördür (Başbayram & Tosun, 2019.S 44). Sembolik anlam taşıyan duyguların varlığı ve gelişimi de kelime dağarcığının sınırlı olmasından etkilenir. Bu konuda bazı engellerin çocukların sosyalleşmesini sınırladığını belirtmektedir. Okul Öncesi dönemde çocukların en belirgin gelişimsel hedeflerinden biri, akranlarıyla etkileşim kurmayı ve iş birliği yapmayı öğrenmektir. Arkadaş edinmeyi öğrenmek, sosyal becerilerin gelişmesinde kritik bir rol oynamaktadır (Kay & Sağlam, 2020, s.20).

Psikolojik iyi olma durumu bireyin yaşamındaki zihinsel ve duygusal boyutları kapsayan gelişimine zemin hazırlayan her türlü olumlu durumu ifade eder psikolojik iyi oluş bireyin yaşamında mevcut potansiyelinin ve yaşam amaçlarının farkında olup olmadığı ve çevresi ile sağlıklı etkileşim kurabilmesi ile ilgilidir (Atan, 2020, s 30). Waterman (1993) psikolojik iyi oluşu kişisel gelişim için bir mücadele ve çaba olarak tanımlamıştır. Jung ise psikolojik olarak sağlıklı bireyin yaşadığı dönem içinde temel işlevleri başarıyla yerine getirebilmesi ile ilişkilendirir. Diğer yandan Adler toplumsal uyum mesleki etkinliğin psikolojik sağlığın

göstergeleri olduğunu belirtmektedir (Atan, 2020, S.31). Bu değerlendirmeler göz önüne alındığında, psikolojik iyi oluşun bireyin yaşamında karşılaştığı pek çok sorunun çözümünde önemli bir kaynak olabileceği söylenebilir. Çocukluk yılları ise bireyin zihinsel ve ruhsal yapısını şekillendiren tüm yaşam dönemlerini etkileyen kritik bir dönemdir (Atan, 2020, S.31). Bu süreçte psikolojik iyi oluş hali çocuğunuz zihinsel ve ruhsal gelişimin en fazla etkileyen faktör olarak kabul edilmektedir. Ayrıca yüksek psikolojik iyi oluşu düzeyi çocuklarda kendi ne güven öz saygı ve sosyal duygusal gelişim gibi ruh sağlığının olumlu bileşenlerini arttırmaktadır bu bağlamda son yıllarda çocukların iyi oluşu ve yaşam kalitesi üzerine artan bir ilgi gözlemlenmektedir çocuklar da iyi olur onların tüm yaşamlarını ve bulundukları sosyal bağamları kapsayan son derece karmaşık çok boyutlu ve disiplinler arası bir kavram olarak değerlendirilebilir (Atan, 2020)

Literatürde ‘teknoloji bağımlılığı terimi internet ve teknoloji cihazlarının aşırı kullanımı ile ilişkilendirilmektedir. Bu durum, bireylerin günlük aktivitelerini ihmal etmesine sosyal ve kişiler arası ilişkilerinde zorluklar yaşamasına, olumsuz duygulardan ve yaşam stresinden kaçış aracı olarak teknolojiyi görmesine ve internet erişimi olmadığında gerginlik ve öfke hissetmesine rol açabilir. Aynı zamanda, kullanılan süre, miktarı ve sıklığı hakkında yalan söyleme gibi davranışlarda bu bağımlılığın belirtileri arasında yer alır. Bu tür bağımlılık, bir çok araştırmacı tarafından tanımlanmış ve dikkate alınmıştır (Deligöz, 2025). Yüksek düzeyde dijital medya kullanımı, bu medyada geçirilen zamanı psikolojik iyi oluşla olan ilişkisi konusunda endişeleri artırmıştır. Yapılan literatürtaramasında, dijital medyada daha fazla zaman geçiren çocuklar, ergenler ve genç yetişkinlerin daha düşük refah düzeyine ve ruh sağlığı sorunlarına sahip olduğunu gösteren araştırmalar (Kelly vd., 2019; Lin vd., 2016; Primack vd., 2017; Rosen vd., 2014; Twenge, Joiner vd., 2018; Twenge, Joiner vd. , 2018; Twenge ve Campbell, 2018; Woods ve Scott, 2016) rastlanılmıştır.

Ancak bu konuyla ilgili olarak önemli bir etki tespit edilmemiş ya da yalnızca küçük etkiler saptanmıştır (George&Russel&Piontak&Odgers, 2018; Jelenchick&Eickhoff&Moreno, 2013; Orben & Przybylski, 2019). Bu çalışmaların sonuçları incelendiğinde ise genellikle çelişkili olduğu söylenmektedir (Martin&Twenge,2020 s1) Aynı zamanda da Sosyal Medyanın Psikolojik refah üzerindeki etkisi, popüler medyada yoğun bir şekilde incelenmektedir. Bu bağlamda eğitim, çocuk gelişimi ve bağımlılık gibi konulardaki endişelerde öne çıkmaktadır. Örnek verecek olursak sosyal medya yı daha az dikkat gerektiren hale getirmeleri ebevenynlerin ve çocukların sosyal medyayı nasıl yönetmeleri gerektiğini konusunda çıkarımlarda bulunmaktadır). (Hancock, J., Liu, S. X., Luo, M., & Mieczkowski, H, 2022 s3)

Araştırmanın Amacı

Bu çalışmanın amacı Dijital Oyun Bağımlılığının ve Sosyal Medya kullanımının çocuklardaki psikolojik iyi oluş üzerindeki etkisini inceleyerek bu konudaki mevcut literatüre katkı sağlamaktır.

Araştırmanın Önemi

Günümüzde Dijital platformun hızla gelişmesiyle birlikte, kişilerin günlük yaşamlarında dijital oyunların ve Sosyal Medya kullanımının oldukça artması kaçınılmaz hale gelmiştir. Teknoloji'nin bu şekilde artması kişiler iletişimi kolaylaştırırken, aynı zamanda bağımlılık, stres, depresyon gibi psikolojik sorunlara yol açmaktadır. Özellikle Sosyal Medya ve dijital oyunun bağımlılığı konusunda Psikolojik iyi oluşa doğrudan etki eder hale gelmiştir. Bu durum kişilerde mutluluk, stres, sosyal ilişkiler arasında yaşam doyumunun temel psikolojik ihtiyaçlarını değerlendirmeyi gerektirmektedir. Psikolojik iyi oluş genel anlamda bireyin duygu durumunu, çevre ile iletişimini ve yaşamın gayesini anlama düzeyini kapsayan geniş bir kavramdır. Bu sebeple bireylerin Dijital Oyunlar ve Sosyal Medya ile etkileşiminin psikolojik iyi oluş kavramına göre bireylerin ruhsal sağlığını koruma ve onarma adına kritik öneme sahiptir. Özellikle çocuklar ve gençlerin Dijital Oyun Bağımlılık ve Sosyal Medya kullanımının etkilerine daha fazla maruz kaldığı görülmektedir, bu sebepten ötürü bu yaş gruplarına yapılan araştırmalar daha fazla önem arz etmektedir. Bu çalışmanın önemi ise dijital Oyun Bağımlılığı ve Sosyal Medya Kullanımının kişilerin Psikolojik İyi Oluş Üzerindeki etkilerini ve bu iki faktörün etkileşimini derin bir şekilde anlamaya ve anlamlandırmaya yönelik kapsamlı bir araştırma sunmasından kaynaklanmaktadır. Çalışma hem Dijital araçların kişiler üzerinde pozitif yönlerini vurgulamakta hem de bağımlılık durumunu negatif sonuçlarına ışık tutmaktadır. Bu sonuçlarla, kişilerin bilinçli Sosyal Medya Kullanımı ve Dijital Oyunlarla uyumlu bir etkileşim kurmaları için gerekli farkındalığın artmasına katkı sağlamaktadır.

Bu araştırma Dijital çağdaki kişilerin Psikolojik iyi oluşunu desteklemek için ailelere, eğitimcilere rehberlik etmeyi ve pratik öneriler sunmayı hedeflemektedir. Sonuç olarak bu çalışmanın sonucunda yalnızca kişilerin Psikolojik iyi oluşu üzerinde katkı sağlamakla kalmayacak aynı zamanda Dijital Oyun Bağımlılığına ve Sosyal Medya kullanımının pozitif ve negatif yönlerini vurgulayarak bireysel etkileri incelenmekte fakat bu konuda ki araştırmalar ise oldukça sınırlı kalmaktadır. Dijital Oyun Bağımlılığı ve Sosyal Medya kullanımını Psikolojik İyi Oluş üzerindeki etkilerini bir bütün olarak ele alarak konunun çocukların sosyal ve duygusal gelişimleri üzerindeki uzun vadeli etkilerine de ışık tutması beklenmektedir.

Kavramsal Çerçeve

Dijital Oyun ve Sosyal Medyanın Tarihçesi

Oyun, zamanın çok eski dilimlerinde insanların hareketleri ve taklitleriyle ortaya

çıkmiştir. Günümüzde ise farklı amaçlar ile kullanılmaktadır; eğlence, boş zaman değerlendirme ya da eğitim gibi Teknolojinin gelişmesi ve sokakların aileler tarafından güvensiz olarak görülmesi evde oyun oynama kültürünün ortaya çıkmasına neden olmuştur. Geleneksel sokak oyunları ,1947 yılında ilk eğlence cihazının geliştirilmesiyle birlikte önemli değişiklikler göstermeye başlamıştır (Uzunoğlu, 2021, s1)

Önceleri atari salonlarında oynanan bu oyunlar, teknolojinin ve internetin hızlı ilerlemesiyle günümüzde televizyon, bilgisayar, tablet ve cep telefonları gibi çeşitli platformlarda erişilebilir hale gelmiştir. Hayatımızın her anında var olan dijital oyunlar, belirli etkilere yol açabilmektedir. Bu bağlamda dijital oyunların en belirgin etkisi bağımlılık olarak karşımıza çıkmaktadır (Uzunoğlu, 2021, s1) Dijital Oyun birçok açıdan geleneksel oyun anlayışından farklılık gösterir. Bu tür oyunlarda birden fazla oyuncu aynı anda teknoloji aracılığıyla internet üzerinden bağlanarak yapılandırılmış karakterlerle mücadele etmekte ya da iş birliği yapmaktadır. (ÜN ,2021). Gençler ve çocuklar arasında yüksek bir tercih oranı ile öne çıkmaktadır. Kolay erişilebilirlikleri sayesinde büyük ilgi görmektedir.

Bu oyunlar oyuncuların hakimiyet kurma, kazanma arzusu ve başarıya ulaşma hedefleri ile dolu olmaları ile daha da yaygınlaşmaktadır. Günümüzde dijital oyunlara ulaşmak son derece kolaydır, bu nedenle birçok ortamda karşımıza çıkabilmektedir (Çelik, 2021) Aynı zamanda Dijital oyuna olan yoğun ilgi kadar sosyal medyaya da çocukların ve gençlerin ilgisi oldukça fazladır. Sosyal Medya hayatımıza Batı dünyası ile 1950 ve 1960 yıllarında oldukça dağınık bir şekilde girmiştir (Çalışkan & Mencik,) 1970’lerde devam eden ve 1990’larda hızla artan internet kullanımı, web siteleri ve portalların kullanıcı sayısını önemli ölçüde yükseltmiştir. Bu süreç,2000’lerde modern bilgi ve iletişim sisteminin en temel taşlarından biri haline gelmiştir (Dağıtman, 2015, s2). Sosyal Medyanın bilgi edinme ve yayma konusundaki faydalarının yanı sıra içerik üretme paylaşma özelliklerde dikkat çekicidir. Bireyler, kendi yarattığı içeriklerle kendilerini ve çocuklarını belli bir şekilde ifade etme fırsatı bulmaktadır. Bu platformlar aracılığı ile kullanıcılar kendilerini tanımlayıp sunarken, takipçilerinin kendilerine ve çocuklarına dair algılarınıda yönetebilmektedir (Ateşer & Emanet 2022) Dijital oyun ve Sosyal Medya bireyler üzerinde hem olumlu hem olumsuz olarak psikolojik etkiler yaratmaktadır. Psikolojik iyi oluş durumu bireyin hayattan aldığı tatmin ve olumlu duygulardır. Ancak Dijital oyunun fazla ve kontrolsüzce kullanımı psikolojik iyi oluş üzerinde tehdit oluşturabilmektedir. Psikolojik iyi oluş, iki ana yaklaşım üzerinden ele alınmaktadır.

Hedonik ve Eudaimonik. Hedonik yaklaşım, bireyin olumlu duygularını azaltmasıyla tanımlanır; bu kişinin yaşamından yüksek bir tatmin duyması anlamına gelir. Öte yandan, eudaimonik yaklaşım, bireyin kendini kabul etmesi, diğerleri ile etkili bir iletişim kurması,

özerk olması, yaşamında bir anlam ve amaç bulması ve çevresel fırsatları değerlendirerek kişisel gelişimini desteklemesi üzerine odaklanır (Söner & Yılmaz, 2018, s 61) Psikolojik iyi oluş , yaşamın sunduğu varoluşsal zorluklarla başa çıkma yetisi olarak tanımlanmaktadır ; bu zorluklar arasında hedefleri sürdürmek, kişisel gelişimi sağlamak , niteikli ilişkiler kurmak gibi unsurlar yer almaktadır. (Telef, 2013). iyi oluş çalışmaları iki farklı bakış açısıyla ortaya konmuştur. İlk bakış açısı 1950 'lerde öznelliğe daha fazla önem verilen bir dönemde, yaşam kalitesini ölçme çabalarının bir parçası olarak doğmuştur. öznel iyi oluş olarak adlandırılmıştır. (Öztürk,2022) öznel iyi oluş ise yaşam memnuniyeti, neşe ve üzüntü, mutluluk gibi duygusal tepkiler iş ilişkileride veya diğer sosyal faaliyetlerde amaç ve anlam, sağlık ve eğlence gibi önemli alanlarda sahip olunan yargılar ve hisle bireylerin genel yaşam kalitesini belirler.

İnsanlar hayatlarından memnunsan, sık sık olumlu duygular deneyimliyorsa ve nadiren olumsuz duygular yaşıyorsa, öznel olarak iyi bir ruh halinde oldukları söylenebilir. Başka bir deyişle bu bireyler yüksek bir öznel iyi oluşa sahiptir (Katmer, Demir & Çekiçoğlu, 2020) ikinci bakış açısı ise 1980'lerde başlayan ampirik çalışmalarla şekillendirilmiştir. Bu yaklaşım bireylerin zorluklar içinde anlamlı bir yaşam sürme ve kendini gerçekleştirme potansiyeline vurgu yaparak, yetişkin gelişim psikolojisi teorilerine dayanmaktadır (Öztürk, 2022). Psikolojik sağlıklarının yanı sıra kendine olan güvenleri, motivasyonları ve olumlu düşünme yetenekleri daha yüksek olacaktır (Keleş, 2017).

İlgili Araştırmalar

Arzu (2006) yapmış olduğu çalışmasının amacı, oyunun çocuklar üzerindeki önemini vurgulamak ve oyunun onların gelişimine sağladığı katkıları inceleyerek etkileri değerlendirmektir bu çalışmada analitik bir yöntem benimsenmiştir. Bu çalışma, nitel araştırma kapsamındaki bir doküman incelemesi yöntemi ile gerçekleştirilmiştir. Araştırma hedefleri doğrultusunda yapılan literatür taramasında elde edilen bilgiler, sistematik bir şekilde tasnif edilip yorumlanarak değerlendirilmiştir. Araştırma bulguları, oyunun çocukların fiziksel, sosyal, duygusal, bilişsel gelişimlerine bir çok açıdan önemli katkılar sağladığını ortaya koymaktadır. Oyun, motor becerilerin gelişiminde rol oynarken, toplumsal kuralları öğretir, özgüveni ve duygusal dengeyi destekler. Ayrıca, bilişsel ve dil gelişiminde katkıda bulunur. Sonuç olarak oyun sadece çocuğun boş zamanlarını değerlendirme aracı olarak düşünülmemelidir.

Ne yazık ki, bazı yetişkinler oyunu bu şekilde değerlendirme yanılıgısına düşmektedir. Oysa

oyun,gerçek ve önemli bir eğitim aracıdır. Oyun, çocuğun hayal gücünü ve yaratıcılığını geliştirmenin yanı sıra, insan ilişkilerini ve yardımlaşma etkilerinide artırır. Zor bir şekilde öğretilen bir çok kural oyun sırasında daha kolay bir şekilde artırılabilir. Kısacası, oyun bireyin kendisini ifade etmesini en rahat yoldur ve eğitimin vazgeçilmez bir parçasıdır. (Uzunoğlu, 2021) yapmış olduğu çalışmanın amacı, Dijitalleşmeyle birlikte hayatımıza dahil olan dijital oyunlar, bu oyunlardan kaynaklanan bağımlılık ve bu bağımlılığın olumlu ve olumsuz etkilerini açıklamayı amaçlamaktadır. Ayrıca çalışma amprik bir amaca dayanmaktadır ve mevcut çalışmalar derlenerek konu ele alınmıştır. Yöntem olarak literatür taraması yapmıştır. Farklı araştırmaları ele almış, özetlemiş ve karşılaştırmalar yapmıştır. Bireylerin fiziksel ve psikolojik gelişimlerine önemli katkılarda bulunurken dijital oyunların ortaya çıkmasıyla birlikte bu durum değişiklik göstermiştir. Hem olumlu hemde olumsuz etkiler ortaya çıkmıştır.

Dijital oyunlar, zeka ve iletişim becerilerini geliştirme potansiyeline sahipken, içerik ve oynama süresine bağlı olarak bağımlılık ve saldırganlık gibi olumsuz sonuçlarda doğurabilmektedir. Oyun şirketlerinin kullanıcıları uzun süre oyunda tutma stratejileri, bireylerde zaman algısının bozulmasına ve yoksunluk belirtilerinin ortaya çıkmasına sebep olabilmektedir. Dijital oyun bağımlılığı, bireylerin sosyal eğitimsel ve fiziksel yaşamlarını olumsuz etkileyen ciddi bir sorun haline gelmiştir. Kıran (2020) Yapmış olduğu çalışmanın amacı farklı yaş ve meslek gruplarına mensup bireylerin sosyal medya kullanım alışkanlıklarını inceleyerek sosyal medya bağımlılığı düzeylerini ve bu kullanımı bireyleri üzerindeki etkilerini değerlendirmektedir. Katılımcıları araştırmayı, 13-66 yaş arasındaki toplam 758 kişi katılmıştır. Bunların 395'i kadın ve 363'ü erkekten oluşmaktadır. Katılımcılar, gönüllülük esasına dayalı olarak çevrimiçi anketle çalışmaya dahil edilmiştir.

Yöntem kısmında veriler, google forms aracılığıyla gerçekleştirilen anket ile toplanmıştır. Elde edilen bu veriler SPSS 22 proglamıyla analiz edilmiştir. İstatistiksel analizlerde T – testi, Ki -kare bağımsızlık testi ve korelasyon analizleri gibi yöntemler uygulanmıştır. Model, nicel araştırma modeli benimsenmiş olup, anket verileri üzerinden değişkenler arası ilişkiler incelenmiştir. Çoban & Doğan (2022) yapmış olduğu çalışmanın amacı, bu derleme çalışması, ebeveynlerin sosyal medya üzerindeki çocuk paylaşımlarını inceleyerek bu fenomenin yaygınlığını, arkasındaki nedenleri ve çocuklar üzerindeki muhtemel etkilerini değerlendirmeyi hedeflemektedir. Ayrıca, ebeveynler ile çocukların bu konuya dair bakış açılarını ortaya koyarak literatüre katkıda bulunmayı ve gelecekteki araştırmalar için bir temel oluşturmayı amaçlamaktadır.

Katılımcılar, bu çalışmayı bir derleme makalesi olduğundan, özgün bir katılımcı grubu

bulunmamaktadır. Araştırma, daha önce yapılmış olan çok sayıda ulusal ve ulusal arası çalışma ile literatürü inceleyerek bilgi sunmaktadır. Yöntemi kapsamlı bir derleme çalışmasıdır. Bu çerçevede nicel veya nitel veri toplama süreci uygulanmamış, bunun yerine mevcut literatürde yer alan makaleler, raporlar, anket sonuçları önceki akademik çalışmalar titizlikle incelenmiş ve analiz edilmiştir. Modelinde ise belirli bir teorik model kullanımına gidilmemişti; fakat davranışlarının nedenleri sonuçları ve kültürel farklılıkları açıklamak için farklı araştırmalardan elde edilen veriler yorumlanmıştır. Makale, betimsel bir çerçeve içinde yapılandırılmıştır. Bulgular kısmında ise ebeveynler çocukları doğmadan önce ve doğduktan sonra sosyal medyada sıkça paylaşımlarda bulunmaktadır.

Sonucunda ise Sosyal medya üzerinden çocuk paylaşımları ebeveynler arasında yaygın bir uygulama olup çoğu Zaman iyi niyetle gerçekleştirilmemektedir. Ebeveynlerin gizlilik ayarlarını daha dikkatli belirlemeleri, çocuklarından izin almaları ve paylaşacakları içerik konusunda daha bilinçli davranmaları önem arz etmektedir. Farklı yaş gruplarından kültürlerden ve sosyoekonomik düzeylerden ebeveynlerle yapılacak kesitsel ve boylamsal çalışmalara ihtiyaç bulunmaktadır. Çelik (2021) yaptığı çalışmanın amacında 5-6 yaş grubu çocuklarını okula uyum düzeyine öğrenme davranışları ve psikolojik iyi oluş düzeyleri arasındaki ilişkiyi detaylı bir şekilde incelemektedir. Ayrıca öğrenme davranışları ve psikolojik iyi oluşun okula uyuma ne ölçüde etkilediğini belirlemek de amaçlanmaktadır. Katılımcıları ise araştırma iki farklı çalışma grubundan oluşmaktadır. İlk grup 2020-2021 eğitim-öğretim yılı güz döneminde meb' e bağımsız ve özel anaokullarına devam eden 231 çocuktur. İkinci grup is, 263 çocuk. Katılımcılar, amaçsal örnekleme yöntemi kullanarak seçilmiştir. Yöntemi ise bu araştırma nicel bir yöntemle ve ilişkisel tarama modeli çerçevesinde gerçekleştirilmiştir. Veriler 5-6 yaş çocuklar için psikolojik iyi oluş ölçeği çocuklar için öğrenme yaklaşımları ölçeği uygulanmıştır.

Toplanan veriler, SPSS yazılımı kullanılarak analiz edilmiştir. Bu süreçte korelasyon ve hiyerarşik regresyon analizleri uygulanmıştır. Bulgular, yapılan analizler sonucunda konsantrasyon problemlerini, öğrenme davranışlarını ve psikolojik iyi oluşun tüm alt boyutları ile negatif ilişki içinde olduğu görülmüştür. Ayrıca yıkıcı veya istenmeyen davranışların da her iki değişkenle negatif bir ilişkiye sahip olduğu tespit edilmiştir.

Yöntem

Araştırmanın Modeli

Bu araştırma Kıbrıs/Güzelyurt bölgesinde yaşayan 4-5 yaş çocuklara sahip olan ebeveynlerin Dijital Oyun Bağımlılığı ve Sosyal Medya kullanımının Psikolojik İyi oluş

üzerindeki etkisini nitel yaklaşımla araştırmaktadır. (Ün,2021s.15) Nitel Araştırma, katılımcıların yaşam standartlarına göre belirledikleri amaçlar ve karşılaştıkları problemler ile ilgili anlamlarını anlamayı hedefler. Nitel araştırma yöntemleri, bireyin davranışlarını, bulunduğu ortamla ilişkilendirerek esnek ve bütüncül bir şekilde ele alır (Şahin, Ergenekon & Aldemir fırat, 2025) Araştırmada etkiyi anlamak için geniş çaplı bir görüşme ve doküman analizi gibi nitel veri toplama yöntemleri kullanılarak ebeveynlerin deneyim ve algılarını incelenmiştir. Bu nedenle araştırma fenomenolojik bir desen üzerine yapılandırılmış olan bu araştırma, kişilerin bu durumlara ilişkin kişisel tecrübelerini anlamak ve derinlemesine incelemeyi hedeflemektedir. (Ün , 2021) Fenomolojik Yaklaşım ise bir grup bireyin bir olgu yada kavram etrafında yaşam ve deneyimlerinden yola çıkarak , bireysel deneyimlerini evrensel bir boyutta açıklanmasını gerçekleştirmeyi açıklar. (Şahin, Ergenekon & Aldemir, 2025)

Çalışma Grubu

Araştırmanın katılımcıları, Kıbrıs'ın Güzelyurt bölgesinde yaşayan 4-5 yaşındaki Okul Öncesi çocuklarının Dijital Oyun Bağımlılığı ve Sosyal Medya Kullanmakta olan çocuklara sahip ebeveynlerden oluşmaktadır. Katılımcılar amaçlı örnekleme yöntemi ile seçilmiş olup ebeveynlerin Çocuklarının Dijital Oyun Bağımlılığının Psikolojik İyi oluşlarına dair gözlem ve tecrübeleri araştırmanın ana konusu olarak alınmıştır.

(Duran & Çalışkan, 2020)

Veri Toplama Aracı

Bu araştırmada ebeveynlerin Dijital Oyun Bağımlılığı ve Sosyal Medya kullanımının çocukların psikolojik iyi oluş üzerine gözlem ve deneyimlerini anlamak için nitel veri toplama yöntemleri kullanılmaktadır. (Acar, 2022) Veri toplama aracı üç uzman çocuk gelişimci görüşü alınarak hazırlanmıştır. Araştırmanın amacı çerçevesinde, görüşme soruları oluşturulmuş bu soruların geçerliliğini artırmak için alan uzmanlarının görüşlerine başvurulmuştur. Uzmanların her biri görüşme soruları hakkında e-posta aracılığıyla geri dönüş yapmıştır. Uzmanlardan gelen geri dönüşler doğrultusunda sorular gözden geçirilmiş ve nihai şekli verilmiştir (Şahin, Ergenekon & Aldemir, 2025) Araştırmanın ana veri toplama aracı yarı yapılandırılmış görüşmeler olmuştur. (Acar, 202) bu görüşmelerde, ebeveynlere Dijital Oyun Bağımlılığı ve sosyal medya kullanımı çocukların Psikolojik iyi oluşları üzerine açık uçlu sorular sorulmuştur. Görüşmeler çocuk ve ebeveynlerin tecrübelerini ve fikirlerini detaylı anlamak amacıyla yapılmaktadır. Görüşmeler 30 dk arasında olup her ebeveyn ile bireysel olacak şekilde görüşmeler yapılmıştır.

Verilerin Toplanması

Veriler, 2025-2026 Eğitim-Öğretim yılında Kıbrıs, Güzelyurt bölgesinde bulunan 4-5 yaş Çocuklara sahip ebeveynlerden toplanmıştır. Katılımcılara araştırmanın amacı açıklanmış, araştırmaya katılımın gönüllülük esasına dayalı olduğu belirtilmiştir. Görüşmeler yüz yüze gerçekleştirileceği, telefon ile ses kaydı alınacağı, kayıtların sadece araştırma verisi olarak kullanılacağı, araştırmanın verilerinin gizli tutulacağı açıklanmıştır (Sönmez,2023). **Bulgular**

Tablo 1: Çocuklarınız hangi oyunları oynar sorusuna ilişkin bulgular

Oyun Türü	Toplam Katılımcı (N)	Seçen Katılımcı Sayısı (n)	Yüzde (%)
Lego / Puzzle / Yapboz	30	11	36,7
Saklambaç	30	6	20,0
Evcilik / Annecilik / Doktorculuk	30	5	16,7
Futbol	30	4	13,3
Körebe	30	2	6,7
Araba / Araba Yarışı	30	2	6,7

Araştırma sürecinde ebeveynlere ‘çocuklarınız hangi oyunları oynar?’ sorusu sorulmuş ve yanıtlar frekans (n) ve yüzde (%) değerleri ile tablo birde sunulmuştur. Elde edilen verilere göre toplamda 30 katılımcıdan alınan yanıtlar gösteriyor ki, çocukların en çok tercih ettiği oyun türleri arasında lego ve puzzle&yapboz gibi yapılandırılmış oyunlar öne çıkmaktadır. Katılımcıların % 36, 67’si çocukların bu tür oyunları oynadığını bildirmiştir. İkinci sırada % 20 oranıyla saklambaç oyunu yer almaktadır, onu % 16,67 oranıyla evcilik, annecilik, doktorculuk gibi sembolik oyunlar izlemektedir. Futbol oynayan çocukların oranı % 13,33 iken körebe ve araba yarışı oynamayı tercih eden çocukların oranı ise % 6,67’dir. Bu bulgular, çocukların hem yapılandırılmış, hem(lego-puzzle) hemde sosyal etkileşime dayalı (saklambaç, evcilik) oyunlarına ilgi gösterildiği ortaya koymaktadır.

Tablo 2: Çocuğunuz ne sıklıkla dijital oyun oynar sorusuna ilişkin bulgular

Ortak cevaplar	N	n	%
Hiç oynamıyor	30	6	20
Günde yarım saat	30	3	10
Günde bir saat	30	3	10
Günde iki saat	30	3	10
Ara sıra / ara ara	30	3	10

Tekil cevaplar	30	10	33
Çok nadir	30	2	66

Katılımcı ebeveynlere çocuklarını dijital oyun oynama sıklıkları hakkında soru sorulmuş ve elde edilen hayınlar frekans(n) ve yüzde (%) dağılımları ile birlikte tablo 2 de sunulmuştur. Toplam 30 kişiden elde edilen verilere göre, çocukların dijital oyun oynama alışkanlıklarını çeşitlilik gösterdiği gözlemlenmiştir. Veriler, katılımcıların % 20 ‘sinin çocuklarının hiç dijital oyun oynamadığını belirtmiştir. Bununla birlikte günde yarım saat, bir saat ve iki saat gibi düzenli dijital oyun oynama sürelerine ilişkin yanıtlar eşit bir dağılım göstermekte olup, her biri %10 oranında ifade edilmiştir. Ayrıca, çocuklarının dijital oyunları ara sıra oynadığını belirtenlerin oranında %’10 olarak kayıt edilmiştir. Dikkat çeken bir diğer bulgu ise tekil cevaplar başlığı altında toplanan yanıtların toplamda %33,33 gibi yüksek bir orana ulaşmasıdır.

Bu grup içinde ‘haftasonları, ‘abisi-ablası – ‘tablet kısıtlı ‘gibi çeşitli bireysel yanıtlar yer almakta ve dijital oyun oynama sıklığının çocuklar arasında değişkenlik gösterdiğini göstermektedir. Ayrıca, çok nadir dijital oyun oynadığını ifade edenlerin oranı %6,67’dir. Genel olarak değerlendirildiğinde dijital oyun oynama sıklığı konusunda homojen bir dağılım olmadığı bazı çocukların düzenli olarak dijital oyunlara zaman ayırırken bazılarının hiç oynamadığı ya da ara sıra oynadığı görülmektedir. Bu durum ebeveynlerin dijital oyunlara yönelik tutumlarını ev içindeki medya kullanım kurallarını ve çocuğun yaş ya da ilgi alanlarını dijital oyun davranışlarını etkilediğini düşündürmektedir.

Tablo 3: Dijital oyunların çocuğunuz üzerinde olumlu etkilerine ilişkin bulgular

Ortak cevaplar	N	n	%
Olumlu etkisi yok	30	3	10
Odaklanma,dikkat,strat eji çözüm üretme	30	5	17
Bilişsel gelişim/hızlı düşünme	30	5	17
Bilgi edinme/kolay öğrenme	30	5	17

Dil gelişimi/şarkı öğrenme	30	3	10
Duygusal gelişim/bağ kurma	30	3	10
Sosyal gelişim/grup oyunları	30	2	7
Motor becerileri/görsel algı	30	2	7
Yaratıcılık	30	1	3
Sadece vakit geçirir	30	1	3

Araştırma çerçevesinde ebeveynlere ‘dijital oyunların çocuğunuz üzerinde olumlu etkileri nelerdir?’ sorusu yöneltilmiş ve elde edilen yanıtlar frekans (n) ve yüzde (%) değerleri ile tablo 3’ de sunulmuştur. Veriler, katılımcıların %30 katılımcının görüşlerini yansıtmaktadır. Katılımcıların yanıtlarına göre, dijital oyunların çocuklar üzerinde ki en yaygın olumlu etkileri; odaklanma, dikkat, strateji geliştirme, çözüm üretme becerileri (%16,67) , bilişsel gelişim ve hızlı düşünme yeteneği (%16,67) bilgi edinme ve kolay öğrenme % (16,67) olarak belirlenmiştir. Bu bulgular dijital oyunların çocukların zihinsel ve akademik gelişimlerini desteklediğine dair algının oldukça yaygın olduğunu göstermektedir. Katılımcıların % 10’u dijital oyunların çocuklar üzerinde herhangi bir olumlu etkisi olmadığını belirtmiştir. Benzer şekilde, %10 oranında katılımcı, bu oyunların dil gelişimi ve şarkı öğrenme gibi alanlarda etkili olduğunu ifade etmiş, ayrıca duygusal gelişimine bağ kurma üzerindeki etkilerde % 10 oranında belirtilmiştir. Sosyal gelişim (grup oyunları) ve motor beceriler / görsel algı gibi alanlarda olumlu etkiler % 6,67 oranında ifade edilmiştir ; bu oran diğer alanlara göre daha düşüktür. Ayrıca birer katılımcı % 3,33 oyunların yaratıcılığını geliştirdiğini veya bir vakit geçirme aracı olarak görüldüğünü dile getirmiştir . Bu veriler dijital oyunların çocuk gelişimine katkısını en çok bilişsel ve öğrenmeye yönelik alanlarda hissedildiğini ortaya koymaktadır. Sosyal, duygusal, motor gelişim gibi daha bütünsel gelişim alanlarında ise daha sınırlı bir katkı algısı mevcuttur.

Tablo 4: Dijital oyunların çocuğunuz üzerinde olumsuz etkilerine ilişkin bulgular

Ortak cevaplar	N	n	%
Dikkat dağınıklığı/ konsantrasyon	30	5	17

Sinirlilik/öfke/ mutsuzluk/kızgınlık	30	6	20
Sosyal beceri/sosyal etkileşim sorunları	30	5	17
Bağımlılık/aşırı oynama isteği	30	4	13
Olumsuz etkisi yok	30	4	13
Hareket azlığı	30	3	10
Şiddet içerikli oyunların etkisi	30	3	10

Elde edilen bulgular, dijital oyunların çocuklarda en sık gözlemlenen olumsuz etkisinin sinirlilik, öfke, mutsuzluk, kızgınlık gibi duygusal tepkiler olduğunu göstermektedir. (%20). Bu duygusal tepkiler, dikkat dağınıklığı ve konsantrasyon sorunları (%16,67) ile sosyal beceri ve etkileşim sorunları (%16,67) takip etmektedir. Bu durum, dijital oyunların özellikler çocukların sosyal ve duygusal gelişimi üzerinde bazı riskler taşıdığına dair güçlü bir ebeveyn algısının varlığını ortaya koymaktadır. Katılımcıların %13,33'ü dijital oyunların çocukların bağımlılık yarattığını ve aşırı oynama isteği oluşturduğunu belirtirken, aynı oranda (%13,33) ebeveyn oyunların çocuk üzerinde herhangi bir olumsuz etki olmadığını dile getirmiştir. Bu durum, bazı verilerin dijital oyunları nötr ya da zararsız gördüğünü göstermektedir. Hareket azalması ve şiddet içeren oyunların etkisi ise %10 oranında ifade edilmiştir.

Tablo 5: Çocuğunuzu dijital dünyanın etkilerinden korumak için herhangi bir sınırlama koyuyor mu sorusuna ilişkin bulgular

Ortak cevaplar	N	n	%
Genel süre kısıtlaması yapanlar	30	10	33
Günde bir saat sınır koyanlar	30	7	23

Günde otuz dakika	30	7	23
sınır koyanlar			
Onbeş dakika	30	2	7
sınırlama yapanlar			
Sadece izlemeye	30	2	7
süre tanıyanlar			
Ebeveyn kontrol	30	1	4
uygulaması			
kullananlar			
Sosyal medya	30	1	4
kullanmayan			

Bu oranlar, ebeveynlerin fiziksel aktivite yetersizliği ve içerik bazlı sorunları daha az dile getirdiğini, fakat yine de bu konuları göz ardı edilmediğini göstermektedir. Bu bulgular, dijital oyunların özellikle duygusal denge, dikkat ve sosyal etkileşim gibi alanlarda bazı olumsuz etkiler doğurabileceğine ilişkin genel bir ebeveyn farkındalığını yansıtmaktadır. Bununla birlikte bazı veliler oyunların olumsuz etkileri olmadığını düşünmekte ya da bu etkileri sınırlı bir şekilde algılamaktadır.

Katılımcıların büyük bir kısmı, çocuklarının dijital ortamla olan etkileşimlerinin zaman kısıtlamaları aracılığıyla düzenlediklerini ifade etmiştir. En yüksek oran %33,33 ile genel süre kısıtlaması uygulayan ebeveynlere aittir. Bu grubu, günde bir saatlik sınır koyan (23,33) ve günde otuz dakika sınırlama getiren (%23,33) ebeveynler takip etmektedir. Üç grup birlikte değerlendirildiğinde, katılımcıların yaklaşık %80 'inin çocuklarına dijital kullanım açısından zaman bazlı sınırlamalar koyduğu anlaşılmaktadır. Daha kısa süreli sınırlama yapan ebeveynlerin oranı ise daha düşüktür yalnızca 15 dakika süreyle sınırlama getirenler ile sadece izlemeye zaman tanıyanlar %6,67 gibi eşit bir oranda kalmaktadır. Bu bulgular daha katı izlemeye yönelik sınırlamaların çok fazla tercih edilmediğini göstermektedir. Ebeveyn kontrol uygulaması kullananlar (%3,33) ve çocuklarına sosyal medya kullanma izni vermeyenler (%3,33) ise oldukça düşük oranda kalmıştır. Bu bulgular, ebeveynlerin dijital dünya karşısında en çok süre bazlı kısıtlamalarla önem aldığını göstermektedir. Ancak tenlonojik denetim araçları veya içerik tabanlı kısıtlamalarının daha az kullanıldığı dikkat çekmektedir. Buda ebeveynlerin genellikle gözleme ve zaman kontrolü yoluyla koruyucu önlemler almayı tercih ettiğini, fakat daha aktif dijital takip sistemlerini sınırlı bir şekilde kullandığını düşündürmektedir.

Tablo 6: Çocuğunuz sosyal medya platformlarından hangilerini kullanıyor?

Ortak cevaplar	N	n	%
YouTube kids	30	17	57
YouTube	30	9	30
Hiç kullanmıyor	30	4	14

Katılımcıların %56,67'si çocukların Youtube Kids platformunu kullandığını belirtmiştir. Bu platformun çocuklara özel içerikler sunması, ebeveyn denetiminde açık yapısı ve güvenli içerik filtreleme sistemleri, aileler tarafından tercih edilmesinin nedenleri arasında yer almaktadır. Öte yandan çocukların %30'u normal Youtube platformunu kullanmaktadır. Bu durum, bazı çocukların yaşlarına uygun olmayan ve kontrolsüz içeriklere ulaşma olasılıklarının bulunduğunu göstermektedir. Ebeveynlerin bu noktada nasıl bir müdahalede bulunduğunu veya filtreleme uygulayıp uygulamadıklarını ise mevcut verilerden bağımsız olarak değerlendirmektedir. Katılımcıların %13'ü çocukların hiçbir sosyal medya platformunu kullanmadığını ifade etmiştir. Bu oran, dijital dünyaya daha temkinli yaklaşan ya da çocukların yaşları nedeniyle henüz sosyal medya etkileşimini başlatmamış ailelerin varlığını yansıtmaktadır. Bu bulgular, sosyal medya kullanımının çocuklar arasında yaygın olduğunu ancak ebeveyn daha güvenli buldukları platformları tercih etme eğiliminde olduklarını göstermektedir. Ancak %30 gibi dikkat çekici bir oranda çocuğun denetiminde daha özenli olunması gerektiğini işaret etmektedir.

Tablo 7: Çocuğunuz ne sıklıkla sosyal medya kullanıyor mu sorusuna ilişkin bulgular

Ortak cevaplar	N	n	%
Çok nadir/hafta 1-2 kez	30	9	30
Kullanmıyor	30	5	17
Günde 30 dakika	30	5	17
Günde 1 saat	30	4	13
Günde 1-2 saat	30	2	7
Günde 2-3 saat	30	2	7

Hafta sonları /haftada birkaç saat	30	3	10

Ebeveynlere yöneltilen ‘Çocuğunuz ne sıklıkla sosyal medya kullanıyor ‘sorusunun cevaplarına göre, çocukların % 30 ‘u hiç sosyal medya kullanmamaktadır. % 16,67’si haftada 1-2 kez aynı oranla diğer bir grup da günde ortalama 39 dakika sosyal medya kullanmaktadır. Günde 1 saat sosyal medya kullananların oranı %13,33 günde 1-2 saat veya 2-3 saat kullananlar ise %10 olarak tespit edilmiştir. Genel olarak bakıldığında, çocukların çocuğunun ya hiç ya sosyal medya kullanmadığı ya da sınırlı bir süreyle kullandığı gözlemlenmektedir.

Tablo 8: Sosyal medyanın çocuğun üzerindeki olumlu etkilerine ilişkin bulgular

Ortak cevaplar	N	n	%
Bilgi edinme/öğrenme/keşfetme	30	8	26
Olumlu etkisi yok	30	17	56
Sosyal etkileşim/bağ kurma	30	5	16

Araştırmaya katılanların, % 56,67’si sosyal medyanın çocukların üzerindeki olumlu etkisini bulunmadığını ifade etmiştir. % 26,67’si bilgi edinme, öğrenme ve keşfetme gibi olumlu yönlerini öne çıkarırken % 16,67’si sosyal etkileşim ve bağ kurma hususundaki faydalara dikkat çekmiştir. Genel olarak bir değerlendirme yapıldığında sosyal medyanın faydalarına dikkat çekmektedir. Genel bir değerlendirme yapıldığında sosyal medyanın çocuklar üzerinde sınırlı bir olumlu etki yarattığı çoğu ebeveynin ise bu etkileri yetersiz bulduğu anlaşılmaktadır.

Ortak cevaplar	N	n	%
Hiç olumsuz etkisi yok	30	18	60
Bağımlılık	30	4	13
Şiddet içerikli tepkiler	30	2	7
Kızgınlık/sinirlilik	30	2	7
Kullanmıyor	30	4	13

Tablo 9: Sosyal medyanın çocuğun üzerindeki olumsuz etkilerine ilişkin bulgular

Katılımcıların %60'ı sosyal medyanın çocuklar üzerinde olumsuz bir etkisi olmadığını belirtmiştir. %13,33'lük bir kesim ise sosyal medya bağımlılığı, %6,67'si şiddet içerikli tepkiler ve yine %6,67'si de kızgınlık ile sinirlilik gibi durumların etkilerini dile getirmiştir. %13,33'lük bir grup ise çocukların sosyal medya kullanmadığını ifade etmiştir. Genel olarak değerlendirdiğimizde, birçok ebeveyn sosyal medyanın çocuklar üzerindeki olumsuz etkilerinin ciddiyetine pek inanmamaktadır.

Tablo 10: Çocuklar dijital oyunları oynamadığında hangi olumsuz duyguları yaşıyor sorusuna ilişkin bulgular

Ortak cevaplar	N	n	%
Hiçbir olumsuz duygu yaşamıyor	30	9	30
Kızgınlık/sinirlilik	30	8	26
Üzüntü/mutsuzluk	30	5	16
Ağlama/vurma	30	2	7
Oyun kuramama	30	2	7
Hırçınlık	30	2	7
Seslendiğinde karşılık vermeme	30	2	7

Katılımcıların %30'u, çocuklarının dijital oyun oynamadığında olumsuz duygular hissetmediğini belirtmiştir. %26,67'ise kızgınlık ya da sinirlilik yaşadığını ifade ederken, %16,67'si de üzüntü veya mutsuzluk hissettiğini söylemiştir. Ayrıca ağlama, vurma, oyun kuramama, hırçınlık ve tepki vermeme gibi davranışlar %6,67 oranında gözlenmiştir. Bu

veriler, bazı çocukların dijital oyun eksikliği nedeniyle duygusal tepkiler verebildiğini ortaya koymaktadır.

Tablo 11: Çocuklar oyun oynarken hangi olumsuz duyguları yaşıyor sorusuna ilişkin bulgular

Ortak cevaplar	N	n	%
Öfke /kızgınlı	30	17	56
Takım arkadaşlarıyla paylaşamama	30	10	33
Hiçbir olumsuz duygu yok	30	3	10

Katılımcıların %56,67'si çocukların oyun oynarken öfke ya da kızgınlık hissettiğini belirtmiştir. Ayrıca, %33,33'ü çocukların takım arkadaşlarıyla paylaşımında zorluk yaşadığını ifade etmiştir. Yalnızca %10'u ise olumsuz bir duygu deneyimlediğini bildirmiştir. Bu veriler, oyun sırasında meydana gelen duygusal zorlukların özellikle öfke paylaşım sorunları etrafında yoğunlaştığını ortaya koymaktadır.

Sonuç ve Tartışma

Araştırma sonuçları, çocukların oyun tercihlerinin yanı sıra dijital oyun ve sosyal medya kullanım eğilimlerinin çeşitli faktörlerden etkilendiğini ortaya koymaktadır. Çocukların büyük bir kısmının hem geleneksel hemde dijital oyunlara yöneldiği görülmüş olup, bu oyunları çocuklar üzerinde hem olumlu hem olumsuz etkiler yaratabileceği tespit edilmiştir. Araştırma kapsamında en çok tercih edilen oyun türlerinin bilişsel gelişimi destekleyen lego, puzzle, ve yapboz gibi oyunlar olduğu belirtilmiştir. Bununla birlikte saklambaç, evcilik, futbol gibi geleneksel oyunların da hala çocukların oyun repertuarında önemli bir yer tuttuğu anlaşılmaktadır. Bu bulgular, çocukların oyun alışkanlıklarının hem bireysel ilgi alanları hemde çevresel etkenlerden etkilendiği düşünülmektedir.

Dijital oyunlarla ilgili veriler incelendiğinde, çocukların bu tür oyunlarla temas sıklığının farklılık gösterdiği gözlemlenmiştir. Günde 30 dakika ile 2saat arasında dijital oyun oynayan çocukların yanı sıra, hiç oyun oynamayanlar da bulunmaktadır. Ebeveyn görüşlerinin doğrultusunda, dijital oyunların dikkat dağınıklığı, sinirlilik, sosyal izolasyon ve bağımlılık eğilimi gibi olumsuz etkilerinde mevcut olması , dijital oyunların çocuk üzerindeki etkisinin kullanım süresi,içerik türü ve ebeveyn denetimi gibi değişkenlere bağlı olarak

değişebileceğini göstermektedir. Dijital oyunlarla ilgili veriler incelendiğinde, çocukların bu tür oyunlarla temas sıklığının farklılık gösterdiği gözlemlenmiştir. Günde 30 dakika ile 2 saat arasında dijital oyun oynayan çocukların yanı sıra, hiç oynamayanlar da bulunmaktadır. Ebeveynlerin görüşleri doğrultusunda, dijital oyunların dikkat, strateji geliştirme, bilgi edinme ve bilişsel gelişim gibi alanlarda olumlu etkiler yaratabileceği görünmektedir. Ancak dikkat dağınıklığı, sinirlilik, sosyal izolasyon ve bağımlılık gibi olumsuz etkilerin de mevcut olması, dijital oyunların çocuk üzerindeki etkilerin kullanım süresi, içerik türü ve ebeveyn denetimi gibi değişkenlere bağlı olarak değişebileceğini göstermektedir. Araştırmada çocukların sosyal medya kullanımına dair elde edilen veriler de dikkat çekicidir. Özellikle You Tube ve You Tube kids gibi video içerik platformlarının yoğun bir şekilde kullanıldığı, bazı çocukların ise hiç sosyal medya ile etkileşime girmediği belirtilmiştir. Sosyal medyanın olumlu etkileri sınırlı sayıda dile getirilmişken, bağımlılık, şiddet içerikli tepkiler ve duygusal sorunlar gibi olumsuz etkilerin daha fazla vurgulanması dikkat çekmektedir. Toplanan veriler, dijital oyunlar ve sosyal medyanın çocuklar üzerindeki etkisinin yalnızca bireysel faktörlerle değil, aynı zamanda aile yapısı, ebeveyn denetimi ve dijital medya okuryazarlığı gibi sosyal ve çevresel etkenlerle de ilişkili olduğunu göstermektedir. Araştırma sonucunda ulaşılan bir diğer önemli bulgu ise, ebeveynlerin çocuklarının dijital oyun oynamasına getirdiği sınırlamalarının yüksek bir oranla ortaya çıkmasıdır. Bu durum, ebeveynlerinin dijital dünyanın olumsuz etkileri konusunda farkındalığa sahip olduklarının göstermektedir. Ancak, bu sınırlamaların içeriği ve uygulama biçimi hakkında detaylı bir değerlendirme yapılmadığı için, bu tür kontrollerin ne ölçüde etkili olduğu konusunda kesin bir sonuca ulaşmak mümkün olmamıştır. Elde edilen bulgular, çocukların dijital dünyadaki deneyimlerinin çok boyutlu olduğunu ve bu deneyimlerin sadece süreye bağlı kalmayıp içerik, ortam ve ebeveyn tutumları tarafından da şekillendiğini göstermektedir. Ayrıca çocukların oyun tercihleri ve dijital içeriklere verdikleri tepkilerdeki bireysel farklılıklar, tek boyutlu yaklaşımların yetersiz kalabileceğini ortaya koymaktadır.

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Biyoanimasyon ile Organların Keşfi

Doruk ALTUN

Seyhan Danişment Gazi Anadolu Lisesi, TÜRKİYE

E-mail: altundoruk26@gmail.com, Orcid No: 0009-0009-5738-749X

Elif Berrak ÖZARSLAN

Çukurova Bilim ve Sanat Merkezi, TÜRKİYE,

E-mail: elifbernaberrak@gmail.com, Orcid No: 0009-0008-5925-5688

Anzilha ALTUN

Çukurova Bilim ve Sanat Merkezi, TÜRKİYE

E-mail: altunanzilha@gmail.com, Orcid no: 0000-0002-7464-7531

Özet

Temel bir bilim olan biyoloji, canlı organizmaların işleyişini, evrimini ve etkileşimlerini inceler. Öneme rağmen, öğrenciler biyolojiyi, özellikle bitkilerde su taşınması, protein sentezi, solunum ve fotosentez gibi konuları genellikle zorlayıcı olarak algırlar. Enerji, hücresel süreçler, mitoz ve mayoz, organ sistemleri, hormonal düzenleme, oksijen taşınması, genetik ve merkezi sinir sistemi gibi konularda ek karmaşıklıklar ortaya çıkar. Bu zorlukları anlamak, biyoloji eğitimini geliştirmek için çok önemlidir. Bu zorlukları ele almak için, Çukurova Bilim ve Sanat Merkezi'ndeki bir proje, ortaokul öğrencilerinin iç organları öğrenmelerine yardımcı olmak için "kinegram" animasyon tekniğini tanıttı. Bariyer-ızgara veya çit-çit animasyonu olarak da bilinen kinegram, çizgili şeffaf bir kaplamanın iç içe geçmiş bir görüntü üzerinde hareket ettirilmesiyle oluşturulan ve hareket yanılsaması yaratan bir efekttir. 1890'ların sonlarına dayanan bu teknik, 3B otostereogramlar için paralaks stereografisinin geliştirilmesiyle aynı zamana denk geldi.

Projede, öğrenciler önce biyolojiye yönelik tutumlarını değerlendirmek için bir anketi tamamladılar. Daha sonra, beş iç organ kinegram yöntemi kullanılarak tasvir edildi. Bu animasyonlarla etkileşime girdikten sonra, öğrenciler ikinci bir ankete katıldılar. Sonuçlar, öğrencilerin biyoloji dersine ilişkin algılarında olumlu bir değişim olduğunu gösterdi. Kinegram animasyonları öğrenmeyi daha ilgi çekici ve etkili hale getirdi ve bu tür görsel araçların karmaşık biyolojik konulara ilişkin anlayışı ve ilgiyi artırabileceğini öne sürdü.

Anahtar Sözcükler: Biyoloji, Organlarımız, Bariyer Izgara Animasyonu, Başarı

Abstract

Biology, a fundamental science, explores the functioning, evolution, and interactions of living

organisms. Despite its significance, students often perceive biology as challenging, particularly topics like water transport in plants, protein synthesis, respiration, and photosynthesis. Additional complexities arise with subjects such as energy, cellular processes, mitosis and meiosis, organ systems, hormonal regulation, oxygen transport, genetics, and the central nervous system. Understanding these difficulties is crucial for enhancing biology education. To address these challenges, a project at the Çukurova Science and Art Center introduced the "kinegram" animation technique to aid middle school students in learning about internal organs. The kinegram, also known as barrier-grid or picket-fence animation, is an effect created by moving a striped transparent overlay across an interlaced image, producing the illusion of motion. This technique, dating back to the late 1890s, coincided with the development of parallax stereography for 3D autostereograms. In the project, students first completed a survey to assess their attitudes toward biology. Subsequently, five internal organs were depicted using the kinegram method. After interacting with these animations, students took a second survey. The results indicated a positive shift in students' perceptions of the biology course. The kinegram animations made learning more engaging and effective, suggesting that such visual tools can enhance comprehension and interest in complex biological topics.

Keywords: Biology, Our Organs, Barrier Grid Animation, Success

Giriş

Biyoloji Dersinin Kapsam ve Önemi

Biyoloji, canlı organizmaları (bitkiler, hayvanlar ve mikroorganizmalar), biyolojik süreçleri ve işlevlerini ve çevre için nasıl önemli olduklarını inceleyen bir bilim dalıdır. Tüm canlı organizmaların ve çevre ile etkileşimlerinin incelenmesi olarak da tanımlanabilir. Biyoloji kelimesi Yunanca yaşam anlamına gelen 'bios' ve çalışmak anlamına gelen 'logos' kelimelerinden oluşmaktadır. Bu uçsuz bucaksız bilim dalı, hayatın tüm sorularını çözebilir. Aristoteles, biyolojinin babası olarak kabul edilir, çünkü o dönemdeki insanların düşüncesi olan yaşamı ve onun kökenini ilahi bir kaynaktan geldiğini varsaymak yerine, biyolojiye ilk kez o bağlamıştır. Ancak biyoloji kelimesi Lamarck ve Treviranus tarafından günümüzdeki anlamıyla kullanılmıştır. Genel olarak biyoloji üç alana ayrılabilir: botanik (bitkilerin incelenmesi), zooloji (hayvanların incelenmesi) ve mikrobiyoloji (mikroorganizmaların incelenmesi). Ancak biyolojik araştırmalardaki ilerlemeler, yeni dalların ve teknolojilerin gelişmesine yol açmıştır.

Ek olarak biyoloji, insan vücudu ve çevre, ekosistem, gıda kalitesi, hastalıkların nedenleri ve yeni ilaçların keşfi gibi yaşamın sürdürülebilirliği ile ilgili çeşitli çalışma alanlarını da içerir. Biyolojinin önemine dair çok sayıda gösterge vardır. Biyoloji öncelikle yaşamı incelemekle

ilgilenir. Ayrıca, canlı ve cansız tüm varlıkların birbirleriyle nasıl etkileştiklerine dair kapsamlı bir bilimsel açıklama sunar. Biyoloji çalışması günlük yaşamımız için hayati öneme sahiptir. İster kendi varlığımız ister etrafımızdaki hayvanların varlığı hakkında çalışıyor olalım, biyoloji bize o derin anlamı ve cevapları verir. Esasen Biyoloji hayatın kendisini incelemektir. Biyoloji, birçok biyoloji öğrencisine geniş açık iş alanları sunan profesyonel bir kariyer yoludur. Canlı organizmalardaki yaşamın bilimsel kavramlarının incelenmesi yoluyla öğrenciler, bilime eğilimli olan ve olmayan diğer mesleklerin yanı sıra ekolojistler, hemşireler, kimyagerler, doktorlar, öğretmenler, bilim adamları gibi mesleki kariyerlerini geliştirirler. Şaşırtıcı bir şekilde, güzellik terapistleri ve güzellik uzmanları bile vücudumuzun hayati parçaları olan parmaklar, cilt ve tırnaklarla etkili bir şekilde ilgilenmek için biyolojinin temellerini anlamalıdır.

Öğrencilerin Biyoloji Dersinde Karşılaştıkları Zorluklar

Öğrencilerin biyolojik kavramları öğrenmede güçlük yaşamalarının birçok nedeni vardır (Lazarowitz ve Penso, 1992; Tekkaya vd., 2001; Cimer, 2004). Lazarowitz ve Penso'ya (1992) göre, organizasyonun biyolojik düzeyi ve kavramların soyut düzeyi, biyoloji öğrenimini zorlaştırırken, bilimin kendisinin doğası ve öğretim yöntemleri fen öğrenmedeki güçlüklerin nedenleri arasındadır.

Öğrencilerin ilgi ve beklentilerini göz ardı ederek öğrenme ortamları tasarlamak, öğrencilerin biyolojiye olan ilgilerini azaltmanın yanı sıra birçok öğrenme sorununa da yol açmaktadır (Yüzbaşılioğlu ve Atav, 2004; Zeidan, 2021)), öğrencilerin sınıf öğrenme ortamlarına ilişkin algıları ile başarıları arasında yakın bir ilişki olduğunu belirtmektedir. Osborne ve Collins (2001) ayrıca, öğrencilerin fen öğrenmeye olan ilgilerinin azalmasının, müfredat içeriğinin aşırı yüklenmesi ve genel olarak çalışma hayatıyla ilgili olmaması, ilgilenilen konuların tartışılmaması, yaratıcı ifade fırsatlarının olmaması, gibi nedenlerden kaynaklı olduğunu bildirmektedir. Türkiye özelinde birçok araştırmacı tarafından bildirilen diğer bir neden de biyoloji biliminin doğası gereği biyoloji öğreniminin genellikle ezbere dayalı olmasıdır. Biyoloji bilimi, öğrencilerin öğrenmesi gereken birçok soyut kavram, olay, konu ve olguyu içerir.

Öğrenci görüşlerinin önemini kabul eden okullar, bu görüşlerin sınıf yönetimine, öğrenmeye ve öğretmeye ve sosyal ve öğrenme yeri olarak okula önemli katkı sağlayabileceğini bulmuşlardır. Bu nedenle, ortaokul öğrencilerinin biyoloji algılarını anlamak, politika yapıcılarını, öğretmenlerin ve öğretmen eğitimcilerinin, öğrencilerin biyolojiyi daha iyi öğrenmelerine ve ona karşı daha olumlu tutumlar geliştirmelerine yardımcı olabilecek daha etkili öğretim etkinlikleri planlamalarına yardımcı olacaktır.

Türkiye’de Biyoloji Eğitimi

76 milyonu aşan nüfusuyla Türkiye, Avrupa ile Asya arasında bir köprü konumunda. Birinci Dünya Savaşı sonunda Osmanlı Devleti'nin yıkılmasının ardından 1923 yılında Türkiye Cumhuriyeti kurulmuş, yeni devlet eğitim biliminin kuruluşundan bu yana gelişmişlik, Türkiye'nin medeni ülkeler düzeyine gelmesinde en önemli etken olarak görülmüştür (Grossman, vd., 2007; Sozbilir, vd., 2012). Eğitim sistemini iyileştirmeye yönelik en son büyük çaba, 1990'larda uygulamaya konulan çok aşamalı ve kapsamlı bir sektör reformu yoluyla gerçekleştirilmiştir. Türkiye'de eğitim sisteminin, özellikle de fen eğitiminin iyileştirilmesine yönelik gerçek değişim, Milli Eğitim'in himayesindeki bir reform hareketinden sonra gözlemlenmiştir.

Kalkınma Projesi (NEDP), öğretmen eğitiminin kalitesinin iyileştirilmesine yönelik bir adım daha attı. Bu proje YÖK tarafından başlatıldı, Dünya Bankası tarafından finanse edildi ve YÖK tarafından yönetildi.

Biyoloji eğitimi müfredatı daha önce 1993'ten başlayarak birçok çalışma yapıldıktan sonra yeniden yapılandırılmıştı. O dönemde Eğitim Araştırma ve Geliştirme Başkanlığı (ERDD), Milli Eğitim Bakanlığı'nın (MEB) yardımıyla bir müfredat geliştirme modeli hazırladı. Bu program geliştirme modeli için ihtiyaç analizi yapılmış ve Türkiye'deki 34 lisede katılımcıların (akademisyenler, alan bilim adamları, öğretmenler ve öğrenciler) pilot uygulaması ile ihtiyaç analizi çalışmaları gerçekleştirilmiştir. Bu pilot çalışma, yeni biyoloji öğretim programının pek çok açıdan yeterli ve uygun olduğunu, ancak programın etkili bir şekilde uygulanabilmesi için kullanılacak materyallerin ve derslik başına düşen öğrenci sayısının önemli faktörler olduğunu göstermiştir. Değinilmesi gereken bir diğer nokta ise, yeni biyoloji müfredatı öğrenci merkezli bir öğretimi amaçlamakla birlikte, gözlemler daha çok öğretmen merkezli olduğunu göstermektedir (Özcan, 2003). Son yıllarda, anlamlı bilimsel bilgiyi öğretmek ve kavramsal anlayışı geliştirmek için sınıf içi etkinliklerin gözden geçirilmesi ihtiyacı, biyoloji öğretmenleri ve eğitim araştırmacıları arasında yaygın bir gerekliliktir. Bu gereklilik her bilgiyi öğrenmek yerine öğrenilen bilginin önemini vurgulamak; nicelikten çok nitelik gözlemlemek, kök ezberden ziyade bilgiyi anlamlandırmak; kavramları ve olguları anlamak şeklinde vurgulanmaktadır. Biyoloji alanı canlıları oluşturan en küçük yapı taşları olan hücrelerden, çeşitli sistemler içeren ekosistemlere kadar içerisinde çok geniş bilgi bulunduran bir alandır. Bu durum biyoloji müfredatındaki bilgi yoğunluğunu artırmaktadır. İyi tasarlanmış bir biyoloji eğitimi müfredatı ile öğrencilerin bilgiyi ezberlemek yerine yaşayan dünya hakkında anlamlı öğrenmeler geliştirmeleri, çevre ve canlılar arasındaki ilişkileri öğretmeleri, bilimsel düşünme becerileri kazanmaları, problem çözme becerilerini geliştirmeleri, bilgiyi aktarmaları

amaçlanmaktadır. (Atıcı ve Bora, 2004).

Bariyer Izgara Animasyon Tekniđi

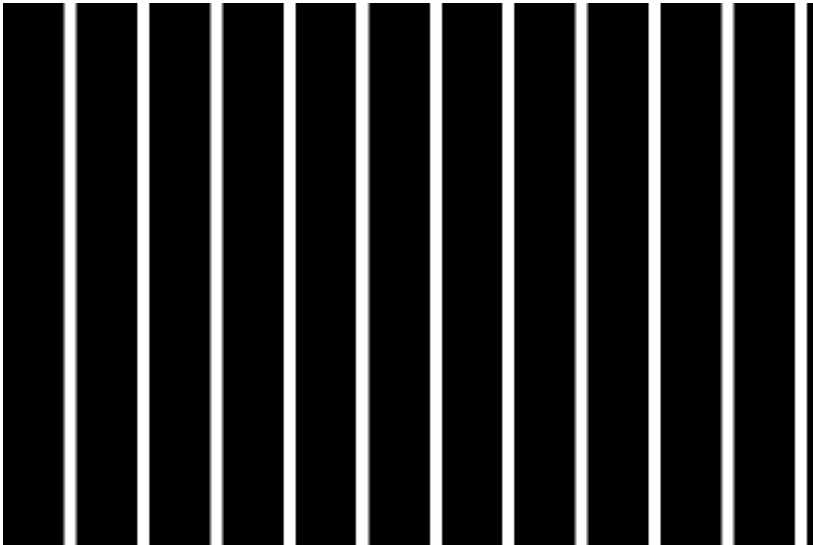
Türkçede tarama ya da bariyer ızgara animasyonu olarak karşılık bulduğumuz ancak yabancı kaynaklarda “scanimation, kinegram ve barrier grid animation” olarak aratıldığında çok farklı ve renkli çalışma örneklerine ulaşabildiğimiz bir teknik olarak karşımıza çıkmaktadır.

Bariyer ızgara animasyonu 8.5”x11” boyutunda normal yazıcı kağıdına basılmış, şeffaf ve özel olarak tasarlanmış görsellerin asetat kâğıt üzerine basılmış bir ızgara kullanılarak kendi animasyonlarımızı oluşturmamıza olanak sağlayan bir etkinliktir. Aslında bariyer ızgara animasyonu eğlenceli bir optik yanılsama tekniđi olarak karşımıza çıkmaktadır. Bariyer ızgara animasyonu 1800'lerden beri var, ancak 2006'da Rufus Butler Seder tarafından patentlenene kadar tarama olarak adlandırılmamıştır. Aslında basılı biçimde animasyonlu görüntüler oluşturma nın nispeten ucuz ve basit bir yolu olarak geliştirilmiştir. Scanimation'ın en heyecan verici yanlarından biri, her yaştan herkesi şaşırtabilmesidir. Şu anda çocuk kitaplarında en sevdikleri hayvanlardan en sevdikleri filmlere kadar deđişen hareketli resimlerle çocukları eğlendirmek için kullanılan tarama animasyonu bu tekniđin en basit kullanımlarından biridir. Bazıları Scanimation'ı eski filmleri yeniden renklendirmek, filmlere 3B efektler eklemek veya durgun resimleri canlandırmak için bir teknik olarak da kullanmaktadır.

Malzemeler ve yöntemler

Izgara:

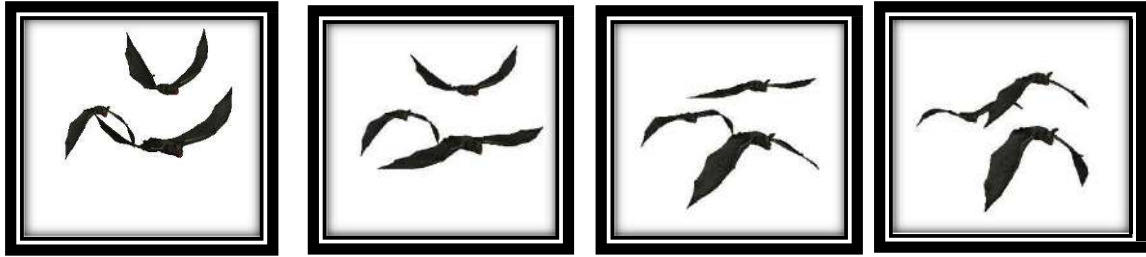
Izgara, tepegöz asetatlarına yazdırılacak bir belgedir. Izgara, aşğıdaki Şekil 1'de görüldüğü gibi deđişen 1 mm beyaz ve 4 mm siyah çubuklarla 5 mm'lik bir temeldir. Bu ızgaralar 8,5”x11” baş üstü asetatlara yazdırılabilir.



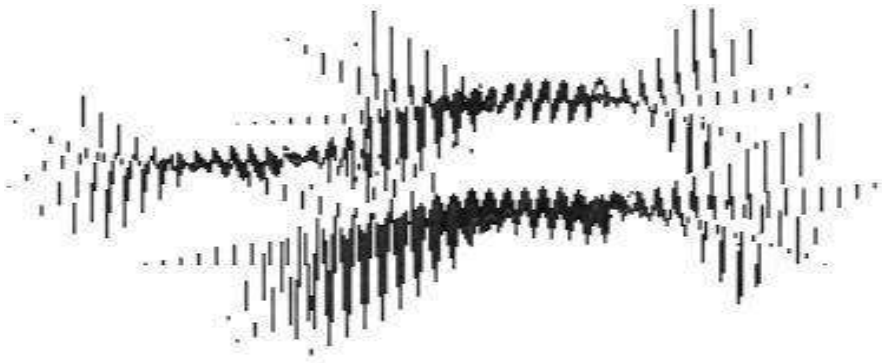
Şekil 1: Tepegöz asetatlarına yazdırılacak ızgara aralığı.

Görüntüler:

Hareketli bir görüntünün yanılması yaratmak için kullanılan görüntüler, 1 mm aralıklı boşluklar olduğunda ızgaranın üzerinden geçmesine ve her seferinde tek bir görüntüyü ortaya çıkarmasına izin veren dört görüntüden oluşan bir dizidir. Bu görüntüler, standart 8,5x11” yazıcı kağıdına basılabilir ve yukarıda oluşturulan ızgarayla birleştirilerek bir dizi görüntü basit bir animasyonda hayata geçirilebilir. Daha benzersiz scanimation görüntüler, kaynaklarda bulunan <https://kinegram.app/> web sitesi kullanılarak oluşturulabilir. Bu web sitesi, aşağıda Şekil 2’de gösterilen dörtlü bir dizi görüntüyü yükleyerek kendi scanimation görüntülerinizi oluşturmanıza olanak tanır. Son aşama olarak web sitesi animasyonu sizin yerinize yapacak ve yaptığınız her şeyi hayata geçirmek için ızgarayla birleştirebileceğiniz Şekil 3’te görülene benzer bir görüntü çıkaracaktır.



Şekil 2: Bir Scanimation görüntüsü oluşturmak için birleştirilecek bir dizideki dört görüntü



Şekil 3: Şekil 2’deki görüntü dizisinden oluşturulan scanimation görüntüsü.

Biyoloji Eğitiminde Animasyon Tekniği Kullanmanın Önemi

Dinamik olayların öğretiminde animasyonların durağan ardışık görüntülerden daha etkili

olduğunu savunan oldukça geniş bir literatür bulunmaktadır (Danton ve O'day, 2008). Şu anda, günlük yaşamları öncelikle işitsel ve görsel iletişime dayalı olan bireylerden oluşan elektronik bir nesil öğrenci eğitim öğretim sürecinin bir bileşenidir. Bu neslin birçok çalışmada ders kitaplarını okumak yerine animasyonları tercih ettiği görülmektedir. Yapılan birçok çalışma animasyonların basit grafiklere göre daha uzun süreli hafızada kalmaya yol açtığına dair kanıtlar sunmaktadır. Bu, yalnızca projemizi doğrulamak için değil, aynı zamanda animasyonların neden öğrenmeyi kalıcı hale getirdiğini anlamak için daha fazla araştırmaya ihtiyaç duyan önemli bir sonuçtur. Animasyonlar, basit metin veya statik grafiklere göre öğrenciler için daha ilgi çekici ve daha etkili olduklarından daha derin öğrenmeye yol açmaktadırlar. Allinson ve Hayes'e göre (2016) "Bugünün öğrencileri bir "görsel öğrenenler" neslidir ve yeni animasyon, video ve diğer görsel kaynaklar gelişmeye devam edecektir." İyi tasarlanmış animasyonlar, öğrencilerin ezber bilgiye güvenmek yerine biyolojideki temel ilke ve süreçlere odaklanmalarına yardımcı olabilir.

Ders kitapları, yalnızca kişisel uzmanlık alanlarını öğretmek için hem öğrenciler hem de öğretmenler için genellikle birincil kaynaktır, ancak ders kitaplarında geniş kavramlar bir araya gömülmüştür. Prensip olarak animasyonlar, metin ve statik görüntülerde kolayca gözlemlenemeyen veya açıklanmayan olayları ve süreçleri açıklığa kavuşturarak öğrenmeye yardımcı olabilir. Bariyer ızgara animasyon tekniği ile herhangi bir teknolojik cihaza gerek duymadan sadece asetat üzerine oluşturulan bariyer çizgiler ve kinegram app aracı ile oluşturulan görsel ile hareketli resimler elde etmek mümkün. Animasyon dizisi, karmaşık görüntü- Kinegram- üzerine basılmış düz siyah bir desen içeren bir asetat kaplama aracılığıyla görüntülendiğinde oluşturulur. Desenin boş alanları saydam olduğundan, bindirme kinegram boyunca kaydırıldığında, kinegramın farklı bölümleri görünür hale gelir. Beyniniz bu birbirini izleyen görüntüleri birbirine bağlayarak akıcı hareket yanılsaması yaratır.

Biyoloji Dersi İç Organlarımız Konusu ve Bariyer Izgara Animasyonu Tekniği

Biyoloji dersi müfredatını temel alarak beş tane organ belirledik. Bu organlar; akciğer, bağırsak, kalp, beyin ve nefes borusu olarak belirlendi. Öğrenciler genel olarak anatomiye zor olarak algılayabilirler. Öğrenciler organ sistemlerini, her sisteme özgü özelliklerden (örneğin, sistemlerin karmaşıklığı ve yapı-işlev ilişkileri, yapıların niceliği, vb.) ve her bir sistemle ilgili faktörlerden (örneğin, önceden gereksinimler, bir sistem üzerinde harcanan zaman, vb.) dolayı genellikle zorlayıcı bulabilmekteler. Bu alanda yapılan çalışmaların ortak bulguları şunu göstermekte; biyoloji dersi öğretmenleri ders müfredatlarını değiştirmeli veya öğrencilerin öğrenmesini geliştirmek için öğrencilerin organ sistemlerini az çok zorlayıcı olarak algılama

nedenlerini özellikle ele alan pedagojik etkinlikler tasarlamayı seçmelidirler. Bariyer ızgara animasyon tekniği ile organların kâğıt üzerinde hareket etmesini sağlamak bu etkinliklerden biri olabilir.

Biz de bu amaçla öncelikle belirlediğimiz iç organlarla ilgili gifler bulduk. Ardından bu gifleri ezgif.com adlı online bir araçla split (böl) seçeneği ile fotoğraflara dönüştürdük. Bu fotoğrafları daha sonra kinegram app sitesine giderek bariyer ızgara animasyonu haline getirip çıktılarımızı aldık. Bariyer ızgara animasyonu hazırlarken resimleri hareket ettirerek (sürükle ve bırak) resimlerin sırasını yeniden düzenleyebilirsiniz. Ayrıca, sil tuşuna basarak seçili görüntüleri kaldırabilir veya dosya açma iletişim kutusu aracılığıyla başka görüntüler ekleyebilirsiniz. Daha az sayıda görüntü (10'dan az) genellikle en iyi sonuçları verir. Giriş görüntülerini ayarlamayı bitirdiğinizde, düzenleme menüsünden animasyonu hesaplayın. Bir şerit boyutu- tarama çizgilerinin genişliği- belirtmeniz istenecektir. Düzgün bir animasyon elde edene kadar genişlik boyutuyla denemeler yapın. Son olarak hem temel görüntüyü hem de çubuk maskeyi kaydedin. Şimdi temel görüntüyü normal bir kâğıda ve çubuk maskeyi herhangi bir asetat kâğıda yazdırın. Animasyonunuz hazır olmuş olacak. Her bir animasyon için bir ızgara ve bir görsel oluşturduk. Bariyer ızgaranın çıktısını asetat kağıdına, görselimizin çıktısını A4 beyaz kâğıda alarak her bir çalışmamız için açtıkça asetatın görselin üzerinden kayabileceği kitapçıklar oluşturduk. Bu kitapçıkların arka sayfalarına aynı zamanda organlarla ilgili açıklama metinlerini yerleştirdik.

Yöntem

Araştırmanın Metodu

Bu araştırmada Adana Çukurova Bilim ve Sanat Merkezi BYFP (Bireysel yetenekleri fark ettirme programı) ve ÖGYG (Özel Yetenekleri Geliştirme Programı grubu öğrencileri ile iç organlarımız konusunu içeren bariyer ızgara animasyonları paylaştık. Bariyer ızgara animasyonlarını her organ için ayrı bir kitapçık halinde düzenledik. Kitapçıkların üzerinde bulunan asetat altta yer alan organ görselinin üzerinden kaydıkça organlar hareket ediyormuş gibi algılandı. Kitapçıklarımızın arka sayfalarına aynı zamanda belirlediğimiz iç organlarla ilgili küçük açıklama metinleri de yerleştirdik. Katılımcı öğrencilerimizle biyoloji dersi iç organlarımız konusunu hazırladığımız ızgara animasyonlarla işledikten sonra bu çalışmanın katılımcı öğrencilerde biyoloji dersine dair sahip oldukları algı ve tutumlarında anlamlı bir değişiklik oluşup oluşmadığını belirlemeye çalıştık. Scanimation yani bariyer ızgara animasyonu olarak da adlandırılan tekniğimiz optik bir yanılsamadır. İllüzyon iki sayfadan oluşur- üzerinde resim basılı olan beyaz bir sayfa ve üzerinde birkaç siyah çubuk bulunan şeffaf plastik bir sayfa. Altındaki beyaz kâğıdın üzerine çok ince dikey şeritler şeklinde basılmış bir

dizi alternatif resim vardır. Resimli kartın önünde, üzerine ince boşluklarla basılmış dikey siyah ve opak şeritler bulunan şeffaf bir plastik parçası vardır. Plastik levha bir yandan diğer yana hareket ettirildiğinde, alttaki yaprağa yazdırılan görüntü canlanmış gibi görünür. Biyoloji dersi öğrenciler tarafından fazlaca soyut algılandığından genellikle öğrendikleri yeni içerikleri uzun süreli hafızalarında tutmaları zordur. Bariyer ızgara animasyonu bu derse entegre edilerek biyoloji dersi öğrenciler için daha zevkli ve daha verimli hale gelebilmektedir.

Biyoloji dersi iç organlarımız konusu için akciğer, bağırsak, kalp, beyin ve nefes borusu seçilerek bu organlara uygun hareketli gifler telif hakkı istenmeyen sitelerden indirildi ardından bu gifler uygun resimlere ayrıldı ve kinegram aplikasyonu kullanılarak hareketli animasyonların çıktıları alındı. Her organ için ayrı bir kitapçık hareket mekanizması gözetilerek hazırlandı. Bu kitapçıkları Adana Çukurova Bilim ve Sanat Merkezi BYFP ve ÖGYP grubu öğrencileri ile paylaştık. Ardından katılımcı öğrencilere 11 sorudan oluşan bir anket uyguladık. Bu sorulardan ilk altı tanesi katılımcılarımızın sosyo-demografik bilgilerini belirlemeye yönelik sorulardan oluşmaktadır. Anketimizin ikinci kısım soruları katılımcılarımızın bariyer ızgara animasyon tekniği ile oluşturduğumuz kitapçıkların öğrencilerin biyoloji dersine yönelik algı ve tutumlarında anlamlı bir değişiklik olup oluşmadığını saptamaya yönelik sorulardan oluşmaktaydı. Anketimizin ikinci bölümünü oluşturan sorularımızda kinegram tekniği ile biyoloji dersinin daha eğlenceli, daha verimli, daha yaratıcı, öğrenmeyi kolaylaştırıcı ve merak uyandırıcı olup olmadığını saptamaya yönelik sorulardan oluşmaktaydı.

Araştırmanın Evren ve Örneklemi

Araştırmanın örneklemi Adana Çukurova Bilim ve Sanat Merkezi'ne devam eden 80 BYFP (Bireysel yetenekleri fark ettirme programı) ve ÖGYP (Özel Yetenekleri Geliştirme Programı) öğrencilerimizden oluşmaktadır. Kurum öğrencileri aynı zamanda Adana ilinde farklı devlet ve özel ortaokullara devam etmektedirler.

Veri Toplama Araçları

Araştırmada veri toplama aracı olarak katılımcıların Biyoloji dersine yönelik algı ve tutum düzeylerinde anlamlı bir değişiklik oluşturup oluşturmadığını ortaya çıkarmak amacıyla geliştirdiğimiz 11 soruluk bir anket uygulanmıştır. Anketin ilk 6 sorusu öğrencilerin sosyo-demografik bilgilerini, ikinci kısmı katılımcılarımızın bariyer ızgara animasyon tekniği ile oluşturduğumuz kitapçıkların öğrencilerin biyoloji dersine yönelik algı ve tutumlarında anlamlı bir değişiklik olup oluşmadığını saptamaya yönelik sorulardan oluşmaktaydı. Anketimizin ikinci bölümünü oluşturan sorularımızda kinegram tekniği ile Biyoloji dersinin daha eğlenceli,

daha verimli, daha yaratıcı, öğrenmeyi kolaylaştırıcı ve merak uyandırıcı olup olmadığını saptamaya yönelik sorulardan oluşmaktaydı.

Verilerin Analizi

Verilerin analizinde SPSS (Statistical Package for the Social Sciences) programı kullanılmıştır. Araştırmanın alt problemlerinin çözümlenmesinde frekans (f), yüzde (%), Toplamlı(birikimli) yüzde testleri uygulanmıştır. SPSS analizinin ardından veriler Word Excel programı ile sunulmuştur.

Proje İş-Zaman Çizelgesi

İşin Tanımı	Aylar				
	KASIM	ARALIK	OCAK	ŞUBAT	MART
Literatür Taraması					
Kinegram(bariyer ızgara animasyon) tekniği kullanılarak iç organların kitapçıklar haline getirilmesi					
Yapılan animasyon çalışmalarının öğrencilerle paylaşılması					
Çalışma sonunda anketin katılımcı öğrencilerle paylaşılması ve verilerin Toplanması					
Analiz Yapılması					
Proje Raporu Yazımı					

Bulgular

Tablo 1: Anket Sorularını Yanıtlayan Öğrencilerin Cinsiyet Dağılımı

Frekans	Yüzde Oranı	Geçerli Yüzde Oranı	Toplamlı Yüzde Oranı

1	105	51,5	51,5	51,5
2	99	48,5	48,5	48,5
Toplam	204	100,0	100,0	100,0

Ankete katılan 204 öğrenciden 105’i erkek ve 99’u kız öğrenciden oluşmaktadır.

Tablo 2: Ankete Katılan Öğrencilerin Devam Ettikleri Sınıf Düzeyleri

	Frekans	Yüzde Oranı	Geçerli Yüzde Oranı	Toplamlı Yüzde Oranı
1	66	32,4	32,4	32,4
2	57	27,9	27,9	27,9
3	51	25	25	25
4	30	14,7	14,7	14,7
Toplam	80	100,0	100,0	100,0

Ankete katılan 204 öğrencinin %32,4’ü 5.sınıf, %27,9’u 6.sınıf, %25’i 7.sınıf ve %14,7’si 8.sınıf öğrencilerinden oluşmaktadır.

Tablo 3: Ankete Katılan Öğrencilerin Devam Etmekte Oldukları Kurum Türü

	Frekans	Yüzde Oranı	Geçerli Yüzde Oranı	Toplamlı Yüzde Oranı
1	125	61,3	61,3	61,3
2	79	38,7	38,7	38,7
Toplam	204	100,0	100,0	100

Ankete katılan 204 öğrencinin %61,3’ü devlet, %38,7’si özel eğitim kurumlarına devam etmektedir

Tablo 4: Ankete Katılan Öğrencilerin Anne-baba Birliktelik Durumları

	Frekans	Yüzde Oranı	Geçerli Yüzde Oranı	Toplamlı Yüzde Oranı
1	171	83,8	83,8	83,8
2	27	13,2	13,2	13,2
3	4	2	2	2
4	2	1	1	1
Toplam	204	100,0	100,0	100,0

Ankete katılan 204 öğrencinin %83,8’inin anne ve babasının birlikte olduğunu %13,2’sinin

anne ve babasının ayrı olduğunu, %2'sinin babasının vefat ettiğini ve %1'inin annesinin vefat ettiğini saptadık.

Tablo 5: Ankete Katılan Öğrencilerin Anne ve Babalarının Eğitim Düzeyleri
ANNE

		Frekans	Yüzde Oranı	Geçerli Oranı	Yüzde	Toplamlı Yüzde Oranı
	1	6	2,9	2,9		2,9
	2	14	6,8	6,8		6,8
	4	46	22,5	22,5		22,5
	5	102	50	50		50
	6	36	17,8	17,8		17,8
	Total	204	100,0	100,0		100,0

BABA

		Frekans	Yüzde Oranı	Geçerli Oranı	Yüzde	Toplamlı Yüzde Oranı
	1	7	3,4	3,4		3,4
	2	11	5,3	5,3		5,3
	3	36	17,7	17,7		17,7
	4	115	56,4	56,4		56,4
	5	35	17,2	17,2		17,2
	Total	204	100,0	100,0		100,0

Ankete katılan 204 öğrencinin %2,9'unun annesinin ilkokul, %6,8'inin annesinin ortaokul, %22,5'inin lise, %50'sinin üniversite ve %17,8'inin annesinin yüksek lisans/doktora mezunu olduğu görülmüştür.

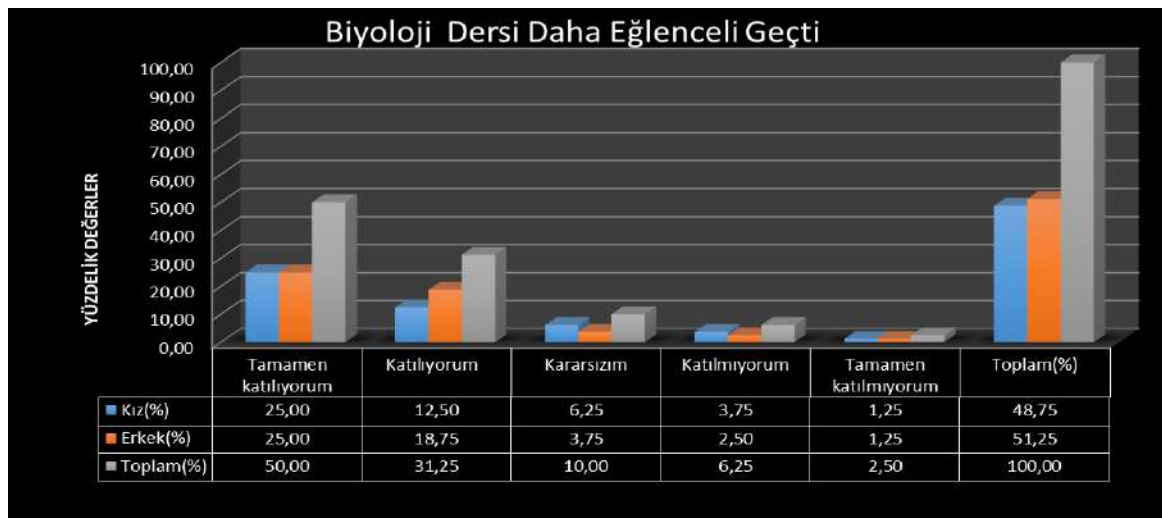
Ankete katılan 204 öğrencinin %3,4'ünün babasının ilkokul, %5,3'ünün ortaokul, %17,7'sinin lise, %56,4'ünün üniversite ve %17,2'sinin yüksek lisans-doktora mezunu olduğu görülmüştür.

Tablo 6: Biyoloji Dersinde Öğrenmeyi Kolaylaştırmak İçin Neler Olmalı? Sorusuna Öğrencilerin Verdikleri Cevapların Yüzdelik Oranları



Kinegram(bariyer ızgara) tekniği ile oluşturduğumuz kitapçıkları katılımcı öğrencilerimizle paylaşmadan önce mentimeter aracı ile oluşturduğumuz “Biyoloji dersinde öğrenmeyi kolaylaştırmak için neler olmalı” sorusuna katılımcı öğrencilerimizin % 51’i biyoloji dersinde eğlenceli etkinlikler öğrenmeyi kolaylaştırır maddesini birinci seçenek olarak işaretlemişlerdir. Katılımcı öğrencilerin %23’ü biyoloji dersinde eğlenceli etkinlikler derse merakımı artırır maddesini ikinci seçenek olarak işaretlemişlerdir. Katılımcı öğrencilerin %21,2’si oyunlar ile biyoloji dersi konuları aklımda uzun süre kalır maddesinin üçüncü seçenek olarak işaretlemişlerdir. Katılımcı öğrencilerin %17,6’sı biyoloji dersinde eğlenceli etkinlikler yapılmalı maddesini dördüncü seçenek olarak işaretlemişlerdir. Öğrencilerin %13,2’si biyoloji dersinde yaratıcı çalışmalar yapılmalı maddesini 5.seçenek olarak işaretlemiştir.

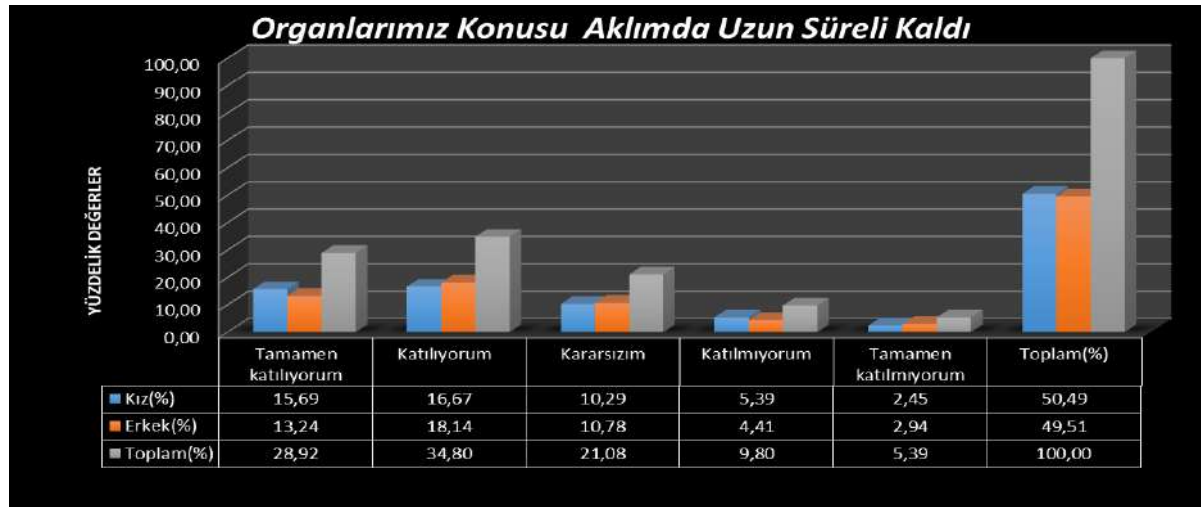
Tablo 7: Hareketli Biyoloji Çalışması Biyoloji Dersinin Daha Eğlenceli Geçmesine Neden Oldu Maddesine Öğrencilerin Verdikleri Cevapların Yüzdelik Oranları



Ankete katılan 204 öğrenciden “Hareketli biyoloji çalışması biyoloji dersinin daha eğlenceli

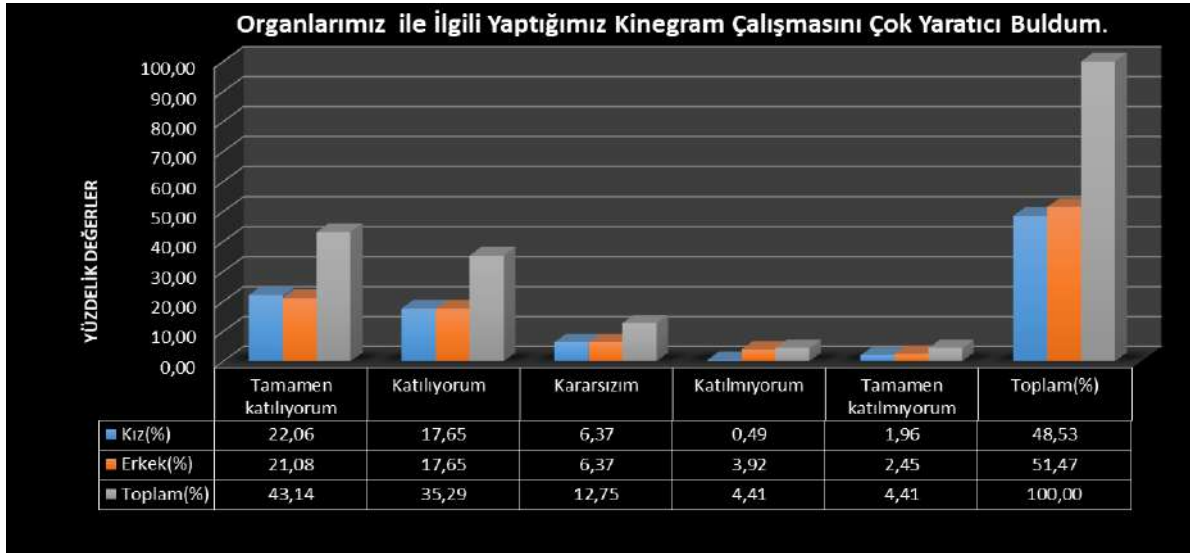
geçmesine neden oldu” maddesine kız öğrencilerin %25’i tamamen katılıyorum, %12,50’si katılıyorum, %6,25’i kararsızım, %3,75’i katılmıyorum ve %1,25’i tamamen katılmıyorum yanıtını vermiştir. Ankete katılan erkek öğrencilerin %25’i tamamen katılıyorum, %18,75’i katılıyorum, %3,75’i kararsızım, %2,50’si katılmıyorum ve %1,25’i tamamen katılmıyorum yanıtını vermiştir

Tablo 8: Kinegram Metodu ile Organlarımız Konusu Aklımda Uzun Süreli Kaldı Maddesine Öğrencilerin Verdikleri Cevapların Yüzdelik Oranları



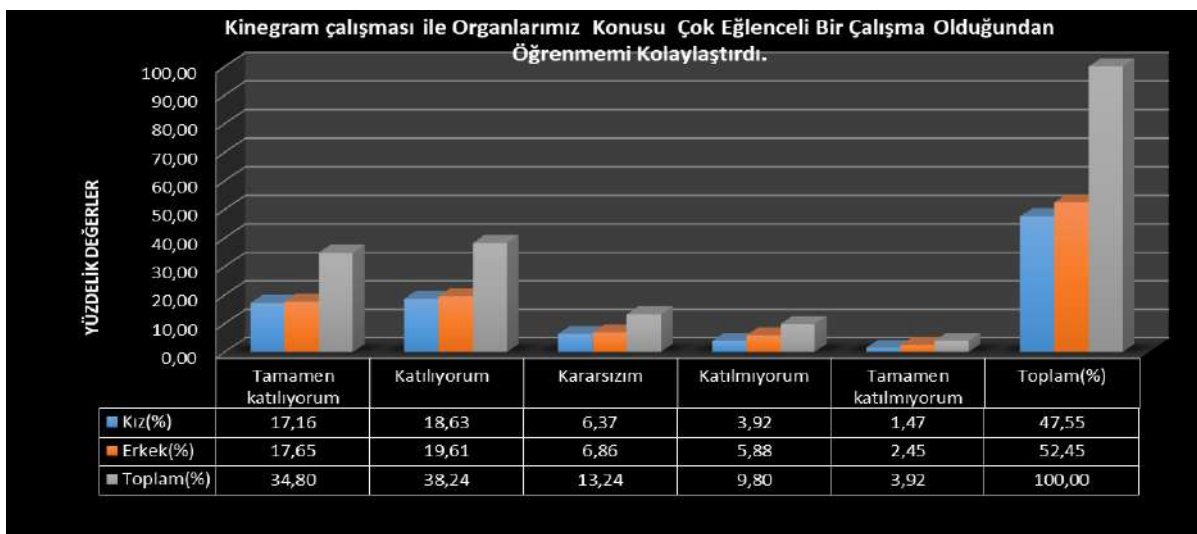
Ankete katılan 204 öğrenciden kız öğrencilerin “Kinegram metodu ile organlarımız konusu aklımda uzun süreli kaldı” maddesine kız öğrencilerin %15,69’u tamamen katılıyorum, %16,67’si katılıyorum, %10,29’u kararsızım, %5,39’u katılmıyorum ve %2,45’i tamamen katılmıyorum cevabını vermiştir. Ankete katılan erkek öğrencilerin %13,24’ü tamamen katılıyorum, %18,14’ü katılıyorum, %10,78’i kararsızım, %4,41’i katılmıyorum ve %2,94’ü tamamen katılmıyorum yanıtını vermiştir.

Tablo 9: Organlarımız ile İlgili Yaptığımız Kinegram Çalışmasını Çok Yaratıcı Buldum Maddesine Öğrencilerin Verdikleri Cevapların Yüzdelik Oranları



Ankete katılan 204 öğrenciden öğrencilerin “organlarımız ile ilgili yaptığımız kinegram çalışmasını çok yaratıcı buldum” maddesine kız öğrencilerin %22,06’sı tamamen katılıyorum, %17,65’i katılıyorum, %6,37’si kararsızım, %0,49’u katılmıyorum ve %1,96’sı tamamen katılmıyorum yanıtını vermiştir. Ankete katılan erkek öğrencilerin %21,08’i tamamen katılıyorum, %17,65’i katılıyorum, %6,37’si kararsızım, %3,92’si katılmıyorum ve %2,45’i tamamen katılmıyorum cevabını vermiştir.

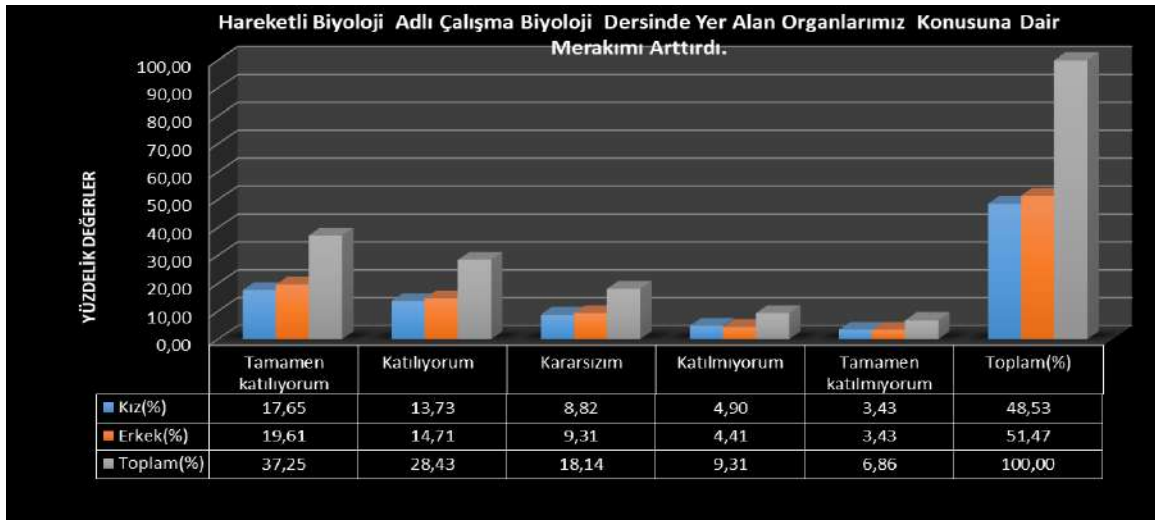
Tablo 10: Kinegram Çalışması ile Biyoloji Dersi Temalarından Biri Olan Organlarımız Konusu Benim İçin Çok Eğlenceli Bir Çalışma Olduğundan Öğrenmemi Kolaylaştırdı Maddesine Öğrencilerin Verdikleri Yanıtların Yüzdelik Oranları



Ankete katılan 204 öğrenciden öğrencilerin “Kinegram çalışması ile biyoloji dersi temalarından biri olan organlarımız konusu benim için çok eğlenceli bir çalışma olduğundan öğrenmemi

kolaylaştırdı” maddesine kız öğrencilerin %17,16’sı tamamen katılıyorum, %18,63’ü katılıyorum, %6,37’si kararsızım, %3,92’si katılmıyorum ve %1,47’si tamamen katılmıyorum cevabını vermiştir. Ankete katılan erkek öğrencilerin %17,65’i tamamen katılıyorum, %19,61’i katılıyorum, %6,86’sı kararsızım, %5,88’i katılmıyorum ve %2,45’i tamamen katılmıyorum cevabını vermiştir.

Tablo 11: Hareketli Biyoloji Adlı Çalışma Biyoloji Dersinde Yer Alan Organlarımız Konusuna Dair Merakımı Arttırdı Maddesine Öğrencilerin Verdikleri Cevapların Yüzdelik Oranları



Ankete katılan 204 öğrenciden öğrencilerin “Hareketli biyoloji adlı çalışma biyoloji dersinde yer alan organlarımız konusuna dair merakımı arttırdı” maddesine kız öğrencilerin %17,65’i tamamen katılıyorum, %13,73’ü katılıyorum, %8,82’si kararsızım, %4,90’i katılmıyorum ve %3,43’ü tamamen katılmıyorum cevabını vermiştir. Ankete katılan erkek öğrencilerin %19,61’i tamamen katılıyorum, %14,71’i katılıyorum, %9,31’i kararsızım, %4,41’i katılmıyorum ve %3,43’ü tamamen katılmıyorum cevabını vermiştir.

Sonuç ve Tartışma

Hareketli biyoloji çalışması biyoloji dersinin daha eğlenceli geçmesine neden oldu maddesine katılımcı öğrencilerin %50’si tamamen katılıyorum ve %31,25’i katılıyorum yanıtını vermiştir. Bu da bize eğlenmek ve bir şeyleri eğlenceli hale getirmenin öğrenmek için harika bir yol olduğunu ve eğlenceli aktivitelerin doğal bir stres azaltıcı olduğu gerçeğini göstermiştir. Ayrıca uygulama öncesi öğrencilere sunduğumuz menti oylama aracında katılımcı öğrencilerin %17,6’sı biyoloji dersinde öğrenmeyi kolaylaştırmak için eğlenceli etkinlikler yapılmalı maddesini 4.sırada önemli bulmuşlardır.

Kinegram metodu ile organlarımız konusu uzun süreli aklımda kaldı maddesine öğrencilerin %28,92'si tamamen katılıyorum ve %34,80'i katılıyorum yanıtını vermiştir. Bu yeni öğrenmelerde öğrencilerin materyallerle etkileşime girebilmesinin öğrenci-içerik etkileşimini arttırdığından öğrencinin başarısını arttırdığı gerçeğini göstermektedir. Ayrıca uygulama öncesi öğrencilere sunduğumuz menti oylama aracında öğrencilerin %21,2'si oyunlar ile biyoloji dersi konuları aklımda uzun süre kalır maddesinin 3.sırada önemli bulmuşlardır.

Organlarımız ile ilgili yaptığımız kinegram çalışmasını yaratıcı buldum maddesine katılımcı öğrencilerin %43,14'ü tamamen katılıyorum ve %35,29'u katılıyorum yanıtını vermiştir. Bu bize öğrencilerin yaratıcı etkinliklerle eğlenerek öğrenmenin öğrenci başarısını olumlu yönde etkilediğini göstermektedir. Öğrencilere uygulama öncesi sunduğumuz menti oylama aracında da katılımcı öğrencilerin %13,2'si biyoloji dersinde öğrenmeyi kolaylaştırmak için yaratıcı çalışmalar yapılmalıdır maddesini 5.sırada önemli bulmuşlardır.

Hareketli biyoloji adlı çalışma biyoloji dersinde yer alan organlarımız konusu benim için çok eğlenceli bir çalışma olduğundan öğrenmemi kolaylaştırdı maddesine katılımcı öğrencilerin %34,80'i tamamen katılıyorum ve %38,24'ü katılıyorum yanıtını vermiştir. Bu da bize kalıcı öğrenmenin temelini eğlenceli ve öğretici etkinliklerin oluşturduğunu göstermektedir. Uygulama öncesi katılımcı öğrencilerimize sunduğumuz menti oylama aracında katılımcı öğrencilerin %25'i biyoloji dersinde eğlenceli etkinlikler öğrenmemi kolaylaştırır maddesini 1.sırada önemli bulmuşlardır.

Hareketli biyoloji adlı çalışma biyoloji dersinde yer alan organlarımız konusuna dair merakımı arttırdı maddesine katılımcı öğrencilerin %37,25'i tamamen katılıyorum ve %28,43'ü katılıyorum yanıtını vermiştir. Bu bize merak duygusunun itici bir güç olduğunu ve öğrencinin merak ettiği oranda öğrendiği gerçeğini göstermiştir. Ayrıca uygulama öncesi öğrencilere sunduğumuz menti oylama aracında katılımcı öğrencilerin %23'ü biyoloji dersinde öğrenmeyi kolaylaştırmak için eğlenceli etkinlikler derse merakımı artırır maddesini 2.sırada önemli bulmuşlardır.

Öneriler

Son yıllarda, anlamlı bilimsel bilgiyi öğretmek ve kavramsal anlayışı geliştirmek için sınıf içi etkinliklerin gözden geçirilmesi ihtiyacı, biyoloji öğretmenleri ve eğitim araştırmacıları arasında yaygın bir inançtır. Bu çalışmada kinegram (bariyer ızgara) tekniği ile herhangi bir harici araca gereksinim duymadan hareketli gifler(animasyonlar) oluşturarak iç organlarımız

konusu katılımcı öğrencilerimiz ile paylaşılmıştır. Amacımız kinegram metodu ile oluşturduğumuz animasyonların öğrencilerde biyoloji dersine yönelik algılarında olumlu bir değişikliğe neden olup olmadığını görmekti. Anket sonuçları kinegram adı verilen animasyon aracının öğrencilerde biyoloji dersine yönelik algılarında olumlu yönde bir değişikliğe neden olduğunu ortaya çıkarmıştır. Bizden sonraki çalışmaların kinegram (bariyer ızgara) tekniği dışında farklı uygulamalar ile benzer çalışmaları daha geniş bir katılımcı kitlesiyle yürütmeleri daha faydalı olacaktır. Bu araştırmanın örneklemini Adana ili genelinde ortaokul eğitimine devam eden 215 bilim ve sanat merkezi BYFP (Bireysel yetenekleri fark ettirme programı) ve ÖGYP (Özel Yetenekleri Geliştirme Programı) grubu öğrencisinden oluşmaktadır. Bizden sonraki çalışmalar benzer çalışmaları elektronik kitap ya da dergi haline getirerek daha büyük bir örneklem grubu ve farklı eğitim seviyeleri ile çalışabilirler.

Bu çalışmada biyoloji dersi temalarından biri olan iç organlarımız konusu belirlenmiş ve katılımcılarla interaktif kitapçıklarımız paylaşılmıştır. Gelecek çalışmalar farklı içerikleri esas alarak interaktif içerikler üretebilirler.

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Pozitif Psikoloji Temelli Müdahalelerin Psikiyatri Hemşireliği Uygulamalarında Kullanımı

Mükerrem Kabataş Yıldız

Ondokuz Mayıs Üniversitesi, Sağlık Hizmetleri Meslek Yüksekokulu, Sağlık Bakım

Hizmetleri Bölümü, TÜRKİYE,

e-mail: mukerremkabatas@hotmail.com, Orcid No: 0000-0002-7598-162X

Özet

Pozitif psikoloji, bireylerin güçlü yönlerine, olumlu duygularına ve yaşam doyumuna odaklanarak psikolojik iyi oluşu destekleyen çağdaş bir yaklaşımdır. Bu yaklaşım yalnızca psikopatolojik belirtilerin azaltılmasını değil, bireyin yaşam kalitesinin ve içsel kaynaklarının geliştirilmesini de amaçlamaktadır. Geleneksel psikiyatrik uygulamalar genellikle semptom yönetimi ve işlevselliğin korunmasına odaklanırken, pozitif psikoloji temelli müdahaleler bireyin umut düzeyini, psikolojik dayanıklılığını, öz yeterlik algısını ve sosyal bağlarını güçlendirmeyi hedeflemektedir. Psikiyatri hemşireliği uygulamalarında bu müdahalelerin kullanımı, hastaların yalnızca tedavi süreçlerine katılımını değil, aynı zamanda psikolojik iyilik hallerinin güçlendirilmesini de sağlamaktadır. Literatürdeki çalışmalar; şükran günlüğü tutma, bireysel güçlü yönlerin fark edilmesi ve kullanılması, anlamlı yaşam hedefleri belirleme, öz şefkat geliştirme ve olumlu sosyal ilişkileri destekleme gibi uygulamaların depresyon, anksiyete ve stres düzeylerinde azalma sağladığını; bununla birlikte yaşam doyumu, umut ve genel iyi oluş üzerinde anlamlı düzeyde artışa neden olduğunu göstermektedir. Psikiyatri hemşireleri bu müdahaleleri bireysel ve grup temelli terapötik süreçlerde, hemşirelik bakım planlarında ve hasta eğitimi uygulamalarında etkili biçimde kullanabilmektedir. Bu yaklaşımla birlikte hemşire-hasta ilişkisi güçlenmekte, bakımın niteliği artmakta ve bireyin iyilik haline yönelik bütüncül bir yaklaşım sağlanmaktadır. Pozitif psikoloji temelli müdahalelerin psikiyatri hemşireliği uygulamalarına entegrasyonu, yalnızca hastalık yönetimini değil, aynı zamanda bireyin potansiyelini ortaya çıkaran, önleyici ve güçlendirici bir bakım anlayışını da beraberinde getirmektedir.

Anahtar kelimeler: pozitif psikoloji, psikiyatri hemşireliği, psikolojik iyi oluş, hemşirelik müdahaleleri

The Use of Positive Psychology-Based Interventions in Psychiatric Nursing Practice

Abstract

Positive psychology is a contemporary approach that supports psychological well-being by focusing on individuals' strengths, positive emotions, and life satisfaction. This approach aims not only to reduce psychopathological symptoms but also to enhance individuals' quality of life and internal resources. While traditional psychiatric practices primarily focus on symptom management and the maintenance of functionality, positive psychology-based interventions target strengthening individuals' levels of hope, psychological resilience, self-efficacy perception, and social connections. The use of these interventions in psychiatric nursing practice promotes not only patient engagement in treatment processes but also the enhancement of their psychological well-being. Studies in the literature have demonstrated that practices such as keeping a gratitude journal, recognizing and utilizing personal strengths, setting meaningful life goals, fostering self-compassion, and supporting positive social relationships lead to significant reductions in levels of depression, anxiety, and stress, while also resulting in notable increases in life satisfaction, hope, and overall well-being. Psychiatric nurses can effectively integrate these interventions into individual and group-based therapeutic processes, nursing care plans, and patient education practices. Through this approach, the nurse-patient relationship is strengthened, the quality of care improves, and a holistic approach to promoting individual well-being is achieved. The integration of positive psychology-based interventions into psychiatric nursing practices not only addresses disease management but also fosters a preventive and empowering model of care that aims to unlock the individual's potential.

Keywords: positive psychology, psychiatric nursing, psychological well-being, nursing interventions

Giriş

Psikiyatri hemşireliği, ruhsal sağlık sorunları yaşayan birey, aile ve toplumların bakım gereksinimlerine odaklanan, özel bir uzmanlık alanıdır (Hallaç & Demir, 2024). Psikiyatri hemşireliğindeki geleneksel yaklaşımlar, genellikle hastalık belirtilerinin yönetimi ve patolojik süreçlerin anlaşılması üzerinde yoğunlaşmıştır. Oysa günümüzde çağdaş yaklaşımlar, yalnızca semptomların ortadan kaldırılmasını değil, bireyin iyilik halinin, yaşam kalitesinin ve potansiyelinin artırılmasını da hedeflemektedir. Bu doğrultuda, pozitif psikoloji temelli müdahaleler, güncel psikiyatri hemşireliği uygulamalarını zenginleştirerek önemli bir kaynak olarak öne çıkmaktadır (Güleç, 2019).

Psikiyatri Hemşireliği ve Güncel Yaklaşımlar

Psikiyatri hemşireliği, bireyi benzersiz, bütüncül ve kişilerarası iletişime dayalı bir yaklaşımla ele alan; hümanistik felsefeyi temel alan bir bilim ve sanat dalıdır (Hallaç & Demir, 2024). Bu yaklaşım, hemşireliğin yalnızca hastalık belirtilerini tedavi eden mekanik bir süreç olmadığını; bireyin duygusal, sosyal, bilişsel ve ruhsal boyutlarını bir bütün olarak ele alan, insan onuruna saygılı bir bakım anlayışını yansıttığını ortaya koymaktadır. Psikiyatri hemşireliğinin temel felsefesi, bireyin içsel kaynaklarını ve güçlü yönlerini keşfetmesini desteklemek, iyileşme sürecinde aktif rol almasına ve toplumsal yaşama yeniden uyum sağlamasına destek olmaktır (Güleç, 2019; Topbaş & Şimşek, 2024).

Ruh sağlığı ve psikiyatri hemşirelerinin etkili bakım sunabilmeleri için öncelikle kendilerini tanımaları, önyargı ve değer yargılarının farkında olmaları, bakım verdikleri bireylerle empati kurabilmeleri gerekmektedir (Orak & Tunç, 2024). Bu öz-farkındalık ve empati becerisi, terapötik ilişkinin temelini oluşturmaktadır. Güvenli ve destekleyici bir terapötik ortam, hasta bireyin kendisini ifade etmesini, duygularını paylaşmasını ve değişim için motive olmasını kolaylaştırmaktadır. Bu özellikler, bireyin içsel deneyimlerine ve güçlü yönlerine odaklanan pozitif psikoloji temelli müdahalelerin etkili bir şekilde uygulanması açısından kritik bir öneme sahiptir. Psikiyatri hemşireliğinin hümanistik ve bütüncül yaklaşımı, pozitif psikolojinin iyilik halini ve bireysel güçlü yönleri temel alan ilkeleriyle doğal bir uyum içindedir. Bu uyum, pozitif psikoloji temelli müdahalelerin psikiyatri hemşireliği uygulamalarına entegrasyonunu kolaylaştırmakta ve potansiyel etkilerini artırmaktadır (Güleç, 2019; Topbaş & Şimşek, 2024; Orak & Tunç, 2024).

Pozitif Psikoloji ve Psikiyatri Alanındaki Önemi

Pozitif psikoloji, insan işlevselliğinin olumlu yönlerini bilimsel olarak araştıran psikolojinin bir alt dalıdır. Bu disiplin, 2000'li yılların başında Seligman ve arkadaşları tarafından yeni bir alan olarak tanımlanmıştır (Demir & Türk, 2020). Geleneksel psikolojinin ağırlıklı olarak zihinsel hastalıklara, travmalara ve eksikliklere odaklanmasına bir tepki olarak ortaya çıkan pozitif psikoloji, odağını bireylerin ve toplumların gelişimini sağlayan güçlü yönlere, erdemlere, olumlu duygulara, anlama ve amaca çevirmiştir (Güleç, 2019). Bu alanın temel felsefesi, sadece hastalıkların yokluğuna değil, aynı zamanda bireyin psikolojik iyi oluşunu, mutluluğunu ve yaşam doyumunu aktif olarak artırmayı hedeflemektedir (Demir & Türk, 2020; Dhanabhakya & Sarath, 2023).

Psikolojik iyi oluş, pozitif psikolojinin merkezinde yer alan bir kavramdır. Pozitif duygular, özerklik, olumlu ilişkiler, yaşam amacı, yaşam doyumu ve kişisel gelişim gibi çeşitli bileşenleri

içermektedir (Güleç, 2019; Dhanabhakyaam & Sarath, 2023). Psikolojik iyi oluş; bireyin kendi potansiyelini fark ettiği, yaşamın olağan stresleriyle baş edebildiği, üretken bir şekilde çalışabildiği ve topluma katkı sağlayabildiği bir durum olarak tanımlanmaktadır (Dhanabhakyaam & Sarath, 2023). Bu tanım, pozitif psikolojinin hedeflerinin; bireyin işlevselliğini yeniden kazanmasını, yaşam kalitesini artırmasını ve topluma uyumunu sağlamayı amaçlayan psikiyatrik bakım ile örtüştüğünü açıkça göstermektedir (Güleç, 2019). Pozitif psikolojinin psikiyatri alanındaki önemi, hastalık odaklı modelin sınırlamalarını aşarak; bireyin güçlü yönlerini ve mevcut kaynaklarını kullanarak iyileşme sürecine katkı sağlamasında yatmaktadır. Bu yaklaşım; damgalanmayı azaltabilir, umudu artırabilir ve bireylerin kendi iyilik halleri üzerinde daha fazla kontrol sahibi olmalarına destek olabilir (Güleç, 2019; Dhanabhakyaam & Sarath, 2023).

Pozitif Psikoloji Temelli Müdahalelerin Psikiyatri Hemşireliği Uygulamalarında Kullanımı

Pozitif psikoloji, psikiyatri hemşireliği uygulamalarına entegre edilebilecek zengin bir müdahale yelpazesi sunmaktadır. Bu müdahaleler; bireylerin güçlü yönlerini keşfetmelerini, olumlu duygularını artırmalarını, yaşamlarına anlam kazandırmalarını ve karşılaştıkları zorluklarla daha etkili bir şekilde başa çıkmalarını desteklemeyi amaçlamaktadır (Güleç, 2019).

1. Güçlü Yönler/Karakter Güçleri Temelli Yaklaşımlar

Güçlü yönler temelli yaklaşımlar, bireylerin eksiklikleri, sorunları veya patolojileri yerine; sahip oldukları güçlü yönlerine, yeteneklerine, becerilerine ve içsel kaynaklarına odaklanmaktadır (Peterson & Seligman, 2004). Bu yaklaşımın temel felsefesi, her bireyin doğuştan gelen ya da sonradan geliştirdiği güçlü yönlerinin bulunduğu ve bu güçlerin iyileşme ile kişisel gelişimlerinde temel araçlar olarak kullanılabileceğidir. Psikiyatri hemşireliğinde güçlü yönler temelli bir yaklaşım benimsemek; hasta bireylerin iyileşme sürecine daha aktif katılım göstermelerini, özsaygı ve öz-yeterlilik duygularını artırmalarını amaçlamaktadır (Demir ve ark., 2022).

Hemşireler, VIA Karakter Güçleri Envanteri gibi standardize edilmiş araçları kullanarak ya da daha yaygın olarak terapötik görüşmeler ve gözlemler aracılığıyla hastaların güçlü yönlerini belirlemelerine yardımcı olabilirler. Bu süreçte önemli olan yalnızca güçlü yönleri belirlemek değil; hastanın bu güçleri geçmişte nasıl kullandığını, şu anki zorluklarla başa çıkmada nasıl işe yarayabileceğini ve gelecekteki hedeflerine ulaşmada nasıl bir rol oynayabileceğini birlikte keşfetmektir (Macfarlane & Carson, 2023). Nitekim, bir hastanın “azim” gücü, tedavi planına

uyum sağlama ve zorlu terapi süreçlerini sürdürme açısından; “nezaket” veya “sosyal zeka” gücü, sosyal destek sistemlerini güçlendirme ve kişilerarası ilişkileri iyileştirme açısından; “umut” gücü ise geleceğe yönelik olumlu bir bakış açısı geliştirme açısından etkili olabilir. Hemşireler, hastaları bu güçlü yönlerini günlük yaşamlarında ve sorunlarla başa çıkmada bilinçli olarak kullanmaları için teşvik edebilir ve onlara bu konuda rehberlik edebilirler (Peterson & Seligman, 2004; Macfarlane & Carson, 2023).

2. Mindfulness (Bilinçli Farkındalık) Temelli Müdahaleler

Mindfulness (bilinçli farkındalık), dikkatin kasıtlı olarak, yargısız bir şekilde ve şefkatle şimdiki ana yönlendirilmesi becerisidir (Penque, 2019). Bu pratik, bireylerin düşüncelerinin, duygularının ve bedensel duyularının farkına varmalarını, ancak onlara kapılıp gitmeden veya onları değiştirmeye çalışmadan gözlemlmelerini içermektedir (Atalay, 2018). Mindfulness temelli müdahalelerin, stres, anksiyete ve depresyon belirtilerini azaltmada, duygu düzenleme becerilerini geliştirmede ve psikolojik iyi oluşu artırmada etkili olduğu bildirilmektedir (Kabat-Zinn, 2003; Atalay, 2018; Penque, 2019).

Psikiyatri hemşireleri, bakım verdikleri bireylere nefes farkındalığı, beden taraması, bilinçli yeme ve bilinçli yürüme gibi basit mindfulness egzersizlerini öğretebilirler. Bu egzersizler, hasta bireylerin dikkatlerini dağıtan düşünce ve bunaltıcı duygulardan uzaklaşmalarına, şimdiki ana odaklanmalarına ve içsel bir sakinlik duygusu geliştirmelerine yardımcı olabilmektedir (Penque, 2019). Daha yapılandırılmış müdahaleler arasında; John Kabat-Zinn tarafından geliştirilen Mindfulness Temelli Stres Azaltma (MBSR) programı ile depresyonun nüksünü önlemek amacıyla geliştirilen Mindfulness Temelli Bilişsel Terapi (MBCT) yer almaktadır (Kabat-Zinn, 2003; Atalay, 2018). Psikiyatri hemşireleri, uygun hastaları bu tür programlara yönlendirebilir veya bu programların temel ilkelerini kendi bakım uygulamalarına entegre edebilirler. Mindfulness aynı zamanda, öz-şefkatin temel bileşenlerinden biri olarak kabul edilmektedir. Çünkü bireyin şimdiki an deneyimine yargısız ve kabul edici bir tutumla yaklaşması, kendine karşı nazik ve anlayışlı olmanın psikolojik temelini oluşturmaktadır (Yıldız ve ark., 2025).

3. Kabul ve Kararlılık Terapisi (ACT) Uygulamaları

Kabul ve Kararlılık Terapisi (ACT), üçüncü dalga davranışçı terapilerden biri olup temel amacı psikolojik esnekliği artırmaktır (Teze ve ark., 2025). Psikolojik esneklik, bireylerin acı veren, zorlayıcı düşünce ve duygularıyla savaşmak, onlardan kaçınmak veya onları kontrol etmeye çalışmak yerine, onları kabul etmelerine ve kişisel olarak önemli buldukları değerleri

doğrultusunda anlamlı eylemlerde bulunmalarına yardımcı olmaktadır (Aggarwal ve ark., 2023). ACT, bireylerin kaçınma davranışlarını (zorlayıcı duygulardan kaçınmak amacıyla sosyal izolasyon, madde kullanımı) azaltmayı hedeflemektedir. Bu tür davranışlar, uzun vadede sorunları daha da kötüleştirebilir ve bireyin değerleriyle uyumlu bir yaşam sürmesini engelleyebilir (Tunç ve ark., 2025).

ACT'nin, yaygın anksiyete bozukluğu gibi durumlarda bilişsel kaçınmayı azaltma ve işlevsel başa çıkma tutumlarını geliştirme açısından olumlu etkiler sağlayabileceği belirtilmektedir. Ayrıca kronik ağrı, depresyon, obsesif-kompulsif bozukluk ve beden imajı sorunları gibi çeşitli psikiyatrik ve psikolojik durumların tedavisinde de umut vaat eden bir yaklaşım olarak değerlendirilmektedir (Aggarwal ve ark., 2023). Psikiyatri hemşireleri, ACT'nin temel ilkeleri olan kabul, bilişsel ayrışma, şimdiki anla temas, bağlamsal benlik, değerler ve kararlı eylemi bireysel danışmanlık veya grup terapileri şeklinde uygulayabilirler. Ayrıca, ACT temelli psikoeğitim programları aracılığıyla hastaların bu becerileri öğrenmelerine ve günlük yaşamlarına entegre etmelerine destek olabilirler (Aggarwal ve ark., 2023; Tunç ve ark., 2025).

4. Mümkün Olan En İyi Benlik Egzersizi

Mümkün Olan En İyi Benlik egzersizi, bireyin gelecekte belirli bir zamanda (örneğin beş yıl sonra), her şeyin kendisi için en iyi şekilde gittiğini, önemli hedeflerine ulaştığını ve hayallerini gerçekleştirdiğini hayal etmesini sağlamaktadır. Egzersiz, bu ideal gelecekteki benliğin ayrıntılı bir şekilde yazılı olarak ifade edilmesini içeren, basit ancak etkili pozitif psikoloji temelli bir müdahale yöntemidir (Heckerens & Eid, 2021). Bu uygulamanın temel amacı, olumlu duygulanımı artırmak ve özellikle geleceğe yönelik olumlu beklentiler olarak tanımlanan iyimserliği güçlendirmektir (Loveday ve ark., 2018; Carrillo ve ark., 2019).

Araştırmalar, Mümkün Olan En İyi Benlik egzersizinin olumlu duygular ve iyimserlik düzeylerini artırmada etkili olduğunu göstermektedir. Ayrıca, depresif belirtiler ve ruminatif düşünceler üzerinde de potansiyel olarak olumlu ve tamponlayıcı etkiler yaratabileceği belirtilmektedir (Loveday ve ark., 2018). Bu egzersizin uygulanması oldukça kolaydır ve özel bir uzmanlık ya da materyal gerektirmez. Bu özelliği, psikiyatri hemşirelerinin bu egzersizi ruhsal durumu destekleme ve olumlu beklenti oluşturma aracı olarak hastalara sunabilmelerini mümkün kılmaktadır (Carrillo ve ark., 2019). Egzersizin etkileri genellikle müdahalenin hemen ardından daha belirgin hale gelmektedir. Bu nedenle, anlık moral yükseltme veya olumlu bir zihinsel çerçeve oluşturma amacıyla etkili bir şekilde kullanılabilir. Ancak, uzun süreli ve kalıcı etkiler elde edebilmek için Mümkün Olan En İyi Benlik egzersizinin tekrarlanması,

diğer pozitif psikoloji müdahaleleriyle birleştirilmesi veya daha kapsamlı bir terapi planının parçası olarak uygulanması önerilmektedir (Loveday ve ark., 2018).

5. Minnettarlık ve Affetme Çalışmaları

Minnettarlık, yaşamda var olan olumlu durumların farkına varma, bunları takdir etme ve bu iyiliklerin kaynağını (başkaları, doğa, daha yüksek bir güç vb.) tanıma duygusudur. Minnettarlık müdahaleleri; şükran günlüğü tutma, minnettarlık mektubu yazma ve minnettarlık meditasyonları gibi pratikleri içermektedir (Demirci & Anlı, 2022). Bu tür müdahalelerin, pozitif duyguları artırdığı, yaşam doyumunu yükselttiği, stresi azalttığı ve kişilerarası ilişkileri güçlendirdiği bildirilmektedir (Acar, 2022). Affetme ise, bireyin bir haksızlığa ya da incinmeye maruz kaldıktan sonra; kırgınlık, öfke ve intikam gibi duyguları serbest bırakması ve faili (ya da kendisini) bu olumsuz duygusal bağlardan özgürleştirme sürecidir. Affetme, yapılan haksızlığı onaylamak ya da unutmak anlamına gelmemektedir Tam tersine bireyin kendi iç huzuru ve psikolojik iyilik hali için bu duygusal yüklerden arınmasını ifade etmektedir (Güven & Erdem, 2020). Affetme temelli terapötik yaklaşımlar, bireylerin geçmişte yaşadıkları incinmeleri işlemelerine, olumsuz duygularla başa çıkmalarına ve ilişkilerini onarmalarına ya da daha sağlıklı bir şekilde sonlandırmalarına yardımcı olabilmektedir (Demirci & Anlı, 2022). Psikiyatri hemşireleri, bakım verdikleri bireyleri minnettarlık uygulamalarını günlük yaşamlarına entegre etmeye teşvik edebilir ve uygun durumlarda affetme sürecini keşfetmeleri için destekleyici bir terapötik ortam sunabilirler.

Tartışma ve Sonuç

Pozitif psikoloji temelli müdahaleler, psikiyatri hemşireliği uygulamalarına yenilikçi ve güçlendirici bir boyut kazandırmaktadır. Bu müdahalelerin, depresyon ve anksiyete belirtilerini azaltabileceği; yaşam memnuniyeti ve umut düzeylerini artırabileceği belirtilmektedir (Güleç, 2019; Penque, 2019; Dhanabhakya & Sarath, 2023). Özellikle hafif ve orta düzeydeki ruhsal sorunlarda pozitif psikoloji temelli müdahalelerin etkili olduğu, daha ağır klinik durumlarda ise geleneksel tedavilere ek bir destek olarak uygulanmasının uygun olabileceği önerilmektedir (Dhanabhakya & Sarath, 2023). Bu müdahalelerin en önemli katkılarında biri, hastaların öz-yeterlilik duygusunu artırmalarıdır. Bu da onların iyileşme ve psikolojik iyi oluş süreçlerinde daha aktif bir rol üstlenmelerini sağlamaktadır. Nitekim minnettarlık günlüğü tutan bir hasta, her gün olumlu bir eylemde bulunarak duygudurumunu kendi çabasıyla düzenlemeyi öğrenebilir. Benzer şekilde, öz-şefkat pratiği yapan bir birey, zorlayıcı anlarda kendine nasıl destek olacağını fark edebilir. Bu tür kazanımlar, uzun vadede nükslerin önlenmesi, yaşam

kalitesinin artırılması ve sürdürülmesi açısından önemli katkılar sağlayabilir (Güleç, 2019; Dhanabhakyaam & Sarath, 2023). Bu kazanımlar, pozitif psikoloji temelli müdahalelerin bağımsız tekniklerden ibaret olmadığının aksine, birbirini tamamlayan ve bütüncül hemşirelik bakımına uyarlanabilir yapılar taşıdığını ortaya koymaktadır.

Bu çeşitli pozitif psikoloji müdahaleleri, birbirini dışlayan seçenekler olmaktan çok, genellikle birbirini tamamlayıcı niteliktedir ve hastanın bireysel ihtiyaçlarına, tercihlerine ve içinde bulunduğu duruma göre bir arada uygulanabilir. Bu bağlamda, mindfulness becerileri, Kabul ve Kararlılık Terapisi (ACT) süreçlerine katılımı destekleyebilir veya karakter güçleri farkındalığını artırabilir. Benzer şekilde, güçlü yönler temelli bir yaklaşım, bireyin Mümkün Olan En İyi Benlik egzersizine katılma konusundaki motivasyonunu artırabilir. Bu nedenle, psikiyatri hemşirelerinin çeşitli pozitif psikoloji müdahalelerini içeren bir “alet çantasına” sahip olmaları; bu müdahaleleri hastanın gereksinimlerine göre esnek bir şekilde uyarlama ve birleştirme becerisi geliştirmeleri önem taşımaktadır (Güleç, 2019; Heekerens & Eid, 2021).

Ayrıca, Mümkün Olan En İyi Benlik egzersizi ya da güçlü yönler alıştırmaları gibi bazı müdahalelerin uygulama kolaylığı, zaman ve kaynakların sınırlı olduğu psikiyatri hemşireliği ortamlarında önemli bir avantaj sunmaktadır (Heekerens & Eid, 2021; Dhanabhakyaam & Sarath, 2023). Bu tür erişilebilir müdahaleler, pozitif psikoloji temelli müdahalelerin psikiyatri hemşireliği uygulamalarına rutin ve sürdürülebilir şekilde entegrasyonu için etkili bir başlangıç noktası olarak hizmet edebilir.

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Ortaokul Öğrencilerinin Gözünden İyi Bir Türkçe Dersi ve Öğretmeni

From the Perspective of Middle School Students: A Good Turkish Lesson and Teacher

Ahmet Güneyli

Lefke Avrupa Üniversitesi, aguneyli@eul.edu.tr, 0000-0002-2168-1795,
Kuzey Kıbrıs Türk Cumhuriyeti

Fehmi Kamil Tekeli

Necat British College, fehmi.kamil.tekeli@gmail.com, 0009-0007-9039-3635,
Kuzey Kıbrıs Türk Cumhuriyeti

Özet

Bu çalışma, Kuzey Kıbrıs Türk Cumhuriyeti’nde ortaokul öğrencilerinin bakış açısından “iyi bir Türkçe dersi” ve “iyi bir Türkçe öğretmeni” kavramlarını değerlendirmeyi amaçlamaktadır. Öğrencilerin anadili becerilerinin gelişimini etkileyen Türkçe derslerinin niteliğinin artırılması için öğrenci görüşlerinin dikkate alınması gereklidir. Kuramsal çerçevede yapılandırmacı yaklaşım, çoklu okuryazarlık, iletişimsel dil öğretimi ve öğretmen yeterlikleri ele alınmış, etkili bir Türkçe öğretiminin bu bileşenler üzerinden yapılandırılması gerektiği vurgulanmıştır. Araştırma, Lefkoşa’da özel bir okulda öğrenim gören ortaokul öğrencilerinden kompozisyon yazdırma yoluyla veri toplanarak nitel araştırma yaklaşımıyla yürütülmüştür. Veriler içerik analiziyle çözümlenmiş, temalar belirlenmiştir. Araştırma bulgularına göre öğrenciler, iyi bir Türkçe dersini eğlenceli, etkileşimli, sessiz ve güvenli bir ortamda gerçekleşen ders olarak tanımlamaktadır. İyi bir Türkçe öğretmeni ise öğrenciler tarafından sabırlı, anlayışlı, oyunla öğreten, akademik yeterliğe sahip, saygılı iletişim kuran ve öğrencileri bireysel olarak tanıyıp destekleyen biri olarak tanımlanmıştır. Özellikle eğlenceli ders işleme, kitap okuma alışkanlığı kazandırma, etkili anlatım ve empati kurma gibi nitelikler ön plana çıkmıştır. Araştırma sonuçlarına göre, Türkçe eğitiminde öğrenci merkezli ve etkileşimli öğretim anlayışlarının temel alınması önerilmiş ve Türkçe derslerinin niteliğini artırmak için öğrenci görüşlerinin sıklıkla temel alınması gerektiği üzerinde durulmuştur.

Anahtar sözcükler: Türkçe eğitimi, Türkçe dersi, Türkçe öğretmeni, ortaokul düzeyi, Kuzey Kıbrıs.

Abstract

This study aims to evaluate the concepts of “a good Turkish lesson” and “a good Turkish teacher” from the perspective of middle school students in the Northern Cyprus. To enhance the quality of Turkish lessons, which play a crucial role in the development of students' native language skills, it is essential to consider students' opinions. Within the theoretical framework, the study addresses the constructivist approach, multiple literacies, communicative language

teaching, and teacher competencies, emphasizing that effective Turkish language instruction should be structured around these components. The research was conducted using a qualitative approach, collecting data through composition writing by middle school students attending a private school in Nicosia. The data were analyzed through content analysis, and themes were identified. According to the findings, students define a good Turkish lesson as fun, interactive, and held in a quiet and safe environment. A good Turkish teacher, on the other hand, is described as patient, understanding, someone who teaches through games, possesses academic competence, communicates respectfully, and recognizes and supports students individually. Notably, characteristics such as conducting enjoyable lessons, fostering reading habits, effective expression, and showing empathy were highlighted. Based on the results, the study suggests that student-centered and interactive teaching approaches should form the basis of Turkish language education, and emphasizes that student feedback should frequently be used to improve the quality of Turkish lessons.

Keywords: Turkish education, Turkish course, Turkish teacher, middle school level, Northern Cyprus.

Giriş

Türkçe, öğrencilerin hem okul hem de günlük yaşamında başarılı olabilmesi için temel bir araçtır. Anlama ve anlatma becerilerinin gelişimi doğrudan anadili eğitimiyle ilişkilendirilmektedir. Etkili anadili eğitimi alan birey, yalnızca dil gelişimini sağlayan ve dili başarılı kullanabilen biri değildir; aynı zamanda sorgulayan, tartışan, problem çözen, karar veren kısacası düşünen ve üreten bir kişilik geliştirmektedir (Ahmad, 2024; Khan, 2016; Sakaryalı, Bal & Yıldırım, 2024). Türkçe dersi, öğrencilerin dinleme, konuşma, okuma ve yazma becerilerini geliştirerek onların yaşamları boyunca gereksinim duyacakları yetileri kazanmalarını sağlamaktadır. Anadilini hedeflenen düzeyde geliştiremeyen bir öğrencinin okul öğrenmelerinde ve tüm derslerde güçlükler yaşaması olasıdır (Güneyli ve diğerleri, 2010).

Günümüzde Türkçe öğretiminin güncel sorunları üzerine yapılan çalışmalar, kimi önemli bulguların varlığına dikkat çekmektedir. Uluslararası niteliği olan OECD PISA uygulaması değerlendirildiğinde, Türkiye’deki öğrencilerin okuduğunu anlama becerilerinin birçok ülkenin gerisinde olduğu ortaya çıkmıştır (Aydın, Erdağ ve Taş, 2011). Bu sonuç, anadili olarak Türkçe öğretiminde ciddi eksikler olduğuna işaret etmektedir. Alanyazın incelendiğinde, Türkçe öğretimindeki sorunların nedeninin, geleneksel yöntemlerle işlenen ezberci ve öğretmen merkezli ders uygulamalarından kaynaklandığı belirtilmektedir (Demir ve Yapıcı, 2007). Geleneksel Türkçe derslerinde öğretmenin mutlak otorite olması, ders

kitaplarına aşırı bağlı kalınması, öğrencilerin sadece pasif dinleyici konumunda tutulması ve eleştirel düşünmeye yeterince yer verilmemesi gibi etkenlerin öğrenme sürecini olumsuz etkilediği ortaya konmuştur (Köroğlu ve Balcı, 2022). Araştırma bulguları, Türkçe öğretmenlerinin kendilerini yenileyememesi ve etkili öğretim yöntemlerini kullanmamaları nedeniyle anadili olarak Türkçe öğretiminde bu sorunların görüldüğünü ortaya koymaktadır (Bozbıyık, 2018). Bu bulgular, Türkçe eğitiminde yöntem ve yaklaşım değişikliğinin gerekliliğine işaret etmektedir.

Türkçe öğretiminde sözü edilen problemleri ortadan kaldırmak amacıyla Türkiye’de Milli Eğitim Bakanlığı 2005 yılından itibaren eğitim programlarında köklü yeniliklere gitmiştir. 20. yüzyılın geleneksel eğitim anlayışıyla yeni yüzyılın bireylerinin yetiştirilemeyeceği görüşünden hareketle geliştirilen yeni Türkçe öğretim programları, yapılandırmacı öğrenme yaklaşımını temel alacak şekilde düzenlenmiştir. Böylece öğrenci merkezli öğrenme temel alınmış; çoklu okuryazarlık becerileri ve iletişim odaklı etkinlikler eğitim programlarına yansıtılmıştır (Arslan, 2009). Bu değişimin amacı, öğrencilerin anadilini etkili kullanarak aktif öğrenen bireyler olarak yetişmelerini sağlamak ve onları bilgi çağının gerektirdiği becerilerle donatmaktır. Ancak eğitim programlarındaki bu yeniliklerin sınıf ortamına yansması, büyük ölçüde Türkçe öğretmenlerinin yeterliklerine ve derse yaklaşımına bağlıdır (İskender, Yiğit ve Bektaş, 2015). Dolayısıyla “iyi bir Türkçe dersi nasıl olmalı” ve “iyi bir Türkçe öğretmeni kimdir” sorularının, güncel kuramsal yaklaşımlar ve öğrenci beklentileri çerçevesinde incelenmesi kritik bir ihtiyaçtır.

Alanyazındaki son çalışmalar incelendiğinde, etkili bir Türkçe öğretimine ilişkin vurgulanan konular özetle şöyledir: Türkçe öğretiminde dil becerilerinin bütünsel gelişimi esas alınmalı; okuma, yazma, konuşma ve dinleme becerileri dengeli biçimde geliştirilerek birbirini destekleyecek şekilde planlanmalıdır. Öğretim sürecinde öğrenci merkezli yaklaşımlar benimsenmeli, öğrencilerin aktif katılımını sağlayan etkinliklere yer verilmeli ve bireysel farklılıklar dikkate alınmalıdır. Dilin işlevsel kullanımına önem verilerek günlük hayatta kullanılabilir beceriler kazandırılmalı, bu amaçla otantik materyaller (gazete, dergi, sosyal medya içerikleri vb.) kullanılmalıdır. Dil öğretimi, kültürel bağlamdan bağımsız düşünülmemelidir; bu nedenle Türk dili ve edebiyatının kültürel boyutu ele alınmalı ve öğretimde kültürel öğelere yer verilmelidir (Aslan, 2017).

Teknoloji entegrasyonu çerçevesinde dijital araçlar ve çevrimiçi öğrenme platformları etkili şekilde kullanılmalı, ders süreçlerine dahil edilmelidir. Değerlendirme süreci, süreç odaklı yaklaşımlarla yürütülmeli; öğrencilere düzenli ve yapıcı geri bildirimler sağlanmalıdır.

Dilbilgisi öğretimi, kuralların bağlam içinde ve iletişimsel yaklaşımla bütünleştirilerek sunulması esasına dayanmalıdır. Öğrencilere farklı metin türlerini tanıma ve üretme imkânı verilmeli, Türk edebiyatından seçkin eserler ders içeriklerine dahil edilmelidir (Dilekçi, 2022).

Ayrıca, eleştirel düşünme becerilerini geliştiren etkinliklere yer verilmeli, öğrencilerin yaratıcı yazma ve konuşma çalışmaları teşvik edilmelidir. Son olarak, disiplinlerarası bir yaklaşımla Türkçe dersi diğer derslerle ilişkilendirilmeli ve farklı disiplinlerden konular dil öğretimine entegre edilmelidir (Şahbaz ve Çekici, 2012).

Araştırmada etkili Türkçe öğretimi gerçekleştirmenin önemli bir bileşeni olan Türkçe öğretmenin özelliklerini değerlendirmek de amaçlanmıştır. İyi bir Türkçe öğretmenin kim olduğu sorusundan hareketle 21. yüzyılda Türkçe öğretmenlerinin, geleneksel rol ve sorumlulukların yanı sıra, değişen öğrenci ve toplum ihtiyaçlarına cevap verebilecek şekilde teknoloji okuryazarlığı, öğrenci merkezlik, yenilikçilik ve uluslararası bakış açısına sahip olmalarının beklendiği görülmektedir (Mete, 2021a; Tunagür ve Aydın, 2021)

Türkçe öğretmenliği, dil, edebiyat ve sanatın inceliklerini öğrencilere aktarmayı özellikle de duygu ve düşüncelerini etkili bir biçimde aktarabilmeyi hedefler (Güneş, 2025). Bu bağlamda 21. yüzyıl Türkçe öğretmeni, geleneksel öğretim yöntemlerinin ötesine geçerek öğrenci merkezli ve interaktif öğrenme ortamları oluşturmalıdır (Belet-Boyacı ve Güner-Özer, 2019). İyi bir Türkçe öğretmenin sahip olması gereken özelliklerin başında güçlü alan bilgisi gelmektedir. Türk dili ve edebiyatına hâkim olmanın yanı sıra, dilbilim ve eğitim bilimleri konusunda da yetkin olmalıdır (Yalap, Demirgüneş ve Akay, 2020). Ayrıca, teknolojik yeterliliklere sahip olması, dijital kaynakları etkili bir şekilde kullanabilmesi ve öğrencileri 21. yüzyıl becerilerine hazırlaması beklenmektedir (Bal, 2018).

Etkili kişilik özellikleri, bir Türkçe öğretmenin sahip olması gereken diğer önemli bir özelliktir. Öğrencilerle empati kurabilmeli, onları aktif dinlemeli ve yapıcı geri bildirimler verebilmelidir (Göçer, 2014). Bu bağlamda, sınıf yönetimi becerileri de önem kazanmaktadır. Öğrencilerin bireysel farklılıklarını göz önünde bulundurarak, kapsayıcı bir öğrenme ortamı oluşturmalıdır (Gümüş, 2016). 21. yüzyıl Türkçe öğretmeni, sürekli öğrenme ve kendini geliştirme motivasyonuna sahip olmalıdır. Eğitim alanındaki yeni yaklaşımları takip etmeli, mesleki gelişim faaliyetlerine katılmalı ve öğretim yöntemlerini güncel tutmalıdır (Yurtseven-Yılmaz ve Gülçiçek, 2022). Ayrıca, disiplinler arası bir bakış açısına sahip olarak Türkçe dersini diğer alanlarla ilişkilendirerek zenginleştirmelidir.

Sonuç olarak, 21. yüzyılda Türkçe öğretmeni olmak, sadece dil bilgisi ve edebiyat öğretmekle sınırlı kalmamakta, öğrencilerin çok yönlü gelişimini destekleyen bir rehber olmayı

gerektirmektedir. İyi bir Türkçe öğretmeni, güçlü alan bilgisi, teknolojik yeterlilikler, etkili iletişim becerileri ve sürekli gelişim motivasyonu ile öğrencilerin dil becerilerini geliştirirken aynı zamanda onların eleştirel düşünme, yaratıcı problem çözme ve dijital okuryazarlık gibi 21. yüzyıl becerilerini de kazanmalarına yardımcı olmalıdır (Dilekçi ve Karatay, 2021). Bu bağlamda, Türkçe öğretmenleri, değişen eğitim paradigmalarına uyum sağlayarak, öğrencileri geleceğin zorluklarına hazırlayan birer eğitim lideri olma sorumluluğunu taşımaktadır.

Türkçe dersi, öğrencilerin okul türü öğrenmeler ile dil becerilerini geliştirmede, dolayısıyla yaşam becerilerini kazandırmada kilit rol oynadığı halde, öğretme-öğrenme sürecinde gözlenen güçlükler anadili öğretiminin etkililiğini ve öğrenci başarısını sınırlamaktadır. Güncel çalışmalar, Türkçe derslerinin niteliğini artırmak ve öğretmen yeterliklerini geliştirmek için hem öğrenci hem de öğretmen bakış açılarının dikkate alınmasının gerektiğini göstermektedir. Bu çalışmada öğrenci görüşlerinden hareket edilmiştir ve iyi bir Türkçe dersi ve öğretmenin tanımı ile ilişkin kapsamlı bir anlayış geliştirmek amaçlanmıştır. İyi bir Türkçe dersi ve öğretmene ilişkin öğrenci görüşleri temel alınır ve öğretim ortamlarının iyileştirilmesi için bir zemin oluşturulabilir ve öğrenci başarısında artış sağlanabilir. Ortaokul öğrencilerinin perspektifinden bu konunun ele alınmasının, alanyazına katkı sağlayacağı düşünülmektedir. Şimdiye kadar yapılan çalışmaların birçoğu öğretmen ve öğretmen adaylarının görüşlerine odaklanırken (Arslan, 2016; Özçelik, 2022), öğrencilerin neyin “iyi” olduğunu nasıl tanımladıklarına daha az ışık tutulmuştur (Dinçel & Yılmaz, 2018; Taşgın, İleritürk & Köse, 2018). Bu araştırma, öğrencilerin sesini duyurarak hem alanyazına katkı sunmayı hem de uygulamaya yönelik çıkarımlarla Türkçe öğretiminin niteliğine katkıda bulunmayı hedeflemektedir. Bu bağlamda, araştırmanın temel soruları şu şekilde belirlenmiştir:

1. Ortaokul öğrencilerine göre iyi bir Türkçe dersi nasıl olmalıdır?
2. Ortaokul öğrencilerine göre iyi bir Türkçe öğretmeni nasıl olmalıdır?

Kuramsal Çerçeve

Bu bölümde, iyi bir Türkçe dersine ilişkin kuramsal çerçeveyi ele almak amacıyla yapılandırmacı yaklaşım, çoklu okuryazarlık, öğrenci merkezli öğrenme ve iletişimsel yaklaşım kavramları üzerinde durulmuş; bu yaklaşımların Türkçe dersi uygulamalarına etkileri açıklanmıştır. Ayrıca iyi bir Türkçe dersinin öğretmen yeterlikleriyle nasıl örtüştüğü değerlendirilmiştir.

Yapılandırmacı ve Öğrenci Merkezli Öğrenme Yaklaşımı

Yapılandırmacı yaklaşım, bilgi edinme sürecine ilişkin köklü bir paradigmadır ve 2000’li yıllardan itibaren Türkiye’deki eğitim reformlarında temel alınmıştır. Bu kurama göre öğrenme,

öğrencinin bilgiyi dışarıdan pasifçe almasıyla değil; bilgiyi kendi zihninde aktif biçimde yapılandırması, yorumlaması ve üretmesi ile gerçekleşir. Bir başka deyişle, öğrenen birey yeni bilgileri mevcut deneyimleriyle anlamlandırarak kendi bilgi yapısını kurar. Milli Eğitim Bakanlığı'nın 2005 program değişikliğiyle Türkçe derslerinde yapılandırmacılık resmen benimsenmiş ve öğretim sürecinin merkezine öğrenci yerleştirilmiştir (Arslan, 2009). Bu yaklaşım, geleneksel öğretmen merkezli modelin aksine, öğrencinin derste etkin rol almasını ve bilgiyi keşfederek öğrenmesini hedefler.

Yapılandırmacı ve öğrenci merkezli bir Türkçe dersinde öğretmen, bilgiyi doğrudan aktaran kişi olmaktan öte, kılavuz ve kolaylaştırıcı rolündedir. Öğrenciler soru sorarak, araştırarak, tartışarak ve etkinlikler yoluyla öğrenmeyi deneyimler. Yapılandırmacı anlayışla düzenlenen sınıf ortamlarında amaç, öğrencinin yalnızca kitap okuyup öğretmeni dinleyerek bilgi edinmesi değildir; öğrendiklerini arkadaşlarıyla paylaşarak etkin bir rol üstlenmesini sağlamaktır (Karadüz, 2010).

Yapılandırmacı anlayışta Türkçe öğretiminde öğrenciler dili aktif olarak kullanır; dilbilgisi kurallarını ezberlemek yerine, sezgisel bir biçimde dil kurallarını bağlam içinde deneyimler (Güneş, 2013). Ortaokul düzeyinde bir Türkçe dersinde yapılandırmacı yaklaşım benimsendiğinde, öğrenciler metinleri sadece okumakla kalmaz, aynı zamanda metin üzerinde çözümler yapar. Böyle bir sınıf ortamında hata yapmak öğrenme sürecinin doğal bir parçası olarak görülür ve öğretmen, öğrencilere geribildirim sunarak onların kendi anlamlarını inşa etmelerine yardımcı olur (Küçükavşar, 2010). Sonuç olarak, yapılandırmacı yaklaşım Türkçe öğretiminde öğrencilerin aktif, keşfeden ve üreten bireyler olarak yetişmelerini destekler. Bu da uzun vadede dil becerilerinin daha kalıcı ve anlamlı bir biçimde gelişmesini mümkün kılar.

Çoklu Okuryazarlık ve 21. Yüzyıl Becerileri

Dijital çağda “okuryazarlık” kavramı, geleneksel anlamının ötesine geçmiştir. Sadece kağıt üzerindeki metinleri okuyup yazabilmek değil, aynı zamanda görsel, işitsel ve dijital medyayı da anlamlandırabilmek önem kazanmıştır. Bu çerçevede ortaya çıkan çoklu okuryazarlık kavramı, bireylerin farklı türde bilgi kaynaklarını ve iletişim ortamlarını etkin kullanabilme becerilerini ifade etmektedir. Teknolojideki gelişmeler eğitim ortamlarına hızla dahil olurken, eğitim sisteminin önemli hedeflerinden biri, öğrencileri bilgiye doğru ve hızlı erişebilen, bilgiyi analiz edip uygun yollarla paylaşabilen bireyler olarak yetiştirmektir (Koparan, 2022). Bu beklentinin karşılanması ise, öğrencilerin iyi bir okuryazarlık eğitimi almasına bağlıdır.

2019'da güncellenen Türkçe Dersi Öğretim Programı okuryazarlık gerçeğini temel alarak, öğrencilere dijital, görsel ve eleştirel okuryazarlık gibi yeni okuryazarlık türlerinin kazandırılmasını amaçlayan kazanımlara yer vermiştir (MEB, 2019). Çoklu okuryazarlık yaklaşımının Türkçe öğretimine yansımaları, derslerde farklı medya ve metin türlerinin kullanılmasıyla gerçekleşir. İyi bir Türkçe dersi, sadece ders kitabındaki metinleri değil, aynı zamanda görselleri, videoları, dijital içerikleri ve sosyal medya yazılarını eğitim materyali olarak değerlendirmeyi gerektirir. Bir Türkçe dersinde gazete haberi, şiir, karikatür ve infografik gibi farklı kaynaklar bir arada kullanılabilir; öğrenciler her birinden anlam çıkarma ve dil kullanımı deneyimini yaşarlar. Ortaokul düzeyindeki diğer bir Türkçe dersinde ise öğrencilerden internette bir araştırma yapmaları, buldukları bilgileri değerlendirmeleri ve bunları sınıfta sunmaları istenebilir. Bu etkinlik, hem okuryazarlık becerilerini hem de dijital becerilerini aynı anda pekiştirir (Kurudayıoğlu ve Çetin, 2015). Bu sayede öğrenciler, dil becerilerini gerçek hayatta karşılaştıkları çeşitli içerikler üzerinde uygulama fırsatı bulur.

Öğrenci merkezli öğrenme ile birleşen çoklu okuryazarlık, öğrencilerin ilgi ve merakını uyandırarak Türkçe derslerine katılımını artırır çünkü öğrenciler, kendi dünyalarına yakın içeriklerle çalışırken daha çok güdülenirler. Sonuç itibarıyla, çoklu okuryazarlık ve 21. yüzyıl becerileri bağlamında yapılandırılmış bir Türkçe dersi, öğrencilerin sadece dilsel yeterliklerini değil, aynı zamanda modern dünyanın gerektirdiği geniş bir yetkinlik yelpazesini kazanmalarını hedefler.

İletişimsel Dil Öğretim Yaklaşımı

Dil öğretiminde iletişimsel yaklaşım, dilin kurallar bütünü olarak öğretilmesinden ziyade, iletişim kurma aracı olarak öğretilmesini savunur. Bu yaklaşım, öğrencilerin gerçek hayattaki iletişim durumlarında dili kullanabilme becerilerini geliştirmeyi amaçlar. Türkçe dersi bağlamında iletişimsel yaklaşım, dersin bir bilgi aktarım dersi değil bir beceri dersi olarak görülmesini gerektirir. Etkili bir Türkçe eğitiminin genel amacı, öğrencilerin her türlü yazılı ve sözlü iletişim ortamına yetkin bir biçimde katılabilecekleri iletişimsel yeterlikleri kazanmalarını sağlamaktır. İletişimsel yaklaşımda, öğrencilerin dili doğru kullanma becerilerini içselleştirmek amaçlanır; yalnızca dilbilgisi kurallarını bilmek, tek başına o dili akıcı ve anlamlı şekilde kullanabilmek için yeterli değildir (Güneş, 2011).

İletişimsel yaklaşımın sınıf içi uygulaması, dört temel dil becerisinin bütünsel bir biçimde ele alınmasını içerir. Dilbilgisi öğretimi becerilerden ayrı ya da dilin kural ve tanımlarının ezberletilmesi yerine, kuralların anlamlı bağlamlar içinde kullanılarak öğretilmesi gerektiğini vurgular. İletişimsel yaklaşım, sınıfta karşılıklı etkileşime dayalı etkinlikleri teşvik eder ve akran yoluyla öğretim önemlidir. Tartışmalar, grup çalışmaları, rol canlandırmalar, münazaralar, yaratıcı yazma etkinlikleri, öğrencilerin iletişim deneyimleri yaşayarak dili yaparak yaşayarak kullanmalarına olanak tanır (Ghafar, Sawalmeh & Mohamedamin, 2023; Mitchell, 2002).

Türkçe derslerinde her bir dil becerisini ayrı ayrı ele almak yerine, mümkün olduğunca entegre eden etkinlikler planlanmalıdır. Örneğin, bir okuma parçası üzerinde çalışılırken öğrencilerin aynı zamanda dinleme (metnin sesli okunması), konuşma (metin üzerine tartışma) ve yazma (metinle ilgili kendi düşüncelerini yazma) fırsatları da yaratılabilir. Bu şekilde, dilin bütünsel kullanımı teşvik edilerek iletişimsel yetkinlik pekiştirilir (Demirel ve Şahinel, 2006). Ayrıca iletişimsel yaklaşımda dijital ortamları da dil öğretimi kapsamına alınmıştır (Özdemir, 2017). Öğrencilerin çevrimiçi platformlarda tartışmalara katılması, blog yazması veya dijital sunumlar hazırlaması, çağdaş Türkçe derslerinin iletişimsel uygulamaları arasında sayılabilir. Böylelikle öğrenciler, sadece yüz yüze değil, dijital ortamlarda da etkili iletişim kurma deneyimi kazanırlar.

Türkçe Dersinde Öğretmen Yeterlikleri ve İyi Öğretmen Özellikleri

Türkçe öğretiminin niteliğini artırmaya yönelik yukarıda açıklanan kuramsal yaklaşımlar, iyi bir Türkçe öğretmenin sahip olması gereken nitelikleri de ortaya koymaktadır. Yapılandırmacı ve öğrenci merkezli bir öğrenme ortamı yaratmak için öğretmenin, etkili sınıf yönetimi ve rehberlik becerilerine sahip olması gerekir (Arslan, 2009; Göçer, 2014) Öğretmen, öğrencilerini tanımalı, onların ilgi ve ihtiyaçlarını fark ederek öğrenme deneyimlerini kişiselleştirebilmelidir. Bu, sabırlı olmayı, iyi bir dinleyici olmayı ve gerektiğinde farklı öğretim stratejileri uygulamayı gerektirir. İletişimsel yaklaşımı başarıyla uygulayabilen bir öğretmen, sınıfta etkili iletişim kurabilen, dili ustalıkla kullanarak öğrencilerine örnek olan kişidir. Türkçe öğretmeni, kendi dilini sözlü ve yazılı olarak etkili kullanarak öğrencilere model olmalıdır; zira öğrenciler, doğru ve güzel konuşma-yazma becerilerini büyük ölçüde öğretmenlerini gözlemleyerek edinirler

(Göçer, 2014; Yurtseven-Yılmaz & Gülçiçek, 2022).

Çağdaş yaklaşımlar ışığında, teknoloji ve çoklu okuryazarlık konusunda donanımlı olmak da iyi bir Türkçe öğretmenin ayırt edici özelliklerindendir. Yeniliklere açık, öğrenmeye devam eden bir öğretmen profili, sürekli değişen dil ve iletişim ortamına uyum sağlayarak derslerini zenginleştirir. Güncel araştırmalarda, 21. yüzyılda bir Türkçe öğretmenin yaratıcı ve yenilikçi olması gerektiği vurgulanmakta; özel alan yeterlikleri bağlamında da Türkçeyi etkin kullanabilme, sınıfta etkili iletişim kurabilme, işbirlikçi ve disiplinler arası bir öğrenme ortamı oluşturabilme becerileri ön plana çıkmaktadır. Teknolojik okuryazarlık becerilerine sahip olma ve bunları Türkçe dersine uyarlayabilme yetisi, en sık tekrarlanan öğretmen yeterlikleri arasında yer almaktadır (Baki, 2021). Bu çalışmalar, günümüz Türkçe öğretmenin profilini çizmekte ve “iyi öğretmen” kavramını somutlaştırmaktadır: Evrensel değerlere sahip çıkan (örneğin sevgi, saygı, hoşgörü), alan bilgisinde donanımlı, pedagojik becerilerinde usta ve çağa ayak uydurabilen bir öğretmen.

Öğrencilerin bakış açısı iyi bir Türkçe öğretmenin özelliklerini tanımlamada yol göstericidir. Öğrencilerle yapılan araştırmalar (Dinçel & Yılmaz, 2018; Taşgın, İleritürk & Köse, 2018), öğrencilerin en çok öğretmen-öğrenci ilişkisine ve öğretmenin kişisel özelliklerine önem verdiğini ortaya koymaktadır. İyi bir Türkçe öğretmeni, öğrencilerine değer veren, onlara karşı anlayışlı ve adil davranan; öğrenmeyi teşvik eden bir sınıf atmosferi oluşturan kişidir. Sıcak ve güvenli bir öğrenme ortamı, öğrencilerin derse katılımını ve dil pratiği yapma cesaretini artırır. Ayrıca öğrenciler, öğretmenlerinin alanına hakim olmasını ve dersleri ilgi çekici hale getirecek yöntemler kullanmasını beklemektedir. Bu da öğretmenin mesleki yeterliklerinin (alan bilgisi, yöntem ve teknik zenginliği, materyal kullanımı vb.) ne denli önemli olduğunu gösterir.

Sonuç olarak, iyi bir Türkçe dersi ile iyi bir Türkçe öğretmeni kavramları birbiriyle iç içedir. Çağdaş kuramlar, Türkçe dersinin etkili olabilmesi için yapılandırmacı, çoklu okuryazarlık odaklı, öğrenci merkezli ve iletişimsel bir anlayışla yürütülmesini önerirken; bu vizyonu hayata geçirecek olan öğretmenin de bu niteliklere uygun bir yeterlik profili sergilemesi gerekmektedir. Böyle bir öğretmen, öğrencilerin dil becerilerini geliştirirken onları aktif kılar, eleştirel ve yaratıcı düşünmeye teşvik eder, teknolojiyi ve çeşitli kaynakları dersine entegre eder ve öğrencileriyle pozitif bir iletişim kurar. Bu özelliklere sahip bir Türkçe öğretmeni tarafından işlenen derslerin, öğrenciler açısından “iyi bir ders” olarak algılanacağı açıktır.

Method

Araştırma Modeli

Bu araştırmada, nitel araştırma desenlerinden olgubilim temel alınmıştır. Olgubilim, katılımcıların belirli bir olguya ilişkin yaşantılarını ve bu olguya yükledikleri anlamları derinlemesine anlamayı amaçlar (Creswell, 2021). Bu çalışmada, "iyi bir Türkçe dersi" ve "iyi bir Türkçe öğretmeni" olguları, ortaokul öğrencilerinin yazılı anlatımlarına dayalı olarak incelenmiştir.

Örnekleme

Araştırmanın örnekleme, amaçlı örnekleme yöntemlerinden biri olan kolay ulaşılabilir durum örnekleme ile belirlenmiştir. Bu örnekleme, araştırmacının görev yaptığı okulda gerçekleştirilmiş ve hız, pratiklik ile ekonomiklik gibi nedenlerle tercih edilmiştir (Yıldırım & Şimşek, 2022). Katılımcı grubunu, araştırmaya gönüllü olarak katılan Lefkoşa’da özel bir

okulda öğrenim gören ortaokul öğrencileri oluşturmuştur.

Veri Toplama Aracı ve Süreci

Veri toplama sürecinde, öğrencilerin yazdığı kompozisyonlar temel doküman olarak kabul edilmiştir. Bu kompozisyonlar, öğrencilerin “iyi bir Türkçe dersi nasıldır?” ve “iyi bir Türkçe öğretmeni kimdir?” sorularına verdikleri yazılı yanıtları içermektedir. Veri toplama süreci öncesinde okul yönetiminden izin alınmış, öğrencilere araştırmanın amacı açıklanarak gönüllü katılım esas alınmıştır. Katılımcıların yönlendirilmemesine dikkat edilmiş ve etik ilkeler doğrultusunda isimler gizli tutulmuştur.

Veri Analizi

Toplanan veriler, nitel veri analiz tekniklerinden biri olan içerik analizi yöntemiyle analiz edilmiştir. Öğrenci kompozisyonları tematik olarak incelenmiş, veriler kavramsallaştırılarak temalar ve alt temalar oluşturulmuştur. Her tema, örnek katılımcı ifadeleriyle desteklenerek açıklanmış ve bulgular tablo ve grafikler halinde sunulmuştur. Analiz sürecinde, betimsel yeterlilik ve geçerliliği sağlamak amacıyla doğrudan alıntılara sıklıkla yer verilmiştir (Miles, & Huberman, 2020).

Bulgular

Bulgular iki araştırma sorusu temelinde analiz edilmiş ve iki tablo olarak sunulmuştur.

Tablo 1. Ortaokul Öğrencilerinin Görüşlerine Göre İyi Türkçe Öğretmeni

Tema	Frekans	Katılımcılar
Eğlenceli Dersler ve Oyunla Öğretim Yapan	13	Ö2, Ö4, Ö10, Ö12, Ö14, Ö16, Ö17, Ö18, Ö21, Ö23, Ö29, Ö30, Ö34
Akademik Yeterliğe Sahip	11	Ö3, Ö6, Ö12, Ö15, Ö18, Ö19, Ö20, Ö25, Ö32, Ö39, Ö40
Öğretim Yöntemlerini ve Anlatımı Etkili Kullanan	5	Ö5, Ö10, Ö12, Ö13, Ö20
Sabırlı ve Anlayışlı Olan	5	Ö12, Ö15, Ö17, Ö22, Ö31
İletişim Kuran ve Saygı Duyan	4	Ö6, Ö15, Ö19, Ö38
Öğrenciyi Tanıyıp Destekleyen	4	Ö24, Ö35, Ö37, Ö39
Disiplinli ve Sınıf Yönetiminde Başarılı Olan	3	Ö8, Ö9, Ö27

Temaların açıklaması ve öğrenci görüşlerinden alıntılar aşağıda sunulmuştur:

Eğlenceli Dersler ve Oyunla Öğretim Yapan: Öğrenciler, Türkçe derslerinin sadece akademik bilgi içermemesi gerektiğini, eğlenceli etkinlikler ve oyunlarla desteklenmesini istemektedir.

Oyun oynayan, sürpriz etkinlikler yapan ve dersleri keyifli hale getiren öğretmenler daha çok sevilmektedir. Eğlence ile öğrenmenin birleşmesi onların motivasyonunu artırmaktadır.

Ö10: “*Dersi güzel anlatmalı ve eğlenceli bir öğretmen olmalıdır.*”

Ö16: “*Nazik, iyimser, disiplinli ve derste oyun oynatan bir öğretmen olmalıdır.*”

Akademik Yeterliğe Sahip: Bir Türkçe öğretmenin ders konularına hâkim olması, kitap okuması ve öğrencilere bu alışkanlığı kazandırması gerektiği vurgulanmaktadır. Öğrenciler, bilgili ve kendini geliştiren öğretmenleri örnek almakta ve onları güvenilir bulmaktadır.

Ö12: “*Kitap okumaya teşvik etmelidir.*”

Ö18: “*Kitap okumayı sevdirmelidir.*”

Öğretim Yöntemlerini ve Anlatımı Etkili Kullanan: Öğrenciler, konuları açık ve anlaşılır bir şekilde anlatan, gerektiğinde tekrar eden öğretmenleri tercih etmektedir. Etkili bir öğretim süreci, öğrencinin derse aktif katılımını ve konuyu kavramasını sağlamaktadır.

Ö13: “*Çocukları sevmeli ve dersi dikkatli bir şekilde öğretmelidir.*”

Ö20: “*Anlaşılmayan konuyu tekrar anlatmalı ve ders tekrarı yapmalıdır.*”

Sabırlı ve Anlayışlı Olan: İlkokul çağındaki çocuklar için sabırlı ve anlayışlı öğretmenler önemlidir. Öğrenciler hata yaptıklarında yargılanmamak, kitaplarını unuttuklarında azarlanmamak istemektedir. Öğretmenlerin bu tür durumlarda hoşgörülü yaklaşması beklenmektedir.

Ö15: “*Anlayışlı, bilgili, nazik, sabırlı ve empati kurabilen biri olmalıdır.*”

Ö 22: “*Sabırlı olmalı, öğrenciyi motive etmeli ve öğrencinin dersten mutlu ayrılmasını sağlamalıdır.*”

İletişim Kuran ve Saygı Duyan: İyi bir öğretmen, öğrencileriyle saygılı ve nazık bir iletişim kurmalıdır. Sınıf içinde azarlamaktan kaçınmalı, öğrencilerin duygularını incitmemelidir. Saygılı iletişim, öğrencilerin kendilerini değerli hissetmesini sağlar.

Ö6: “Öğrencileriyle güzel ve saygılı konuşmalıdır.”

Ö38: “Öğretmen bizi başkalarının önünde azarlamamalı.”

Öğrenciyi Tanıyıp Destekleyen: Öğrenciler, öğretmenlerinin sadece başarılıları değil, sessiz olanları da fark etmesini istemektedir. Her çocuğun farklı bir güçlü yönü olduğunu belirten öğrenciler, öğretmenlerinin bu farklılıkları keşfetmesini ve herkesi desteklemesini beklemektedir.

Ö37: “Öğretmen sadece başarılı öğrencileri değil, sessiz olanları da fark etsin.”

Ö39: “Her öğrencinin iyi olduğu bir konu vardır, öğretmen bunu bulmalı.”

Disiplinli ve Sınıf Yönetiminde Başarılı Olan: Disiplinli olmakla birlikte öğrenciye iyi davranan öğretmenler öne çıkmaktadır. Öğrenciler, bağırarak ya da tehdit eden değil, sınıf yönetimini sakin ve adil bir şekilde sağlayan öğretmenleri tercih etmektedir.

Ö8: “Disiplinli olmalı ama öğrencilere iyi davranmalıdır.”

Ö9: “Sınıfta bağırılmamalı ve tehdit etmemelidir.”

Tablo 2. Ortaokul Öğrencilerinin Görüşlerine Göre İyi Türkçe Dersi

Tema	Frekans	Katılımcılar
Eğlenceli öğrenmeler	12	Ö4, Ö5, Ö7, Ö12, Ö17, Ö18, Ö19, Ö20, Ö29, Ö33, Ö37, Ö39
Sessiz bir ortam ve dikkati sağlayan uygulamalar	5	Ö6, Ö11, Ö13, Ö15, Ö34
Empati ve güven	3	Ö12, Ö26, Ö36
Etkili öğretim ve anlatım	3	Ö20, Ö26, Ö32
Duygusal destek ve etkileşim	2	Ö3, Ö24

Temaların açıklaması ve öğrenci görüşlerinden alıntılar aşağıda sunulmuştur:

Eğlenceli öğrenmeler: Türkçe dersinin eğlenceli, oyun, bilmece, şarkı, hikâye anlatımı ve sürpriz etkinliklerle zenginleştirilmiş olması istenmektedir. Bu tür etkinlikler öğrencilerin derse olan ilgisini artırmakta ve dersi daha akılda kalıcı hâle getirmektedir.

Ö4: “Derste yapmamız gereken her şeyi yaptıktan sonra dersin sonunda eğlenceli bir şey yapmalıyız.”

Ö5: “Çocukların öğrenmesi gerekeni öğrettikten sonra, o ders hakkında oyun oynayıp dersi eğlenceli yapmalı.”

Sessiz bir ortam ve dikkati sağlayan uygulamalar: Dersin sessiz, sakin ve huzurlu bir ortamda yapılması gerektiği vurgulanmaktadır. Öğrenciler, böyle bir ortamda daha rahat öğrendiklerini ve dikkatlerini daha iyi toplayabildiklerini belirtmektedir.

Ö6: “İyi bir Türkçe dersi sessiz ve sakin olmalı, aynı zamanda eğlence unutulmamalı.”

Ö15: “Öğrencilerin sessiz ve saygılı olması, dersi daha iyi öğrenmelerini sağlar.”

Empati ve Güven: Öğretmenin öğrencilere güvenmesi, onların hatalarına anlayışla yaklaşması ve empati kurması, öğrencilerin kendilerini daha iyi ifade edebilmelerini sağlamaktadır. Saygılı bir ortamda öğrenciler daha rahat öğrenebilmektedir.

Ö12: “Öğretmen ve öğrenciler arasında empati ve saygı olmalı. Ders yapılmalı, ardından öğrenciler güldürülüp eğlendirilmelidir. İyi bir ders yapmak için öğretmen her şeyi yapmalıdır.”

Ö36: “Öğretmen öğrencilere güvenmeli, biz de ona güvenmeliyiz.”

Etkili öğretim ve anlatım: Dersin anlaşılır, açık ve öğretici olması gerektiği ifade edilmektedir. Öğrenciler, konuların sıkıcı olmadan öğretildiği, gerektiğinde tekrar edildiği ve farklı öğrenme yöntemlerinin kullanıldığı derslerden daha fazla verim aldıklarını belirtmektedir.

Ö26: “Yanlış yaptığımızda hemen kızmamalı, bize tekrar anlatmalı.”

Ö32: “Dersi bazen grup çalışmasıyla yapmalıyız, arkadaşlarımızla öğrenmek daha güzel olur.”

Duygusal destek ve etkileşim: Öğrenciler için iyi bir Türkçe dersi, öğretmenin sadece bilgi

aktardığı değil, aynı zamanda öğrencilerin duygularını önemseyerek onlarla bağ kurduğu bir ortamdır. Dersin başında kısa sohbetler yapılması, öğretmenin güler yüzle sınıfa gelmesi ve öğrencilerin mutlu hissetmesini sağlaması beklenmektedir.

Ö3: *“Dersin başında kısa bir sohbet edelim, sonra derse geçelim.”*

Ö24: *“Öğretmen sınıfa her gün güler yüzle gelmeli, biz de mutlu olalım.”*

Tartışma

Bu araştırmaya katılan ortaokul öğrencileri, Türkçe derslerinin eğlenceli ve etkileşimli olmasını önemsemektedir. Araştırma bulgularında belirtilen “eğlenceli ders işleyen, oyunla öğreten öğretmen” tercihi, Dinçel ve Yılmaz’ın (2018) çalışmasında da doğrulanmıştır. Örneğin bir öğrenci “Türkçe dersi eğlence gibidir; çünkü hiçbir zaman bıkmam, ders çok komik geçer” şeklinde ifade etmiştir. Bu görüşler, Türkçe derslerinde şarkı, bilmece, oyun gibi yöntem ve materyal kullanımının motivasyonu artırdığını göstermektedir. Alanyazında da, dil eğitimcileri eğitsel oyunların derslerin ilgi çekici, kolay öğrenilir ve eğlenceli hale gelmesini sağladığını; öğrencilerin katılımını, empati ve sabır becerilerini geliştirdiğini vurgulamışlardır (Mete, 2021). Bu bakımdan, oyun temelli öğretim yöntemleri hem öğrencilerin hem de öğretmenlerin dersten verim sağlamasına yardımcı olmaktadır.

Araştırma bulguları, akademik olarak yeterli ve kitap okuyan Türkçe öğretmenlerini öne çıkarmıştır. Taşgın ve arkadaşları (2018), öğrencilerin öğretmenini çoğunlukla “bilgi sağlayıcı” bir kaynak olarak nitelendirdiğini; en sık kullanılan metaforlar arasında “Anne” ve “Kitap” gibi bilgi kaynağı simgelerinin yer aldığını ortaya koymuşlardır. Bu sonuç, öğrencilerin alan ya da konu bilgisine hâkim, kendini geliştiren Türkçe öğretmenlerine güven duyduğunu düşündürmektedir. Alanyazında öğretmenlerin kitap okuma alışkanlıkları ve okuma tutumlarının öğrencilerin okuma alışkanlığı kazanmasında belirleyici rol oynadığı yer almaktadır (Kırs ve Kinay, 2022). Dolayısıyla bulgularla örtüşen bir biçimde, Türkçe öğretmenin ders konularına hâkim olması, bol kitap okuması ve öğrencileri de okumaya teşvik etmesi olumlu değerlendirilmektedir.

Araştırma bulgularına göre etkili öğretim yöntemleri kullanan, sabırlı ve anlayışlı öğretmenler de “iyi öğretmen” olarak algılanmaktadır. Bu nitelikler, diğer çalışmalar tarafından da

desteklenmiştir. Örneğin Çatalçam, Töre ve Töre'nin (2024) araştırmasında, öğrenciler ve öğretmen adaylarının görüşlerine dayanarak; iyi bir öğretmenin anlayışlı, hoşgörülü, sabırlı ve empati kurabilen biri olması gerektiği belirtilmiştir. Ayrıca güçlü iletişim becerisi, öğrenciyi motive edebilme ve sağlam konu bilgisi de iyi öğretmenin özellikleri arasında sayılmıştır. İlder'in (2021) araştırmasında da benzer bulgulara ulaşılmış ve öğrenci görüşlerine göre etkili iletişim kurabilen, öğrenciyle yakın ilişki içinde olan ve bilgili bir öğretmenin ideal olduğunu ortaya konmuştur. Bu bağlamda, öğrenciler hata yaptıklarında bağışlayıcı, sorularına sabırla cevap veren, sınıf yönetimini adil sağlayan öğretmenleri daha çok benimsemektedir.

Araştırma bulguları temel alındığında öğrenci görüşlerine göre “İyi bir Türkçe dersi” ise eğlenceli, dikkat çekici ve güven verici bir ortamda gerçekleşen derstir. Öğrenciler, dersin sevgi ve empati ortamında işlenmesini beklemekte; bunun öğrenmeyi kolaylaştıracağını savunmaktadır. Literatürde de benzer biçimde, sınıfta iletişimi güçlü, ilgili, sabırlı ve eğlenceli bir öğretmenin dersin etkinliğini artıracığı vurgulanmıştır. Buna ek olarak çalışmalarda, öğrencilerin ders sırasında kendilerini rahatça ifade edebileceği, öğretmene güven duyabileceği olumlu sınıf atmosferinin öğrenmeyi desteklediği belirtilmiştir. Özellikle oyunla öğrenme ve duygusal etkileşimin birleşimi dersin kalıcılığını artırmakta, öğrencilerin derse bağlılığını güçlendirmektedir (Çatalçam, Töre ve Töre, 2024; Dinçel ve Yılmaz, 2018; Mete, 2021b).

Sonuç olarak, bu araştırmadan elde edilen bulgular daha önceki çalışmaları destekler niteliktedir. Örneğin, öğrencilerin sevgi dolu, ilgili, adil ve şefkatli öğretmenler istemesi başka araştırmalarda da vurgulanmıştır (Çatalçam, Töre ve Töre, 2024; İlder, 2021). Bu açıdan öğrencilerin beklentileri ulusal ve evrensel değerlerle uyumludur. Bu çalışma, özellikle öğretmen-öğrenci etkileşimi ve ders içi uygulamalara odaklanmıştır; teknoloji kullanımı, farklı öğrenme stilleri veya kültürel farklılıklar gibi konular öğrenciler tarafından yeterince dile getirilmemiştir. Oysa güncel alanyazında dil eğitiminde dijital araçların entegrasyonu, bireyselleştirilmiş öğrenme yolları ve çokkültürlü yaklaşımların derslerin erişilebilirliğini ve kapsayıcılığını artırdığı bilinmektedir. İleriki araştırmalarda bu konuların öğrenciler tarafından ele alınması, iyi Türkçe öğretmeni ve dersi kavramlarının daha kapsamlı anlaşılmasını sağlayacaktır.

Sonuç ve Öneriler

Bu bölümde sonuç ve önerilere yer verilmiştir.

Araştırmanın bulguları, ortaokul öğrencilerinin Türkçe dersinden beklentilerinin eğlence, etkileşim ve güven duygusu temelli olduğunu göstermektedir. Öğrenciler, geleneksel öğretime dayalı, pasif öğrenme ortamlarından çok; oyun, hikâye, şarkı gibi yöntem ve araç-gereçlerle desteklenen, dikkat çekici ve anlamlı içerikler sunan Türkçe derslerini tercih etmektedir. Öğretmen profili açısından ise öğrenciler, sadece akademik bilgisi güçlü değil, aynı zamanda sabırlı, anlayışlı, hoşgörülü ve iletişimi güçlü olan öğretmenleri "iyi öğretmen" olarak tanımlamaktadır. Bu bulgular, dil öğretiminde pedagojik yaklaşımların yanı sıra öğretmenin kişilik özelliklerinin de önemli bir rol oynadığını ortaya koymaktadır.

Öneriler

- Türkçe öğretmenleri derslerinde oyun, hikâye, bilmece ve şarkı gibi eğlenceli ve yaratıcı yöntem, araç-gereç ve etkinliklere daha fazla yer vermelidir.
- Öğretmenler, öğrencilerin bireysel farklılıklarını gözetmeli; sadece akademik başarıya değil, öğrencilerin duygusal ve sosyal gelişimlerine de duyarlı olmalıdır.
- Öğrencilerin kitap okuma alışkanlığı kazanabilmesi için öğretmenler örnek olmalı, sınıf ortamına okuma kültürünü yerleştirmelidir.
- Etkili iletişim ve empati, öğretmen-öğrenci ilişkilerinin temelini oluşturmalı; öğretmenler öğrencilere karşı sabırlı, yapıcı ve destekleyici bir tutum sergilemelidir.
- Sınıf içi disiplin anlayışı bağırma ve tehditten uzak, adil ve kapsayıcı bir sınıf yönetimi yaklaşımıyla yeniden yapılandırılmalıdır.

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Üniversite Öğrencilerinin Müzik Dinleme Alışkanlığının, Psikolojik Sağlık ve Zihinsel İyi Oluş Arasındaki İlişki

Güldal Aytaçoğlu

Girne Amerikan Üniversitesi, guldal65@hotmail.com, ORCID: 0009-0008-8534-8933
KKTC

Saltuk Aytaçoğlu

Girne Amerikan Üniversitesi, saltukaytacoglu@gau.edu.tr, ORCID: 0000-0001-9584-1563,
KKTC

Özet

Bu araştırmada üniversite eğitim fakültesi öğrencilerinin psikolojik sağlık (PS) ve zihinsel iyi oluş (ZİO) düzeylerini belirlemek ve müzik dinleme alışkanlığının (MDA), PS düzeyleri ve Dünya Sağlık Örgütü (DSÖ) ZİO hedefleri arasındaki ilişkiyi incelemektir. Araştırmaya uygun örneklem yöntemi ile seçilen 290 öğrenci katıldı. MDA ile PS ve DSÖ ZİO arasındaki ilişkiyi inceleyen bir ilişkisel araştırma modeli uygulandı. DSÖ ZİO için “DSÖ-5 İyi Oluş İndeksi” anketi kullanıldı ve güvenirlik analizi Cronbach alpha 0.8519 bulundu. PS düzeyi tespiti için “Kısa Psikolojik Sağlık Ölçeği” (KPSÖ) kullanıldı ve güvenirlik analizi Cronbach alpha 0.735 bulundu. Konu ile ilişkili olduğu düşünülen, önceki araştırmalarda göz önünde tutulan MDA ile ilgili soruların da bulunduğu, 10 sorudan oluşan “demografik bilgi formu” kullanıldı. Demografik özelliklerden öğrencinin, fakülte bölümü, sınıfı, ailenin gelir düzeyi ile MDA’ya ilişkin profesyonel-amatör müzik ilgisi, haftada kaç gün müzik dinlediği, müzik dinlediği günlerde kaç saat dinlediği, müziğin ezgi ya da söz-anlam özelliklerine göre tercihi ve dinlediği müzik türü gibi değişkenler ile PS ve ZİO düzeyleri arasında anlamlı bir ilişki bulunmamıştır. Psikolojik sağlık yaşa göre farklılaşırken, zihinsel iyi oluşta yaş etkisi saptanmadı; cinsiyete göre her iki ölçekte de erkek lehine anlamlı fark bulundu. Genel olarak öğrencilerin DSÖ-5 İyi Oluş İndeksi ortalama değeri 44.95 ile düşük (öğrencilerin %65’i) bulundu. Öğrencilerin %26,5’i depresyon göstergesi kabul edilen 28 puan altı DSÖ-5 İyi Oluş İndeksi skoruna sahip iken %35’i normal veya yüksek seviyede skora sahipti. PS düzeylerini gösteren KPSÖ Skor ortalaması ise 3.15 ile (öğrencilerin %34’ü düşük, %61’i normal, %5’i yüksek) normalin alt çizgisine yakın bulundu. Literatür ile uyumlu olan bu bulgular MDA’nın daha detaylı araştırılması gerektiğini göstermiştir. Bu bağlamda öğrencilerin müzik dinleyişi yapılandırılmamış olsa da “pasif müzik terapi” ile benzer etkiler içermektedir. Literatürde düşük ZİO ve PS’in akademik başarıyı olumsuz etkileyebileceği öne sürülse de, bu çalışma akademik performans ölçmedi. Zihinsel bozuklukların %50’si 14 yaşından önce başlar ve yaş

ilerledikçe artar. Bu nedenle ilk ve orta öğretim dönemi ile üniversite eğitim yıllarında akademik eğitim yanında öğrencilerin PS ve ZİO'larını yükseltici müfredat değişikliğine ihtiyaç olduğu görülmektedir.

Anahtar Kelimeler: psikolojik sağlamlık, iyi oluş, müzik dinleme alışkanlığı, pasif müzik terapi

The Relationship Between University Students' Music Listening Habits, Psychological Resilience, and Mental Well-Being

Abstract

This study aims to determine the levels of psychological resilience (PR) and mental well-being (MWB) among university students in faculties of education and to examine the relationship between music listening habits (MLH), PR levels, and the World Health Organization's (WHO) MWB targets. A total of 290 students, selected through an appropriate sampling method, participated in the study. A relational research model was applied to examine the relationship between MLH, PR, and WHO-defined MWB. The "WHO-5 Well-Being Index" was used for MWB assessment, and the reliability analysis yielded a Cronbach's alpha of 0.8519. To determine PR levels, the "Brief Resilience Scale" (BRS) was used, with a Cronbach's alpha of 0.735. A 10-item "demographic information form" including questions about MLH based on prior research was also used. No significant relationship was found between demographic characteristics such as students' faculty, year, family income and MLH-related variables (e.g., professional or amateur interest in music, number of days listening per week, hours per day, preference based on melody or lyrics, and music genre) and their PR and MWB levels. While psychological resilience varied significantly by age, no significant age-related effect was found in mental well-being. In both scales, a statistically significant difference was found in favor of male students. Overall, students' average WHO-5 Well-Being Index score was low at 44.95 (65% of students scored low). 26.5% of students had a score below 28, indicating depression risk, while 35% had normal or high scores. The average BRS score was 3.15, indicating borderline-normal resilience (34% low, 61% normal, 5% high). These findings, consistent with the literature, indicate that MLH needs further study. Although students' music listening was unstructured, it may share effects similar to "passive music therapy." Although the literature

suggests that low MWB and PR may negatively affect academic success, this study did not measure academic performance. Since 50% of mental disorders begin before age 14 and increase with age, curricular reforms are needed during all education levels to support students' PR and MWB alongside academic development.

Keywords: psychological resilience, well-being, music listening habits, passive music therapy,

Giriş

Son yıllarda üniversite öğrencilerinin zihinsel sağlık durumu yalnızca akademik başarıyla değil; PS, duygusal denge ve genel iyi oluş gibi çok boyutlu göstergelerle değerlendirilmektedir. Öğrencilerin ZİO ve PS düzeyleri, müfredatın iyi oluş odaklı bileşenlerinden etkilenmiş olabilir; ancak bu çalışma bu etkiyi doğrudan ölçmeyi amaçlamamaktadır. Özellikle öğretmen adayları gibi yüksek stres altındaki gruplarda bu göstergeler, bireysel sağlık ve mesleki yeterlik açısından kritiktir. Bu bağlamda MDA, stresle başa çıkma yolu ve iyi oluşla ilişkili bir değişken olarak öne çıkmaktadır. Müzik dinleme yalnızca eğlence değil; duygusal düzenleme, kimlik inşası, sosyal etkileşim, kültürel aidiyet ve psikolojik ihtiyaçların karşılanması gibi çeşitli işlevler taşır (North, Hargreaves ve Hargreaves, 2004; Schäfer vd., 2013).

Araştırmalar müziğin duygudurum düzenleme amacıyla kullanıldığını; ancak bu etkinin bireysel ve bağlamsal faktörlere bağlı olarak değiştiğini göstermektedir (Saarikallio ve Erkkilä, 2007). Müzik türü, içerik, süre ve kullanım amacı bu etkileşimi şekillendiren başlıca unsurlardır. Literatürde MDA genellikle dinleme sıklığı ya da müzik türüyle sınırlı ele alınmakta; PS ve ZİO üzerindeki nitel etkiler yeterince incelenmemektedir.

Bu boşluğu doldurmak üzere Cheah ve Cheong (2024), 2010–2022 yılları arasında yapılmış çalışmaları çok yönlü biçimde derlemiş; üzücü müzik dinlemenin estetik tercihler, duygusal boşalım, empati ve özdeşleşme gibi etkilerini vurgulamıştır. Müziğin yalnızlık durumlarında sosyal bağ kurabileceği, ödül sistemi ve hormon düzeyleriyle iyi oluşa katkı sağlayabileceği belirtilmiştir. Garrido ve Schubert'in (2015) deneysel çalışmasında ise, düşünce tekrarı eğilimi yüksek bireylerde üzücü müziğin depresif etkiler yaratabileceği gösterilmiştir. Bu, müziğin etkisinin yalnızca içeriğe değil; psikolojik özellikler ve bağlama da bağlı olduğunu ortaya koymaktadır.

MDA; stres yönetimi, öz düzenleme ve motivasyon gibi iyi oluş bileşenleriyle bağlantılıdır. Bu nedenle yalnızca sıklık değil; söz içeriği, duygusal uyum ve dinleme bağlamı

gibi nitelikler de önemlidir. Garrido ve Schubert (2015), bu unsurların belirleyici rolüne dikkat çekmiştir. Müzik etkisi; sadece ne kadar değil, nasıl ve ne amaçla dinlendiğiyle de ilişkilidir.

Günümüzde müzik, genç yetişkinlerin stresle başa çıkma ve öz farkındalık süreçlerinde yaygın olarak kullanılmaktadır. Bu çalışma, öğretmen adayı öğrencilerin PS ve ZİO düzeylerini ve bunların MDA ile ilişkisini incelemeyi amaçlamaktadır. Ayrıca müzik farkındalığının bu ilişkide belirleyici rol oynayabileceği varsayılmaktadır. Pasif müzik terapisi benzeri etkiler çerçevesinde, sanat temelli eğitim yoluyla bilinçli müzik tüketiminin desteklenmesi hedeflenmektedir. Bulguların, öğretmen eğitimi ve iyi oluş temelli müfredata katkı sunması beklenmektedir.

Yöntem

Bu araştırma, betimsel tarama modellerinden kesitsel tarama deseni temelinde, nicel veri toplama yöntemiyle yürütülmüştür. Basit seçkisiz örnekleme ile belirlenen 290 öğretmen adayı, bir üniversitenin eğitim fakültesi programlarından seçilmiştir. Veri toplama aracı olarak; katılımcıların ZİO düzeylerini ölçmek için WHO-5 İyi Oluş Ölçeği (Topp vd., 2015; Türkçe uyarlama: Eser vd., 2019), PS düzeylerini belirlemek için ise Kısa Psikolojik Sağlamlık Ölçeği (KPSÖ) (Smith vd., 2008; uyarlama: Doğan, 2015) kullanılmıştır. WHO-5 ölçeğinin iç tutarlılık katsayısı $\alpha = .84$, KPSÖ için $\alpha = .87$ olarak hesaplanmıştır. WHO-5 maddeleri arasında anlamlı korelasyonlar belirlenmiş, faktör analizinde toplam varyansın %58.6'sının açıklandığı görülmüştür. Ayrıca öğrencilerin demografik özellikleri ve MDA ilişkin veriler toplanmıştır. Demografik değişkenler arasında cinsiyet, yaş, bölüm, sınıf ve aile gelir düzeyi; MDA ile ilgili olarak ise profesyonel/amatör müzik ilgisi, haftalık dinleme sıklığı, günlük ortalama süre, algısal odak (ezgi/söz) ve tercih edilen müzik türü değerlendirilmiştir.

Veriler SPSS 25.0 programıyla analiz edilmiş; betimsel istatistikler ve normallik testlerinden sonra, müzik türüne göre PS ve ZİO düzeylerindeki farkları belirlemek için tek yönlü ANOVA, MDA'nın ZİO üzerindeki etkisini test için ise regresyon analizi yapılmıştır. Ölçeklerin güvenilirliği için Cronbach's Alpha, WHO-5 için ayrıca Pearson korelasyon ve faktör analizi uygulanmıştır.

Bulgular

Aşağıda Tablo 1'de üniversite öğrencilerinin MDA ilişkin dağılım görülmektedir. Veriler, öğrencilerin büyük çoğunluğunun müziği günlük ve düzenli olarak dinlediği ve içerik farkındalığına önem verdiğini ortaya koymaktadır. Katılımcıların %68.3'ü her gün, %66.2'si ise günde bir saatten fazla müzik dinlediğini belirtmiştir. Müzik sözlerine dikkat ettiğini belirtenlerin oranı %84.2'dir. En sık dinlenen müzik türleri pop (%44.8), arabesk (%13.1) ve

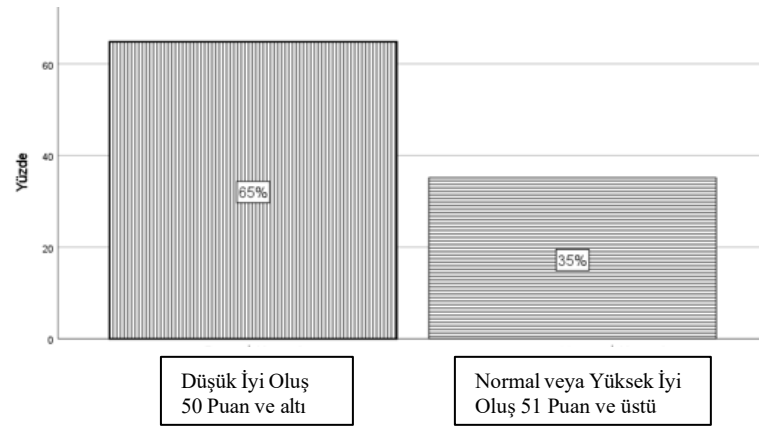
rap (%7.2) olup toplamda %65,1'lik bir paya sahiptir

Tablo 1: Üniversite Öğrencilerinin Müzik Dinleme Alışkanlığına İlişkin Dağılım

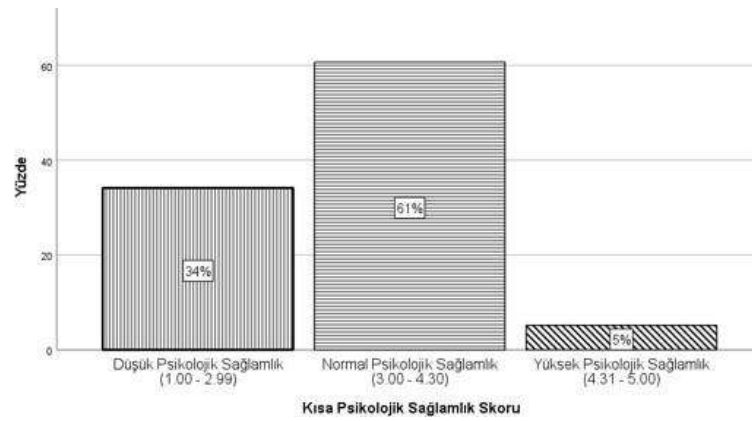
Değişkenler		N	%
Profesyonel-Amatör Müzik İlgisi	Evet	43	14,8%
	Hayır	247	85,2%
Haftada Müzik Dinleme Günü	1-2 gün	17	5,9%
	3-4 gün	44	15,2%
	5-6 gün	31	10,7%
	Her gün	198	68,3%
	Hiç Dinlemem	0	0,0%
Günlük Müzik Dinleme Saati	1 saat	98	33,8%
	2 saat	84	29,0%
	3 saat	47	16,2%
	4 saat	25	8,6%
	5 ve üstü	36	12,4%
Müzikte En Çok Dikkat Edilen Özellik	Sözlerin Anlamı	39	13,4%
	Ezgi (Melodi)	43	14,8%
	Her İkisi de	208	71,7%
En Çok Dinlenen Müzik Türü	Türk Halk Müziği	20	6,9%
	Klasik Batı Müziği	5	1,7%
	Jaz Müziği	0	0,0%
	Rock Müzik	18	6,2%
	Tasavvuf Müziği	2	0,7%
	Enstrümantal Müzik	4	1,4%
	Latin Müziği	0	0,0%
	Türk Sanat Müziği	8	2,8%
	Arabesk Müzik	38	13,1%
	Pop Müzik	130	44,8%
	Rap/Rep Müzik	21	7,2%
	Etnik Müzik	8	2,8%
	Hip-Hop	4	1,4%
	Diğer	32	11,0%

Katılımcıların yalnızca %14,8'i müzikle profesyonel ya da amatör olarak ilgilenmektedir. En sık tercih edilen üç müzik türü olan pop, arabesk ve rap dinleme oranı (%65,1), DSÖ-5 İyi Oluş Ölçeği'ne göre düşük ZİO gösteren öğrencilerin %65'lik oranıyla benzer bir dağılım göstermektedir. Öğrencilerin %35'i ise normal veya yüksek düzeyde zihinsel iyi oluşa sahiptir. Ortalama ZİO puanı 44.95'tir (Şekil 1). PS düzeylerine bakıldığında, %34 düşük, %61 normal ve %5 yüksek düzeydedir (Şekil 2). PS ile ZİO arasında pozitif yönde anlamlı bir ilişki belirlenmiştir ($r = .293$, $p < .01$). Regresyon analizine göre, müzik dinleme alışkanlıkları ZİO'yu zayıf düzeyde yordamaktadır ($R^2 = .045$, $F = 3.62$, $p < .05$); ancak PS açısından anlamlı bir yordayıcı değildir ($p > .05$).

Tek yönlü ANOVA sonuçlarına göre en çok dinlenen müzik türleri (pop, arabesk, rap) arasında ZİO ($F = 0.975, p > .05$) ve PS ($F = 0.427, p > .05$) açısından anlamlı fark yoktur. Müzik dinleme sıklığı ve süresi ile bu değişkenler arasında da anlamlı ilişki gözlenmemiştir. Bu durum, müzik türünden çok içerik ve bireysel faktörlerin etkili olabileceğini düşündürmektedir. Cinsiyet açısından, erkek öğrenciler hem ZİO ($t = -2.13, p < .05$) hem PS ($t = -2.24, p < .05$) düzeylerinde kadınlara göre daha yüksek puanlara sahiptir. Ayrıca, 25 yaş üstü bireylerin PS düzeyleri anlamlı biçimde daha yüksek bulunmuştur ($p < .05$).



Şekil 1: Üniversite öğrencilerinin DSÖ-5 Zihinsel İyi Oluş Skoru Dağılımı



Şekil 2: Üniversite Öğrencilerinin Kısa Psikolojik Sağlamlık Skoru Dağılımı

Tüm istatistiksel bulgulara ek olarak, verilerde dikkat çekici bazı örüntüler göze çarpmaktadır. Katılımcıların en sık tercih ettiği üç müzik türü olan pop, arabesk ve rap dinleme oranı ile (%65.1) düşük ZİO düzeyine sahip bireylerin oranı (%65) oldukça benzer bir dağılım göstermektedir. Ayrıca, öğrencilerin %68.3'ü her gün, %66.2'si günde bir saatten fazla müzik dinlediğini ve %84.2'si müzik sözlerine dikkat ettiğini belirtmiştir.

Bu bulgular, öğrencilerin yalnızca sık ve uzun süreli dinleyiciler olmadığını, aynı zamanda müzik sözlerine yüksek düzeyde farkındalık geliştirdiklerini göstermektedir. Özellikle pop, arabesk ve rap türlerinde sıkça karşılaşılan melankoli, yalnızlık, toplumsal gerilim ve duygusal boşalma temaları, dinleyicinin psikolojik durumu ile müziğin duygusal içeriği arasında anlamlı bir etkileşim olabileceğini düşündürmektedir.

Bu örüntü, çalışmada ele alınan pasif müzik terapisi kavramıyla örtüşmektedir. Bireyin duygusal düzenleme amacıyla seçtiği müzik türü ve söz içeriği, iyi oluş düzeyini olumlu ya da olumsuz etkileyebilir. Dolayısıyla, yalnızca MDA sıklığı değil, içerik tercihleri ve sözlerle kurulan duygusal bağ da ZİO üzerinde belirleyici olabilir.

Tartışma

Bu çalışmada incelenen MDA, üniversite öğrencilerinin duygusal regülasyon süreçlerinde önemli bir rol oynayabilir. Doğru MDA; uygun müzik seçimi, sözlere dikkat ve zamanı verimli kullanma gibi davranışları içerirken; yanlış MDA, olumsuz içerikler, uzun süre kulaklık kullanımı ve izolasyonla ilişkilidir. Bulgular, bu ayrımın ZİO ve PS ile sınırlı düzeyde ilişkili olabileceğini göstermektedir.

PS ile ZİO arasındaki ilişki literatürle uyumludur (Doğan, 2015; Eser vd., 2019). Yaş ilerledikçe başa çıkma kapasitesi artarken, erkeklerin daha yüksek DSÖ-5 puanları cinsiyet etkisine işaret eder; bu durum, cinsiyete özgü destek ihtiyacını artırır. Öğrencilerin %26,5'inin depresyon riski taşıması, pandemi sonrası desteğe duyulan gereksinimi gösterir.

Müzik türü, içerik farkındalığı ve ZİO ilişkisi bağlama bağlıdır. Dinleme süreci veya sıklığının ZİO ile anlamlı ilişkisi bulunmaması, içerik farkındalığı ve duygusal etkileşimin önemini ortaya koyar. Katılımcıların %84,2'sinin sözlere dikkat etmesi, müziğin duygusal ve bilişsel boyutlarını vurgular. Ancak bu farkındalık her zaman etkili duygusal düzenleme sağlamaz. Pop, arabesk ve rap tercihleri ile düşük ZİO arasındaki örüntü dikkat çekicidir.

Tür bazlı analizlerde pop, arabesk ve rap arasında ZİO açısından anlamlı fark bulunmamıştır. Bu durum, veri yetersizliğiyle birlikte bu türlerin benzer etkiler yaratabileceğine işaret eder. Pop, arabesk ve rap dinleyenlerin oranı (%65,1) ile düşük ZİO oranı (%65) örtüşmektedir; ancak kontrol grubunun yokluğu kesin sonuca izin vermez. Bu nedenle, bu türlerin ZİO veya PS üzerindeki etkisine dair doğrudan bir çıkarım yapılmamış; yalnızca örüntüsel benzerliğe dikkat çekilmiştir. Başlangıçta MDA'nın PS ve ZİO ile ilişkili olabileceği öne sürülmüştü; ancak bulgular bu ilişkiyi doğrulamamıştır. Bu durum, kontrol grubunun olmaması ve müfredat etkisinin ölçülmemesi gibi sınırlamalardan kaynaklanabilir. Gelecekte bu ilişki, kontrol gruplu ve uzunlamasına çalışmalarla yeniden incelenmelidir.

Müzik dinleme alışkanlıkları pasif müzik terapisine benzer; her iki durumda da birey dinleyicidir. Ancak terapide içerik seçimi yapılandırılmışken, MDA bireysel tercihlere dayanır (Saarikallio ve Erkkilä, 2007; Bradt vd., 2013). Sözlere dikkat bilinçli farkındalığa işaret edebilir; ancak ZİO'su düşük ve PS'i sınırdan olan bireylerde bu farkındalığın derinliği tartışmalıdır. Söz içerikleri yüksek duygusal yoğunluk taşıyabilir ve bireyin farkındalık düzeyine göre destekleyici ya da tetikleyici olabilir. Bu nedenle, yapılandırılmış farkındalık ve yönlendirme stratejilerinin MDA'ya entegre edilmesi, doğru alışkanlıkları artırarak MDA'nın olumlu etkilerini güçlendirebilir. Bu tür programlar, öğrencilerin boş zamanlarını güç temelli değerlendirerek psikolojik dayanıklılık geliştirmelerine katkı sunabilir (Hood ve Carruthers, 2016). Doğru MDA, yalnızca psikolojik değil, akademik çıktılarla da ilişkilidir. Pozitif duygudurum, dikkat süresi ve bilişsel esneklik üzerinde olumlu etkiler bildirilmiştir (Hallam vd., 2002; Thoma vd., 2006; Schellenberg, 2005).

Üzgün bireyler duygudurumlarıyla örtüşen müzikleri seçebilir. Ancak bu tercihin etkisi, bireyin başa çıkma stratejisine bağlıdır. Bu durum, müzik tercihlerinin psikolojik işlevsellikle de ilişkili olduğunu göstermektedir (Thoma vd., 2006; Garrido, 2018).

Bu çalışmada, müzik dinleme süresi ile ZİO ve PS düzeyleri arasında istatistiksel olarak anlamlı bir ilişki bulunmamıştır. Literatürde uzun dinleme süresinin olumsuz etkileri bildirilse de (Garrido, 2018; Thoma vd., 2006; Bradt vd., 2013), bu çalışmanın bulgusu bu eğilimle çelişmektedir. Örneklem, ölçüm araçları ve kontrol grubunun eksikliği bu durumu açıklayabilir. Ruh hâline uygun dinleme ve söz odaklılık doğru MDA'nın parçasıyken, amaçsız dinleme olumsuz içerik ve izolasyonla ilişkilidir. Dünya Sağlık Örgütü, müzik temelli uygulamaların duygusal düzenleme ve sosyal bağları güçlendirdiğini belirtmektedir (Fancourt ve Finn, 2019). Üzücü müzik etkisi bireyin ruminasyon eğilimi ve farkındalığına bağlıdır (Garrido, 2018;

Thoma vd., 2006). Bilinçli müzik dinleme rehberliği psikolojik ve akademik faydalar sağlayabilir (Bradt vd., 2013; Saarikallio ve Erkkilä, 2007; Hallam vd., 2002; Thoma vd., 2006). Kısa vadede bilişsel performansı da artırabilir (Schellenberg, 2005). Bu nedenle öğrencilere bilinçli müzik dinleme stratejileri kazandırılmalıdır.

Öğrencilerin mevcut PS ve ZİO düzeylerinin, hâlihazırdaki müfredatın iyi oluş odaklı bileşenlerinden etkilenmiş olması mümkündür; bu etki doğrudan ölçülmemiştir. UNESCO (2021), eğitim sistemlerinin bireylerin çok boyutlu iyi oluşunu destekleyecek şekilde yeniden yapılandırılması gerektiğini vurgularken; UNESCO (2022), kültür ve sanat temelli müfredatların bu dönüşümde temel rol oynayacağını belirtmektedir. Gelecekte farklı müfredat modelleri ve kontrol gruplarıyla, uzunlamasına ve karma yöntemli araştırmalar yapılmalıdır.

Sonuç olarak, bu çalışma sanat temelli öğretim uygulamalarının yalnızca estetik değil, psikolojik iyi oluşa da katkı sağladığını göstermektedir.

Sonuç ve Öneriler

Bu araştırma, öğretmen adayı üniversite öğrencilerinin MDA ile PS ve ZİO düzeyleri arasındaki ilişkiyi incelemiştir. Bulgular, öğrencilerin ZİO düzeylerinin düşük, PS değerlerinin ise normalin alt sınırına yakın olduğunu göstermektedir. Tercih edilen müzik türleri ile ZİO arasında anlamlı fark bulunmasa da duygusal yoğunluğu yüksek türlerin (rock, arabesk, rap) yaygın dinlenmesi dikkat çekicidir. Örneklemde müzik dinlemeyen bireylerin bulunmaması karşılaştırmalı analizleri sınırlamıştır. Regresyon analizleri, MDA'nın ZİO üzerinde sınırlı bir yordayıcı, PS üzerinde ise anlamlı bir etkisinin olmadığını göstermiştir. Müziğin etkisi sadece türle değil, bireyin onu hangi amaçla ve bağlamda kullandığıyla da ilgilidir. Literatürde müziğin sadece estetik değil, günlük yaşamı yapılandıran psikolojik bir araç olduğu ve bireysel iyi oluşa katkı sunduğu vurgulanmaktadır (North, Hargreaves ve Hargreaves, 2004; Garrido, 2018).

Katılımcıların çoğu her gün, bir saatten uzun süre müzik dinlemekte; müzikte sözel içeriğe özel önem atfetmektedir. ZİO düzeylerinin düşüklüğü ve %26,5'inde depresyon belirtilerinin görülmesi, bazı bireylerin müziği olumsuz duyguları pekiştirecek biçimde kullandığını düşündürmektedir. Ancak bu çalışmada dinleme süresi ile ZİO arasında anlamlı ilişki bulunmamıştır. Bu farklılık, metodolojik sınırlılıklardan kaynaklanabilir. Bu nedenle uzun süreli müzik dinlemenin etkilerini anlamak için daha kapsamlı ve kontrollü çalışmalara ihtiyaç vardır (Garrido, 2018; Thoma vd., 2006).

Demografik olarak, erkek öğrencilerin PS ve ZİO düzeylerinin kadınlara kıyasla daha yüksek olduğu saptanmıştır. Bu durum, cinsiyete özgü psikososyal destek mekanizmalarının geliştirilmesini gerekli kılmaktadır. Ayrıca öğrencilerin önemli bir kısmının depresyon riski taşıması, destek hizmetlerinin erişilebilirliğinin artırılması gerektiğini göstermektedir.

Elde edilen sonuçlar, müzikle kurulan ilişkinin bireysel ve mesleki dayanıklılığı etkileyebileceğini ortaya koymaktadır. Fancourt ve Finn (2019), sanatın iyi oluş üzerindeki etkisine; UNESCO (2021, 2022) ise kültür ve sanatın eğitimdeki dönüştürücü rolüne dikkat çekmektedir. Sanat temelli eğitim uygulamaları, psikolojik iyi oluşa katkı sağlamakta; bilinçli müzik dinleme alışkanlıkları, gençlerin ruh sağlığını destekleyebilmektedir. Bu nedenle, öğretmen adaylarına sanatın psikolojik ve pedagojik işlevleri konusunda farkındalık kazandırılması, bu becerilerin müfredata entegre edilmesi önerilmektedir. Ayrıca, müzik okuryazarlığı, medya içerik analizi ve duygusal düzenleme becerilerini kapsayan disiplinlerarası programlar yaygınlaştırılmalıdır. UNESCO'nun bu yöndeki yaklaşımı da çalışmanın bulgularıyla örtüşmektedir.

Son olarak, üniversitelerde iyi oluş temelli seçmeli derslerin kısmen de olsa pasif müzik terapisi modülleriyle desteklenmesi ve psikososyal destek hizmetlerinin erişilebilirliğinin artırılması önem arz etmektedir.

Gelecek araştırmalar için öneriler: Müzik dinlemeyen bireyleri de içeren kontrol gruplarının kullanılması, Yapısal eşitlik modellemesi ve çoklu regresyon gibi ileri analiz tekniklerinin uygulanması, Farklı müzik türlerinin duygusal ve bilişsel etkilerini inceleyen nitel araştırmaların yapılması.

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Pozitif Okul İklimi ve İyi Oluş Kavramları Çerçevesinde Okul Sağlığı Hizmetleri: Doküman Analizi Çalışması

Çağla YİĞİTBAŞ

Giresun Üniversitesi, TÜRKİYE

cagla.yigitbas@giresun.edu.tr ORCHID ID: 0000-0002-3789-1156

Özet

Pozitif okul iklimi; öğrencilerin kendilerini güvende, değerli ve desteklenmiş hissettikleri, fiziksel, psikolojik ve sosyal olarak sağlıklı bir okul ortamının varlığına işaret eder. Bu yapının inşasında okul sağlığı hizmetlerinin kapsamı ve niteliği merkezi bir rol oynamaktadır. Bu çalışmanın amacı, pozitif okul iklimi ve öğrenci iyi oluş kavramları çerçevesinde, Millî Eğitim Bakanlığı tarafından yayımlanan okul sağlığına ilişkin genelgelerde bu temalara ne ölçüde yer verildiğini incelemektir. Bu kapsamda çalışma, farklı yıllarda yayımlanmış ve okul sağlığına yönelik farklı boyutlara odaklanan genelgeleri analiz ederek iyi oluşun fiziksel, psikolojik ve sosyal boyutlarının belgelerdeki temsilini ortaya koymayı hedeflemektedir. Araştırma, nitel araştırma yöntemlerinden doküman analizi tekniği ile yürütülmüştür. 2000 yılı sonrasında yayımlanan farklı on farklı genelge çalışma kapsamına dahil edilmiştir. Bu genelgeler içerik analizi yaklaşımıyla değerlendirilerek önceden belirlenmiş tema başlıkları altında kodlanmıştır.

Araştırmadan elde edilen temalar; Fiziksel İyi Oluş (Hijyen, beslenme, bulaşıcı hastalık kontrolü, fiziksel güvenlik), Psikolojik İyi Oluş (Rehberlik hizmetleri, ruhsal destek, şiddet ve madde kullanımıyla mücadele), Sosyal İyi Oluş (Aile katılımı, toplumsal paydaşlarla iş birliği, okul topluluğu) şeklindedir. Genelgelerin çoğu, okul sağlığının fiziksel boyutuna ağırlık vermekte; hijyen, beslenme, bulaşıcı hastalıklar ve fiziksel ortam düzenlemeleri öne çıkmaktadır. Psikolojik ve sosyal iyi oluş ise daha sınırlı ve dolaylı ifadelerle yer almaktadır. Pozitif okul iklimi kavramı genelgelerde doğrudan adlandırılmasa da genelgelerde sunulan öneri ve politikalar bu iklimin desteklenmesine katkı sağlamaktadır. Okul sağlığına ilişkin genelgeler, iyi oluşun fiziksel boyutunu vurgulamakta; ancak psikolojik ve sosyal boyutlara yönelik stratejik ve bütüncül bir yaklaşım eksikliği gözlemlenmektedir. Pozitif okul iklimi oluşturmak için bu boyutları kapsayacak çok disiplinli politikalara ve uygulama rehberlerine ihtiyaç vardır.

Anahtar Kelimeler: Doküman analizi, okul sağlığı, iyi oluş, psikososyal destek, eğitim politikaları, genelge analizi

School Health Services within the Framework of Positive School Climate and Well-Being: A Document Analysis Study

Abstract

A positive school climate refers to an educational environment in which students feel safe, valued, and supported, and where physical, psychological, and social well-being are promoted. School health services play a central role in building and maintaining such a climate. This study

aims to examine how the concepts of positive school climate and student well-being are represented in school health circulars issued by the Turkish Ministry of National Education. Specifically, the study analyzes various circulars published in different years, each addressing distinct aspects of school health, to reveal how the physical, psychological, and social dimensions of well-being are reflected in these official documents. The research was conducted using document analysis, a qualitative research method. Ten different circulars published after the year 2000 were included in the study. These documents were evaluated using a content analysis approach and coded under predefined thematic categories. The main themes derived from the analysis include: Physical Well-Being (hygiene, nutrition, control of infectious diseases, physical safety), Psychological Well-Being (guidance services, emotional support, prevention of violence and substance abuse), Social Well-Being (family involvement, collaboration with community stakeholders, school community engagement). The findings show that most circulars emphasize the physical dimension of school health, focusing on hygiene, nutrition, disease control, and physical environment regulations. In contrast, psychological and social well-being are addressed more indirectly and with limited depth. Although the term “positive school climate” is not explicitly mentioned in these circulars, the suggested policies and actions contribute to the development of such a climate. It is concluded that while school health circulars highlight the physical aspects of well-being, there is a lack of strategic and holistic approaches to the psychological and social dimensions. To foster a truly positive school climate, multidisciplinary policies and comprehensive implementation guidelines are essential.

Keywords: Document analysis, school health, well-being, psychosocial support, education policies, circular review

Giriş

Okullar, çocuklara ve gençlere hem kendi yaşamlarını hem de başkalarının yaşamlarını etkileyebilecek bilgiler kazandıran, hayatın erken dönemlerinden itibaren fiziksel, psikolojik ve sosyal sağlığın korunup geliştirilmesine katkı sağlayan kilit oluşumlardır (Kurt, Serdaroğlu, & Özcan, 2024) ve okullarda pozitif okul ikliminin sağlanması önemlidir.

Literatürde pozitif okul iklimi, öğrencilerin kendilerini güvenli, değerli ve desteklenmiş hissettikleri; aidiyet duygularının güçlendiği, demokratik ve kapsayıcı ortam olarak tanımlanmaktadır (Chen, Cárdenas, Zhou, & Reynolds, 2024; Fraser, 2024). Bir meta-analiz çalışmasında (2024), olumlu okul ikliminin akademik başarıyla orta düzeyde anlamlı pozitif ilişkisini; öğrenme motivasyonu, devamsızlık oranları ve mezuniyet üzerinden dolaylı etkilerini göstermiştir (Podiya, Navaneetham, & Bhola, 2025). Benzer biçimde, 2023 ve 2025 tarihli boylamsal çalışmalar, “pozitif okul iklimi” algısının öğrencilerin zihinsel iyi oluş düzeylerini hem kişilerarası hem de birey-içi düzeyde yükselttiğini rapor etmektedir (Urke et al., 2025).

İyi oluş (well-being) kavramı ise yalnızca ruh sağlığıyla sınırlı olmayıp fiziksel (ör. hijyen, beslenme, hareket), psikolojik (ör. duygusal dayanıklılık, öz-saygı) ve sosyal (ör. aidiyet, ilişkiler, topluluk desteği) boyutları kapsayan çok boyutlu bir çerçeve sunar. UNESCO’nun “Ready to Learn and Thrive/ Öğrenmeye ve Gelişmek İçin Hazır Olmak” raporu (ExpEriEnCEs, 2014), beslenme, hijyen ve duygusal destek programlarının entegre yürütüldüğü okullarda öğrenme kayıplarının azaldığını, devamsızlığın düştüğünü bildirmektedir (UNESCO, UNICEF, & Programme, 2023).

Okullarda sürdürülen bu hizmetler pozitif okul iklimi ve iyi oluş felsefesi bağlamında kronolojik olarak ele alındığında; “Herkes İçin Sağlık” temasıyla yürütülen ve 1978-1989 yıllarını kapsayan sürecin ilk aşama olan 1978 Alma - Ata bildirgesinde çocukluk döneminin koruyucu hizmetlerle kapsanması; okullara sağlık hizmeti ulaştırılması çağrısı vardı (UNESCO, 2000). 1986 yılında ise “Ottawa Sağlık Teşvik Şartı” ile ilk kez “Sağlığı Geliştiren Okullar” kavramı mekân-temelli sağlık teşviki bağlamında uluslararası metinde yer aldı (Kickbusch). 1990-1999 arası “Eğitim Herkesin Hakkı” dönemi idi. Bu dönemin ilk süreci “Jomtien Eğitim Herkes İçin” Deklarasyonuydu. Bu deklarasyonun temel amacı; evrensel temel eğitim; okul dışı dezavantajların azaltılması şeklindeydi ve öğrencilerin beslenme, sağlık bakımı ve duygusal destek gereksinimlerini öğrenmelerinin ön-koşul olduğu açıklanmıştı (Buchert, 1995). 1995’te ise WHO ve UNESCO “Health-Promoting Schools” Modeli süreci gerçekleştirdi. Bu süreçte; okul politikası, çevre, sağlık hizmeti, beceri temelli eğitim bileşenleri tanımlandı (Nakajima, 1996). “Binyıllık Kalkınma Hedefleri” dönemi ise dünya tarihinin 2000- 2015 yılları arasını kapsadı (Rashidian, 1995). Bu dönem kapsamında 2000 yılında “Binyıl Kalkınma Hedefi” süreci başladı (Eşkinat, 2016). Bu sürecin 2. maddesinde evrensel ilköğretime, 4, 5, 6. maddelerinde ise çocuk/anne ölümleri ve bulaşıcı hastalıklarda azalma hedeflerine vurgu yapıldı ve okullarda aşı, beslenme, HIV eğitimi programları gerçekleştirildi. 2000 yılında UNESCO-UNICEF-WHO-Dünya Bankası işbirliğiyle Focusing Resources on Effective School Health/Etkili Okul Sağlığı için Kaynakların Odaklanması (FRESH) süreci sürdürüldü ve okul sağlık politikası, su-sanitasyon-çevrenin düzenlenmesi, beceri temelli sağlık eğitimi ile okul temelli sağlık - beslenme hizmetlerinin sektörler arası iş birliği, toplum ortaklığı ve öğrenci katılımıyla sürdürülmesi benimsendi. Bu modelle birlikte “okul beslenme programları”, “demir-folat takviyesi”, “sivrisinek uzaklaştırıcı dağıtımı” gibi somut uygulamalar küresel standartlar haline geldi (World Bank, 2001). 2000-2015 arasında “Dakar Eğitim 2030” Süreci başlatıldı. Bu sürecin amacı kaliteli öğrenme ortamıydı ve HIV/AIDS, hijyen ve okul sağlığı Dakar Eylem Çerçevesi’nin öncelikli alanları arasına girmişti (UNESCO, 2000). 2015 yılında ise 2030 yılını hedefleyen Sürdürülebilir Kalkınma Hedefleri (SKH) süreci (Kurt et al., 2024) 17 girişimle başlatıldı. Bu girişimin 3. maddesi sağlığa, 4. maddesi ise eğitime odaklanıyordu. Okul temelli sağlık, beslenme ve ruh sağlığı hizmetleri bu alt hedeflerin ana uygulama aracı olarak benimsendi. 2021 yılında WHO-UNESCO “Her Okulu Sağlığı Geliştiren Okul Yap” Küresel Standartları girişimini başlattı (UNESCO et al., 2023). Bu girişimle de sağlık politikası, müfredat, hizmet, topluluk katılımı, izleme-değerlendirme ölçütleri ayrıntılandırıldı; hükümetlere “ülke-düzeyi ölçeklendirme rehberi” sağlandı. 2022 yılında UNESCO “Eğitimde Sağlık ve İyi Oluş Stratejisi 2022-2030 girişimini başlattı ((WHO), 2022). Bu girişimle eğitim sistemlerine sağlığı entegre etmek ve COVID-19 sonrası toparlanma hedeflendi. Psikososyal destek, okul beslenme programları ve su-sanitasyon yatırımları, SKH 3-4 kesişiminde kilit eylem alanları olarak belirlendi. 2023-2024 sürecinde SKH İlerleme Raporları & “Transforming Education” Ajandası yayınlandı ve sağlık-eğitim entegrasyonunda “okul hemşireliği” ve “dijital ruh sağlığı araçları” başlıkları öne çıktı; düşük- orta gelirli ülkelerde FRESH bileşenlerinin sürdürülebilir finansmanı kritik sorun olarak vurgulandı (UNESCO et al., 2023).

Türkiye’de okul sağlığı politikalarının çerçevesi, Millî Eğitim Bakanlığı (MEB) ile Sağlık Bakanlığı arasında imzalanan protokoller ve MEB tarafından yayımlanan Okul Sağlık Hizmetleri Genelgesi gibi düzenleyici metinlerle çizilmektedir. Bu çalışmanın amacı, pozitif okul iklimi ve öğrenci iyi oluş kavramları çerçevesinde, Millî Eğitim Bakanlığı tarafından yayımlanan okul sağlığına ilişkin genelgelerde bu temalara ne ölçüde yer verildiğini

incelemektir. Bu kapsamda çalışma, farklı yıllarda yayımlanmış ve okul sağlığına yönelik farklı boyutlara odaklanan genelgeleri analiz ederek iyi oluşun fiziksel, psikolojik ve sosyal boyutlarının belgelerdeki temsilini ortaya koymayı hedeflemektedir.

Bu doğrultuda araştırmanın temel soruları şu şekilde formüle edilmiştir:

- Genelgelerde iyi oluşun fiziksel, psikolojik ve sosyal boyutları hangi sıklıkta ve hangi kapsamda temsil edilmektedir?
- Okul sağlığı genelgeleri, pozitif okul iklimine ilişkin hangi kavram ve stratejilere yer vermektedir?

Yöntem

Araştırma Tasarımı

Bu çalışma, nitel araştırma desenlerinden doküman analizi yöntemiyle yürütülmüştür. Doküman analizi, yazılı metinlerin sistemli, tekrarlanabilir ve izlenebilir biçimde incelenerek içerdiği anlamların ortaya konulmasını sağlar (Bowen, 2009). Doküman analizinde sıklıkla başvurulan yaklaşımlardan biri de betimsel içerik analizidir. Bu yöntemde, mevcut çalışmalar belirli temalar doğrultusunda bir araya getirilir, yapılandırılır ve yorumlanarak analiz süreci yürütülür (Creswell, 2016). Çalışmada, MEB tarafından 2000-2024 yılları arasında yayımlanan okul sağlığı genelgeleri, pozitif okul iklimi ve öğrenci iyi oluşu kavramları çerçevesinde çözümlenmiştir.

Çalışma Grubu

Çalışma grubunu 2000 sonrası Türkiye’de resmî gazetede veya MEB mevzuat havuzunda yayımlanan tüm okul sağlığı genelgeleri (<https://www.meb.gov.tr/mevzuat/liste.php?ara=1>) oluşturmaktadır (N = 37). Aşağıdaki seçim ölçütlerini karşılayan 10 genelge örnekleme dâhil edilmiştir. Çalışma kapsamına dahil edilen genelgelerin;

Ulusal düzeyde yürürlüğe girmiş olması,

Okul sağlığına ilişkin özel veya bütüncül hükümler içermesi,

Tam metnine çevrimiçi erişim sağlanabilmesi,

Geçerliliğini yitirmemiş veya yerini alan yeni düzenlemede tarihsel karşılaştırmaya imkân tanınması araştırmanın temel çerçevesi olarak sınırlandırılmıştır.

Veri Toplama Süreci

Genelgelerin pdf ve Word versiyonları, MEB Mevzuat Bilgi Sistemi ile Resmî Gazete Arşivi üzerinden Nisan 2025’te indirilmiş, Mayıs 2025’te yeniden kontrol edilmiştir. Her belgeye kimlik kodu (G1–G10) atanmış, yayın yılı, kapsam alanı ve yürürlük durumu gibi veriler ayrı bir Excel tablosunda kaydedilmiştir.

Verilerin Analizi

Verilerde analiz geçerliliği arttırmak için iki farklı zamanda kodlama yaklaşımıyla yürütülmüştür. Genelgeler G1, G2...G10 şeklinde incelenmiştir.

Ön Kod Listesi Geliştirme: Pozitif okul iklimi literatürü (Astuti, Rahman, Hariri, Aryani, & Kamal, 2025; Barrio-Cortes et al., 2025; Chen et al., 2024; Edling et al., 2025; Maharjan, 2025; Prasetyarini, Hidayat, Hikmat, & Suharyanto, 2025; Tion & Tantiado) taranarak üç üst tema tanımlandı:

Fiziksel İyi Oluş (hijyen, beslenme, güvenlik, bulaşıcı hastalık kontrolü),

Psikolojik İyi Oluş (rehberlik, ruh sağlığı, zorbalıkla mücadele),

Sosyal İyi Oluş (aile ve toplum katılımı, aidiyet, öğrencinin söz hakkı).

Tematik Sıklık ve Eğilim Çözümlemesi: Bunun için kod frekansları hesaplanmıştır

Geçerlik ve Güvenirlik

İç Tutarlılık: İkili kodlamaya ilişkin Cohen's $\kappa = 0,86$ olarak hesaplanmış, güçlü uyum düzeyi elde edilmiştir.

Uzman Görüşü: Kod kitabı iki halk sağlığı akademisyenince içerik ve kapsam açısından doğrulanmıştır.

Etik Hususlar

Çalışmada kişisel veri içermeyen, kamuya açık resmî belgeler kullanıldığı için etik kurul onayı gerekmemekle birlikte, Helsinki Bildirgesi ilkeleri gözetilmiştir. Belgeler orijinal bağlamı bozulmadan raporlanmış, yorumlarda araştırmacı önyargısını en aza indirmek için karşı-kontrol uygulanmıştır.

Bulgular

Bu çalışmada, Millî Eğitim Bakanlığı tarafından yayımlanmış ve okul sağlığı, pozitif okul iklimi ile öğrenci iyi oluşu kavramlarıyla doğrudan ilişkili olduğu belirlenen on genelge içerik analizi yöntemiyle incelenmiştir. Dokümanlar, nitel veri analizi yaklaşımı çerçevesinde kodlanmış; elde edilen veriler üç ana tema ve dokuz alt tema altında toplanmış ve çalışmaya dahil edilen genelgelerin konularına göre dağılımları Tablo 1'de kodlar ise Tablo 2'de sunulmuştur.

Tablo 1. Genelge Tanımlayıcı Bilgileri

Genelge	Konu	Pdf no	Tarih/Sa yı
G1	İlkyardım eğitim hizmetleri	2038	2020/3
G2	Okul Kantinlerinde Satılacak Gıdalar ve Eğitim Kurumlarındaki Gıda İşletmelerinin Hijyen Yönünden Denetlenmesi	2050	2020/8
G3	Afet ve Acil Durum Yönetimi	2058	2021/139
G4	İzinsiz Eğitim ve Öğrenci Barınma Faaliyeti Gösteren Yerler	2172	2023/26
G5	Okullarda Şiddetin Önlenmesi Genelgesi	2234	2024/56
G6	Afet ve Acil Durum Yönetimi	2058	2021/13
G7	2024-S025 Eğitim ve Öğretim Yılına İlişkin İş ve İşlemler	2229	2024/53

G8	100. Yıl Kutlamaları Genelgesi	2177	2023/27
G9	Millî Eğitim Bakanlığı Okul Aile Birliği Yönetmeliği'nde Değişiklik Yapılmasına Dair Yönetmelik	2191	2024/35
G10	Mevsimlik Tarım İşçileri ile Göçer ve Yarı Göçer Ailelerin Çocuklarının Eğitime Erişimi	2222	2024/52

Tablo 2. Kod Sıklık Analizi

Kod Etiketi	Genelge Sayısı	Geçtiği Belgeler
hijyen_beslenme	2	2050, 2229
afet_ilkyardım	1	2058
fiziksel_güvenlik	2	2172, 2058
psiko_destek_ram	2	2234, 2229
kriz_psikolojik_müdahale	2	2058, 2229
zorbalık_önleme	2	2234, 2229
aidiyet_kültür	2	2177, 2217
aile_katılımı	2	2191, 2180
kırılgan_gruplar	1	2222

Çalışmada bulunan ana temalar, alt temaları ve kodlar aşağıdaki gibidir.

Tema 1: Fiziksel İyi Oluş

Alt Tema-1: Hijyen ve beslenme

Kod Etiketi: hijyen_beslenme

Doğrudan Alıntı:

“Bu kapsamda; gıda işletmelerinde Sağlık Bakanlığı Bilim Kurulu tavsiye kararlarına uygun olarak belirlenen okul gıdası kriterlerine uyum sağlanması ve İlgi (g)’de kayıtlı Yönetmelik’e göre güvenilir gıda üretimi için gerekli olan hijyen şartlarının (personel, ekipman, ham madde, ortam hijyeni vb.) oluşturulması, üretim ve servis aşaması da dâhil olmak üzere öğrencilerin sağlığı açısından risk oluşturabilecek nedenlerin ortadan kaldırılması amacıyla aşağıda belirtilen esaslara göre denetim, gözetim ve sistem yönetimi uygun görülmektedir”,

“Denetimler; İlçe İSG Bürosu yöneticisi koordinesinde, ilçe sınırları içerisinde bulunan okul/kurumlarda her eğitim öğretim yılında en az bir defa; insan sağlığı ve gıda güvenirliliği açısından tehlike oluşması ve acil tedbirler gerekmesi durumunda (okul/kurum denetim komisyonunca yapılan denetim ve kontrollerde gıda güvenliği ile ilgili büyük uygunsuzluklar aynı gün, diğer küçük uygunsuzluk bildirimleri ve şikâyetler ise 3 iş günü içinde) ivedilikle yapılır.”,

“Gıda işletmelerinin yetkilisi ve çalışanların “Okul Kantinlerine Dair Özel Hijyen Kuralları Yönetmeliği Eğitimine katılım sağlamaları”,

“Okul, pansiyon ve yurtlara yemek sağlayan gıda işletmeleri, yemek fabrikaları ve okul pansiyon yemekhanelerinde üretilen yemeklerin her çeşidinden alınan yeterli miktarda örneğin hijyenik ve tek kullanımlık kaplarda 72 saat uygun koşullarda (soğukta ya da dondurarak)

zorunlu olarak muhafaza edilmesi”,

“Gıda işletmelerinde çalışanların İlgi (k) ’da kayıtlı Yönetmelik’e uygun olarak Hijyen Eğitimi Sertifikaları olmadan çalıştırılmaması”, (2050 (2020/8) – Okul Kantinlerinde Satılacak Gıdalar ve Eğitim Kurumlarındaki Gıda İşletmelerinin Hijyen Yönünden Denetlenmesi)

Alt Tema-2: İlk yardım ve afet hazırlığı

Kod Etiket: afet_ilkyardım

Doğrudan Alıntı:

“Eğitim kurumlarımızda afete hazırlık kültürünün geliştirilmesi, afet ve acil durumlara yönelik gönüllülüğün yaygınlaştırılması ile afet öncesi, sırası ve sonrasında öğrenci ve çalışanlara doğru davranış şekillerinin kazandırılması hedeflenmektedir. Ayrıca afetlerde temel önlemler konusunda; düzenlenecek eğitimlerle bilgi ve beceri kazandırılması, afet ve acil durum okul planlarının hazırlanması ve uygulanması, pratik uygulamalar ve etkin senaryolu tatbikatların gerçekleştirilmesi, eğitim kurumlarımızın afete hazır hâle getirilmesi öncelikli hedeflerimiz arasında yer almaktadır”,

“MEB AKUB ekiplerinde görev yapan personel tarafından yıllık çalışma planı kapsamında halk eğitim merkezlerinde, kursiyer ve velilere yönelik bilgilendirme amaçlı Temel Afet Bilinci Eğitimleri ile okullarda kulüp/ekip öğrencilerine Acil Durum ve Afete Hazırlık Farkındalık Eğitimleri düzenlenecektir”,

“Okullarda; afete hazırlık, sağlık ve güvenlik vb. öğrenci kulüp/ekip faaliyetlerinin etkin olarak gerçekleştirilmesi, Afet ve acil durumlara hazırlık amacıyla kamu kurumları, sivil toplum kuruluşları, belediyeler vb. kurum ve kuruluşlar ile iş birliği yapılması sağlanır”. (2058 (2021-139 – Afet ve Acil Durum Yönetimi)

Alt Tema-3: Fiziksel güvenlik ve barınma

Kod Etiket: fiziksel_güvenlik

Doğrudan Alıntı:

“Öğrencilere özel barınma hizmeti veren kurumlara iş yeri açma ve çalışma ruhsatı ortaokul ve ortaöğrenim düzeyinde Milli Eğitim Bakanlığınca, yükseköğrenim düzeyinde Gençlik ve Spor Bakanlığınca verilir.” (2172 (2023/26) – İzinsiz Eğitim ve Öğrenci Barınma Faaliyeti Gösteren Yerler).

Tema 2: Psikolojik İyi Oluş

Alt Tema-1: Rehberlik ve RAM yönlendirmeleri

Kod Etiket: psiko_destek_ram

Doğrudan Alıntı:

“Okul/kurumlarda öğretmen-öğrenci, öğrenci-öğrenci, öğretmen-aile, aile-öğrenci arasında şiddet, zorbalık ve saldırgan davranışların kabul edilmeyeceğinin temel bir anlayış olarak kazandırılmasına yönelik çalışmaların yürütülmesi”,

“RAM’lar tarafından sorumluluk bölgelerinde rehber öğretmeni olmayan okullarda şiddetin önlenmesine yönelik farkındalık ve bilgilendirme çalışmalarının yürütülmesi”,

“Okul/kurumlarda öğretmen-öğrenci, öğrenci-öğrenci, öğretmen-aile, aile-öğrenci arasında

şiddet, zorbalık ve saldırgan davranışların kabul edilmeyeceğinin temel bir anlayış olarak kazandırılmasına yönelik çalışmaların yürütülmesi”,
“RAM'lar tarafından sorumluluk bölgelerinde rehber öğretmeni olmayan okullarda şiddetin önlenmesine yönelik farkındalık ve bilgilendirme çalışmalarının yürütülmesi”,

“Tüm okul / kurumlar tarafından sevgi, saygı ve birlikte yaşama kültürünü güçlendirmeye yönelik çalışmaların artırılması” (2234 (2024/56) – Okullarda Şiddetin Önlenmesi Genelgesi)

Alt Tema-2: Kriz durumlarına müdahale ve travma önleme

Kod Etiket: kriz_müdahale

Doğrudan Alıntı:

“Fiziki yapı ve çevresel şartların değerlendirilmesi ve gerekli düzenlemelerin yapılması, Mevcut ve muhtemel tehlikelerin tanımlanarak bertaraf edilmesi, Risk analizlerinde afet ve acil durum risklerinin değerlendirilmesi, Tehlikelerden kaynaklı muhtemel risklere karşı gerekli tedbirlerin belirlenmesi, İş ekipmanlarının periyodik kontrol ve bakımlarının yaptırılması, Tahliye planlamaları yapılarak önceliklerin belirlenmesi, Afet ve acil durumlarda ihtiyaç duyulacak kaynakların belirlenmesi ve güncellenmesi sağlanır”,

“Sığınak/sığınma yeri ve acil toplanma bölgelerinin belirlenerek kullanıma hazır hale getirilmesi, Afet ve acil durumlar için belirlenen ihtiyaçların giderilmesi ve tedbirlerin alınması, Afet ve acil durumlarla ilgili öğrenci, öğretmen ve velilere yönelik bilgilendirme faaliyetlerin (özel eğitim ihtiyacı olan öğrencilere yönelik uygulamalı eğitimler ile materyal hazırlama çalışmaları) düzenlenmesi, Afet ve acil durum ekiplerinde görevlendirilecek personele, okul/kurumun özellikleri dikkate alınarak eğitim verilmesi, Afet ve acil durum konularında öğrenci ve çalışanlara yönelik yarışma, eğitim, seminer vb. faaliyetlerin gerçekleştirilmesi ile afiş ve broşür hazırlanması, Öğretmen, çalışan ve öğrencilerimize yönelik ilk yardım eğitimlerinin düzenlenmesi” (2058 (2021/13) – Afet ve Acil Durum Yönetimi)

Alt Tema-3: Zorbalık ve psikolojik güvenlik

Kod Etiket: zorbalık_önleme

Doğrudan Alıntı:

“Okullarda bilimsel, sportif, sosyal, kültürel etkinlikler, sosyal sorumluluk ve gönüllülük programları ile öğrencilerimiz arasında dayanışma ve iş birliklerinin artırılarak akran desteğinin geliştirilmesine yönelik çalışmalar yürütülecektir. Öğrenciler arasındaki olası problemleri çözümünde okul rehberlik birimi ile gerekli tedbirler alınacak, akran zorbalığı vb. olumsuzluklara müsamaha gösterilmeyecek, bu çerçevede meydana gelebilecek aileler arası tartışmalar ve şiddet olaylarının önlenmesine gayret edilecektir (2229 (2024/53) – 2024- 2025 Eğitim ve Öğretim Yılına İlişkin İş ve İşlemler)

Tema 3: Sosyal İyi Oluş

Alt Tema-1: Aidiyet ve okul kültürü

Kod Etiket: aidiyet_kültür

Doğrudan Alıntı:

“Kutlama komisyonları; üniversiteler, kamu kurumlarıyla iş birliği yaparak 29 Ekim Cumhuriyet Bayramı haftası ve yıl içerisinde Cumhuriyetimizin kurucusu Gazi Mustafa Kemal

Atatürk başta olmak üzere millî mücadele kahramanlarımızı, istiklal, istikbal, millî birlik ve beraberlik, vatan sevgisi, yurt savunması konularını ele alan faaliyetler düzenleyecektir”

“İl/ilçe millî eğitim müdürlükleri, okul müdürlükleri ve yurt dışı temsilciliklerimiz; hazırlayacakları programlarda imkân ve çevresel koşulları dikkate alarak eğitici, bilgilendirici etkinlik programlarının hazırlanmasına, çocuk ve gençlerimizin millî şuurunun, manevi değerlerinin geliştirilmesine özen gösterecektir”

“Okul/kurumlarımızda düzenlenecek programlara mülki idare erkânı, şehit yakınları, gaziler davet edilecek; şehit yakınlarının, gazilerin etkinliklerde yer almasına özen gösterilecektir” (2177 (2023/27) – 100. Yıl Kutlamaları Genelgesi)

Alt Tema-2: Aile ve topluluk katılımı

Kod Etiket: aile_katılımı

Doğrudan Alıntı:

“Okul/kurumlarda bulunan kantin ve benzeri yerlerin okul aile birlikleri tarafından kiralanacağı okul müdürlükleri vasıtasıyla il/ilçe millî eğitim müdürlüğüne bildirilecektir” (2191 (2024/35) – Millî Eğitim Bakanlığı Okul Aile Birliği Yönetmeliği'nde Değişiklik Yapılmasına Dair Yönetmelik)

Alt Tema-3: Kırılğan grupların desteklenmesi

Kod Etiket: kırılğan_gruplar

Doğrudan Alıntı:

“Öğrencilerin eğitim ve öğretime erişimini sağlayacak tedbirleri almak, gelen ve giden öğrencilerin tespitini yapmak, öğrencilerin gittiği yerde okula naklini alarak eğitime devamını sağlamak, akademik başarısızlıktan kaynaklanan devamsızlıkların önüne geçmek, öğrencilerin öğrenme kayıplarını gidermek için telafi programı düzenlemek, sürece dâhil edilen öğrencilerin beklenen öğrenme seviyesine ulaşmasına yardımcı olmak, eğitim kademelerinde ortaya çıkması muhtemel uyum sorunlarını önlemek ve öğrencilerin sosyal ve duygusal gelişimlerinin desteklenmesini sağlamak amacıyla gerekli çalışmalar planlanacaktır”,

“Valilikler, Genelge kapsamındaki öğrencilerin eğitim (kıyafet, kırtasiye ve benzeri) giderleri için destek sağlar. Bu öğrencilerin şartlı eğitim yardımı ve diğer yardımlardan faydalandırılması için gerekli tedbirleri alır” (2222 (2024/52) – Mevsimlik Tarım İşçileri ile Göçer ve Yarı Göçer Ailelerin Çocuklarının Eğitime Erişimi)

Sonuç ve Öneriler

Bu çalışma, Türkiye’de Millî Eğitim Bakanlığı tarafından 2000 sonrası yayımlanmış ve okul sağlığına ilişkin hükümler içeren on genelgeyi, pozitif okul iklimi ve öğrenci iyi oluşu kavramları çerçevesinde analiz etmiştir. İçerik analizi sonucunda iyi oluşun üç ana boyutu (fiziksel, psikolojik ve sosyal) altında dokuz alt tema ve kod etiketi belirlenmiştir. Bulgular, genelgelerin ağırlıklı olarak fiziksel iyi oluşa (hijyen, beslenme, barınma, ilkyardım ve afet hazırlığı) odaklandığını; psikolojik (rehberlik, zorbalıkla mücadele, kriz müdahalesi) ve sosyal (aidiyet, aile katılımı, kırılğan gruplar) iyi oluş alanlarının ise daha sınırlı temsil edildiğini ortaya koymuştur.

Analiz edilen belgelerin hiçbirinde “pozitif okul iklimi” kavramı doğrudan adlandırılmamış

olsa da içerik bağlamında olumlu okul ortamını destekleyici stratejilere yer verildiği gözlemlenmiştir. Bununla birlikte, psikososyal destek sistemlerinin kapsamı, kırılgan grupların desteklenmesine dair bütüncül politikaların eksikliği ve okul-toplum iş birliğini güçlendiren sürdürülebilir programların yetersizliği dikkat çekmektedir. Bu bulgular, okul sağlığı politikalarının daha çok bulaşıcı hastalık kontrolü ve fiziksel düzenlemeler gibi acil önleme odaklı olduğunu; öğrencinin bütüncül iyi oluşunu önceleyen sosyal ve psikolojik bileşenlerin ikincil düzeyde kaldığını göstermektedir.

Elde edilen bulgular, sadece eğitim sistemine değil, aynı zamanda halk sağlığı yaklaşımıyla ele alınması gereken toplumsal eşitsizliklere de işaret etmektedir. Pozitif okul iklimi ve öğrenci iyi oluşu, yalnızca pedagojik değil, aynı zamanda koruyucu sağlık hizmetleri kapsamında ele alınmalı; eğitim ortamları bireylerin yaşam boyu sağlık düzeyini belirleyen birincil sosyal belirleyicilerden biri olarak değerlendirilmelidir.

Öneriler

Pozitif okul iklimi kavramı MEB politika metinlerinde açıkça tanımlanmalı ve stratejik hedefler arasında yer almalıdır.

Okul sağlığı genelgeleri, fiziksel iyiliğin yanı sıra psikolojik ve sosyal iyiliği hedefleyen bütüncül yaklaşımlarla zenginleştirilmelidir.

Özellikle afet sonrası müdahalelerde öğrenci psikososyal uyumunu destekleyen ulusal rehberlik standartları algoritmalar şeklinde oluşturulmalıdır.

Eğitim ortamları, halk sağlığı yaklaşımıyla bireylerin fiziksel ve ruhsal sağlıklarını etkileyen koruyucu alanlar olarak yeniden tanımlanmalıdır.

Okullarda ilkyardım, psikolojik ilk yardım, kriz müdahalesi ve zorbalıkla baş etme konularında öğretmenlere yönelik hizmet içi eğitim programları yaygınlaştırılmalıdır.

Aile katılımını artırmak için okul aile birliği yönetmelikleri güncellenmeli; veli eğitimi programları teşvik edilmelidir.

Göçmen, mevsimlik işçi çocuğu, şehit-gazi yakını gibi kırılgan grupların eğitim-erişiminde okul temelli takip mekanizmaları geliştirilmelidir.- Okul sağlığı hizmetleri yerel sağlık otoriteleri ve halk sağlığı uzmanlarıyla eşgüdüm içinde yürütülmelidir.

Bu çalışmanın bulguları, genelgelerin sahadaki uygulamalarıyla karşılaştırmalı değerlendirmeyi hedefleyen nicel veya karma yöntemli araştırmalarla desteklenmelidir.

Öğrencilerin pozitif okul iklimi algısını ve iyi oluş düzeylerini ölçen ölçeklerle okul düzeyinde değerlendirme yapılmalıdır.

Okul sağlığı politikalarının halk sağlığı çıktıları üzerindeki etkileri uzunlamasına araştırmalarla izlenmelidir.

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Madde Bağımlılığı ile Mücadeleye Yönelik Eğitim Politikalarının Pozitif Okul İklimi ve İyi Oluş Bağlamında İncelenmesi: Bir Doküman Analizi

Çağla YİĞİTBAŞ

Giresun Üniversitesi, TÜRKİYE

cagla.yigitbas@giresun.edu.tr, ORCID ID: 0000-0002-3789-1156

Özet

Günümüzde gençler arasında madde bağımlılığı, sadece bireysel sağlık sorunlarıyla sınırlı kalmamakta; aynı zamanda okul ortamlarının güvenliği, psikososyal dengesi ve eğitim başarısı üzerinde de doğrudan etkiler yaratmaktadır. Bu çalışmanın amacı, okul temelli madde bağımlılığı ile mücadeleyle yönelik yaklaşımların, pozitif okul iklimi ve öğrenci iyi oluş kavramları çerçevesinde ne ölçüde çok boyutlu, kapsayıcı ve öğrenci merkezli yaklaşımlar sunduğunu analiz etmektir. Bu kapsamda, eğitim sisteminde kullanılan genelgeler, eylem planları, stratejik belgeler ve rehber dokümanlar incelenerek iyi oluşun fiziksel, psikolojik ve sosyal boyutları belgeler üzerinden tematik olarak değerlendirilmiştir. Araştırma, nitel araştırma yöntemlerinden biri olan doküman analizi tekniği ile yürütülmüştür. 2010-2023 yılları arasında yayımlanan 16 temel belge çalışma kapsamına dahil edilmiş olup bunlar; 2014/20 sayılı genelge (1 adet), Türkiye Bağımlılıkla Mücadele materyalleri (11 belge) ve Millî Eğitim Bakanlığı Stratejik Planlarıdır (4 belge). Belgeler içerik analizi yöntemiyle analiz edilerek; Fiziksel İyi Oluş, Psikolojik İyi Oluş, Sosyal İyi Oluş ve Okul İklimi tema başlıklarına göre kodlanmıştır. Belgelerde bağımlılıkla mücadele eğitimlerinin çoğu, bireysel risk farkındalığı ve fiziksel korunmaya odaklıdır. Psikolojik iyi oluş vurguları genellikle "bağımlılığa hayır deme" becerisi çerçevesinde sunulmakta, sosyal destek unsurları ise sınırlı düzeyde yer almaktadır. Belgelerin birçoğu pozitif okul iklimini doğrudan adlandırmasa da öğrenci merkezli yaklaşım ve suçlayıcı olmayan bir dille hazırlandığı gözlemlenmektedir. Okullarda bağımlılık eğitimlerinin etkili olabilmesi için sadece bilgi aktarımına değil, aynı zamanda öğrencilerin iyi oluşunu destekleyen uygulamalara ihtiyaç vardır.

Anahtar Kelimeler: Bağımlılıkla mücadele, pozitif okul iklimi, iyi oluş, doküman analizi, eğitim politikaları, psikososyal destek

Examining Education Policies for Combating Substance Abuse within the Framework of Positive School Climate and Well-Being: A Document Analysis

Abstract

Today, substance abuse among youth is not merely a personal health concern but also directly affects the safety, psychosocial balance, and academic success of school environments. This study aims to analyze the extent to which school-based approaches to combating substance abuse incorporate multidimensional, inclusive, and student-centered strategies within the framework of positive school climate and student well-being. To this end, official circulars, action plans, strategic documents, and educational guidelines used in the Turkish education system were examined thematically in relation to physical, psychological, and social dimensions of well-being. The research was conducted using document analysis, one of the

qualitative research methods. Sixteen core documents published between 2010 and 2023 were included in the study: the Circular No. 2014/20 (n = 1), materials from the Turkish National Program for Combating Addiction (n = 11), and the Ministry of National Education Strategic Plans (n = 4). The documents were analyzed using a content analysis approach and coded under the thematic categories of Physical Well-Being, Psychological Well-Being, Social Well-Being, and School Climate. Findings reveal that most substance abuse education policies focus heavily on individual risk awareness and physical protection. Psychological well-being is generally addressed through “refusal skills,” while social support elements are limited. Although the concept of “positive school climate” is not explicitly stated, many documents adopt a student-centered and non-judgmental tone. It is concluded that for substance abuse education in schools to be effective, there must be a shift beyond knowledge transmission toward practices that holistically support student well-being.

Keywords: substance abuse prevention, positive school climate, well-being, document analysis, education policy, psychosocial support

Giriş

Okul, çocukların güvenli aile ortamından ayrılarak toplumsal yaşama adım attıkları ilk mekân ve aileden sonraki ilk resmî sosyalleşme alanıdır. Kriz dönemi olarak adlandırılan okullaşmaya başlangıç evresinde çocuklar fiziksel, sosyal ve psikolojik güçlükler yaşayabilirler bu nedenle onlara kapsamlı destek sunmak çok önemlidir (Sağlık, 2021). Özellikle akran etkileşiminin yoğun olduğu; sınıf, koridor, servis ve spor alanları, *normatif baskı* yoluyla riskli davranışların modellendiği mikro-ortamlar hâline gelebilir (Ennett et al., 2006). Yetişkin gözetiminin sınırlı olduğu bu alanlarda “deneme” olasılığı artarken, akademik stres, zorbalık ve kimlik arayışı gibi tetikleyiciler de madde kullanımına geçişi kolaylaştırır (Henry, Knight, & Thornberry, 2012; Simons-Morton & Farhat, 2010). Dolayısıyla okulun koruyucu işlevi, sorunların erken tanınması ve müdahalesiyle doğru orantılıdır; problemler zamanında fark edilip ele alındığında, çocuğun/gencin işlevselliğinde yaşanabilecek kayıplar ile akademik performansındaki gerileme büyük ölçüde önlenabilir (Rodopman Arman, 2018).

Öte yandan her ne kadar toplumda madde kullanımına ilişkin farkındalık önceki yıllara kıyasla artsa da doğru bilgiye dayalı bilinç ve bireysel sorumluluk seviyesi hâlâ oldukça sınırlıdır. Genç ve dinamik nüfus yapısı, ekonomik yetersizlik, yoğun iç göç, düşük toplumsal bilinç, halk sağlığı uzmanları ile eğitimcilerin uyarılarına kulak asmama ve kişisel-toplumsal sağlık risklerini yeterince ciddiye almama gibi etkenler-sağlık hizmetlerine erişimde yaşanan güçlüklerle birleştiğinde-madde kullanımı ile bağımlılığın gençler arasında hızla yayılmasına zemin hazırlamaktadır (Erdamar, 2014).

Madde bağımlılığı; “bağımlılık yapıcı bir maddeye uzun süreli ya da düzenli biçimde maruz kalınması sonucu bedenin o maddenin etkilerine alışması ve madde alımı azaltıldığında ya da kesildiğinde bitkinlik benzeri yoksunluk tepkilerinin ortaya çıkması” şeklinde ya da “bireyin kullandığı maddeyi defalarca bırakmaya çalışsa da bırakamaması, zamanla dozu artırması, kullanım kesildiğinde yoksunluk belirtileri yaşaması, zararlı sonuçları görmesine karşın kullanımı sürdürmesi ve vaktinin büyük bölümünü madde aramaya ayırması” şeklinde tanımlanabilmektedir (Erdamar, 2014).

Amerikan Psikiyatri Birliği’nin madde kullanımı ve bağımlılık bozukluklarına ilişkin bulguları, bu bozuklukların bilişsel, davranışsal ve psiko-sosyal boyutlarda çok çeşitli belirtilerle ortaya

çıkıldığını; hem birey hem de toplum ölçeğinde önemli sorunlara yol açıldığını vurgulamaktadır (Işık, 2018).

Dünya Sağlık Örgütü, madde kullanım bozukluklarının her yıl on bir milyondan fazla erken ölümün nedeni olduğunu bu sayının özellikle de 10-24 yaş arasındaki bireylerde çok daha dramatik olduğunu açıklamaktadır (Organization, Educational, Educational, Scientific, & Organization, 2021). 10-24 yaş arası genç bireylerde gelişimsel kırılma, merak duygusu hatta akran baskısı belirgindir ve tetikleyici olan bu durumlar için riskleri önlemede okullar birincil ortamlardır (Room, 2012). Bununla birlikte, okul-tabanlı müdahalelerin başarı düzeyini belirleyen en kritik unsurun, sadece bilgi aktarımı değil, öğrencinin pozitif okul iklimi içinde çok boyutlu iyi oluşunun desteklenmesi olduğu giderek daha sağlam ampirik kanıtlarla ortaya konmaktadır (Daily et al., 2020; Wang & Degol, 2016).

Nörogelişimsel araştırmalar, prefrontal korteksin yaklaşık 25 yaşına dek tam olgunlaşmadığını ve ergen beyninin ödül duyarlılığının zirvede olduğunu göstermektedir (Casey, 2015). Bu durum, madde denemelerini kolaylaştırarak bağımlılık riskini artırır. Longitudinal meta-analizler, ergenlik döneminde başlayan düzenli madde kullanımının ileriki yaşamda depresyon, bilişsel gerilik ve okul terki ile anlamlı düzeyde ilişkili olduğunu bildirmiştir (Davis et al., 2023; Gobbi et al., 2019; Steinfeld & Torregrossa, 2023)

Pozitif okul iklimi; güvenlik, ilişkiler, öğretim-öğrenme süreçleri ve kurumsal çevrenin öğrencinin kendini değerli, güvende ve desteklenmiş hissetmesini sağlayacak biçimde yapılandırılması olarak tanımlanır (Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2013; World Health Organization (WHO), 2021) Wang ve Degol'un (2016) kapsamlı derlemesine göre olumlu iklim, ergenlerde madde kullanım olasılığını %25-40 bandında azaltmaktadır (Wang & Degol, 2016). Psikolojik iyi oluş (mutluluk, öz-etkililik), sosyal iyi oluş (aidiyet, akran desteği) ve fiziksel iyi oluş (sağlıklı yaşam alışkanlıkları) bu iklimin birbirine geçmiş boyutlarıdır (Jose, Ryan, & Pryor, 2012; Kern, Waters, Adler, & White, 2015; World Health Organization (WHO), 2021).

DSÖ ve UNESCO'nun 2021'de güncellediği "Health-Promoting Schools Global Standards" dokümanı, madde bağımlılığı dâhil tüm risk davranışlarını ele alan bütüncül bir okul sağlığı paradigması sunar. Bu model, politika, müfredat, okul hizmetleri ve topluluk katılımı olmak üzere dört yapıtaşının eş zamanlı işletilmesini zorunlu kılar (World Health Organization (WHO), 2021).

Türkiye Sağlık Araştırması verileri, 15-24 yaş grubunda günlük tütün kullanımının 2010'da %16,4 iken 2022'de %19,3'e yükseldiğini göstermektedir (Yüksel & Tuzcu, 2024). Millî Eğitim Bakanlığı (MEB), 2014/20 sayılı "Bağımlılıkla Mücadele" genelgesiyle risk farkındalığı eğitimlerini zorunlu kılmış; 2017'de Yeşilay iş birliğiyle Türkiye Bağımlılıkla Mücadele Eğitim Programı (TBM)'ni başlatmıştır. Ancak TBM'nin etkisini inceleyen saha araştırmaları, programın bilişsel kazanımlar üretmesine karşın davranış değişimine sınırlı katkı sunduğunu not etmektedir (M. Yılmaz, Yılmaz, & Aktan, 2017; Ş. Yılmaz, 2014)

Bu çalışmanın amacı, Türkiye'de okul temelli madde kullanımıyla mücadele politikalarının (2010-2023) "pozitif okul iklimi" (güvenlik, ilişkiler, öğretim-öğrenme, kurumsal çevre) ve öğrenci iyi oluşu (psikolojik, sosyal, fiziksel) çerçeveleriyle ne ölçüde örtüştüğünü bütüncül olarak ortaya koymaktır.

Çalışma, aşağıdaki temel soruya yanıt aramıştır.

- 2010-2023 döneminde yayımlanan ulusal politika metinleri (genelgeler, stratejik planlar, rehberler) madde bağımlılığıyla mücadeleyi fiziksel, psikolojik ve sosyal iyi oluş boyutları açısından nasıl ele almaktadır?

Yöntem

Araştırma Tasarımı

Bu çalışma, nitel araştırma yaklaşımlarından doküman analizi ile yürütülmüştür. Doküman analizi, yazılı / görsel materyallerin sistematik, eleştirel ve bağlamsal biçimde incelenmesini sağlayarak tarihsel süreçteki politika ve uygulamalara ilişkin derinlemesine bilgi sunar (Bowen, 2009).

Çalışma Grubu ve Kapsam

Araştırmada amaçlı maksimum çeşitlilik örnekleme kullanılmıştır (Patton, 2002). Milli Eğitim Bakanlığı, Yeşilay ve ilgili resmî kurumlar tarafından 2010-2023 arasında yayımlanan, aşağıdaki ölçütleri karşılayan altı politika belgesi incelenmiştir:

Ulusal resmî statüde olması (genelge, strateji / eylem planı, rehber vb.)

Madde bağımlılığıyla mücadeleyi doğrudan ele alması

Okul temelli uygulamalara yönelik hükümler içermesi

Tam metnine kamusal erişimin mümkün olması

Veri Toplama Süreci

Belgeler, elektronik arşiv taramalarıyla temin edilmiştir.

Veri Analizi

Veriler, içerik analizi yaklaşımıyla dört adımda çözümlenmiştir (Krippendorff, 2018).

Kod Geliştirme – Literatür ve DSÖ Sağlığı Geliştiren Okullar Çerçevesi temel alınarak başlangıç kod listesi oluşturuldu (örn. fiziksel güvenlik, sosyal destek, öz-etkililik, risk farkındalığı).

Kodlama – Tek araştırmacı, tarafından açık kodlamayla yapıldı

Tema Oluşturma – Kodlar; Fiziksel İyi Oluş, Psikolojik İyi Oluş, Sosyal İyi Oluş ve Pozitif Okul İklimi başlıklarında temalaştırıldı.

Yorumlama – Temalar belge türü ve yayımlanma yılına göre karşılaştırılarak politika boşlukları ve güçlü yönler tartışıldı.

Geçerlik ve Güvenirlik

Çalışma tek araştırmacı tarafından yürütüldüğü için öznellik ve tutarlılık risklerini azaltmak amacıyla aşağıdaki stratejiler izlenmiştir: Veriler iki hafta arayla yeniden kodlandı; kod – kategori uyumu %88 bulundu. Bulgular doğrudan alıntılar ve bağlamsal ayrıntılarla desteklenerek farklı bağlamlara uyarlanabilirlik sağlandı. Nihai kod listesi ve tema yapısı, halk sağlığı alanında uzman iki akademisyenden alınan geribildirimlerle revize edildi.

Etik Hususlar

Bu araştırmada kişisel veri içermeyen, kamuya açık resmî belgeler kullanıldığı için etik kurul onayı gerekmemiştir. Bununla birlikte çalışma, Helsinki Bildirgesi'nin etik ilkelerine uygun biçimde yürütülmüştür. Belgeler, içerik ve anlam bütünlüğü bozulmadan raporlanmış; yorumlama aşamasında araştırmacı önyargısını azaltmak amacıyla yansıtıcı notlar ve karşı-kontrol adımları uygulanmıştır.

Bulgular

Bu araştırmada 2010–2023 yılları arasında Türkiye'de Millî Eğitim Bakanlığı ve ilgili kurumlar tarafından yayımlanan stratejik planlar, genelgeler ve bağımlılıkla mücadele materyalleri doküman analizi yöntemiyle incelenmiştir. Amaç, madde bağımlılığına karşı okul temelli eğitim politikalarının, öğrencilerin fiziksel, psikolojik ve sosyal iyi oluşunu ne ölçüde desteklediğini ve bu politikaların pozitif okul iklimiyle ne ölçüde bütünleştiğini ortaya koymaktır.

İçerik analizine dayalı olarak dört ana tema belirlenmiştir: Fiziksel İyi Oluş, Psikolojik İyi Oluş, Sosyal İyi Oluş ve Pozitif Okul İklimi Unsurları. Her tema altında ilişkili alt temalar tanımlanmış ve bu alt temalar için politika belgelerinden elde edilen doğrudan alıntılar aracılığıyla kodlama yapılmıştır.

Bulgular, bağımlılıkla mücadele kapsamında geliştirilen içeriklerin büyük ölçüde bireysel davranış değişikliği ve risk farkındalığına odaklandığını; öğrencilerin çok boyutlu iyi oluşunu destekleyecek sosyal ve yapısal uygulamalara ise daha sınırlı yer verildiğini ortaya koymuştur. Özellikle fiziksel iyi oluş boyutu belgelerde sıkça vurgulanırken, psikolojik destek ve sosyal aidiyet gibi diğer iyi oluş boyutları daha çok dolaylı anlatımlarla yansıtılmıştır. Pozitif okul iklimi kavramı çoğu belgede açık biçimde adlandırılmasa da öğrenci merkezli, kapsayıcı ve suçlayıcı olmayan yaklaşımlar aracılığıyla bu kavrama örtük şekilde yer verildiği gözlemlenmiştir.

Aşağıda her tema için detaylandırılmış analiz bulguları sunulmuştur.

Tema 1: Fiziksel İyi Oluşun Desteklenmesi

Bu tema kapsamında, bağımlılık riskini azaltmak amacıyla eğitim politikalarında fiziksel sağlığı önceleyen uygulamalar analiz edilmiştir. Belgelerde yer alan içerikler, hijyen, beslenme, fiziksel aktivite, uyku düzeni ve güvenli yaşam becerileri ekseninde kodlanmıştır.

Alt Tema-1: Hijyen ve Sağlık

Kod Etiketi: hijyen_sağlık

Doğrudan Alıntılar:

“Temiz insan sağlıklı insandır. Sağlıklı olmak ve mikroplardan korunmak için temizliğimize dikkat etmemiz gerekir.” (Kaynak: TBM İlkokul Sağlık Broşürü.pdf)

“Sık sık camı açıp odamızı havalandırırsak odamıza taze hava girer. Bu da bizi sağlıklı yapar.” (Kaynak: TBM İlkokul Sağlık Broşürü.pdf)

“Gıda işletmelerinde çalışanların hijyen eğitimi almaları zorunludur... güvenilir gıda üretimi için gerekli olan hijyen şartlarının oluşturulması.” (Kaynak: MEB Stratejik Planı 2015–2019.pdf)

Alt Tema-2: Uyku ve Dinlenme

Kod Etiketi: uyku_dinlenme

Doğrudan Alıntılar:

“Sağlıklı olmak için güzel uyku şart. Günde 10-12 saat uyumalıyız.” (Kaynak: TBM İlkokul Sağlık Broşürü.pdf)

Alt Tema-3: Beslenme

Kod Etiketi: beslenme_destegi

Doğrudan Alıntılar:

“Sağlıklı olmanın ilk şartı doğru beslenmektir.” (Kaynak: TBM İlkokul Sağlık Broşürü.pdf)

“Abur cuburlar içerdikleri fazla yağ ve şeker nedeniyle vücudumuza zarar verirler.” (Kaynak: TBM İlkokul Sağlık Broşürü.pdf)

“Üç öğün; sabah kahvaltımızı yapmalı, öğlen ve akşam düzenli yemek yemeliyiz.” (Kaynak: TBM İlkokul Sağlık Broşürü.pdf)

Alt Tema-4: Fiziksel Aktivite ve Sağlık Algısı

Kod Etiketi: spor_fizikselgüç

Doğrudan Alıntı:

“Spor yaparım. Dengeli beslenirim. Kötü alışkanlıklardan uzak dururum. Bunun için de çok sağlıklı ve güçlüyüm.” (Kaynak: TBM İlkokul Sağlık Broşürü.pdf)

Alt Tema-5: İlk Yardım ve Afet Hazırlığı

Kod Etiketi: afet_ilkyardim

Doğrudan Alıntılar:

“Afet ve acil durum okul planlarının hazırlanması ve uygulanması, etkin senaryolu tatbikatların gerçekleştirilmesi, eğitim kurumlarımızın afete hazır hâle getirilmesi öncelikli hedeflerimiz arasında yer almaktadır.” (Kaynak: MEB Stratejik Planı 2024–2028.pdf)

“Afetlere karşı hazırlık ve risk azaltma eğitimi verilmesi, afet bilinci kazandırılması temel hedeflerdendir.” (Kaynak: MEB Stratejik Planı 2024–2028.pdf)

Tablo 1. Kod Frekans Tablosu

Alt Tema	Kod Etiketi	Frekans
Beslenme	beslenme_destegi	3
Fiziksel Aktivite ve Sağlık Algısı	spor_fizikselgüç	1
Hijyen ve Sağlık	hijyen_saglik	3
Uyku ve Dinlenme	uyku_dinlenme	1
İlk Yardım ve Afet Hazırlığı	afet_ilkyardim	2

Tema 2: Psikolojik İyi Oluşun Desteklenmesi

Psikolojik iyi oluş, öğrencilerin bağımlılık karşısında duygusal dayanıklılık kazanmasını, öz denetim geliştirmesini ve riskli davranışlardan uzak durabilmesini sağlamada temel bir rol

oynamaktadır. İncelenen eğitim belgelerinde, psikolojik iyi oluşıya yönelik mesajlar genellikle bağımlılık tanımları, öz farkındalık, stresle baş etme becerileri ve rehberlik hizmetlerine yapılan atıflar üzerinden şekillenmiştir.

Alt Tema-1: Bağımlılık Farkındalığı

Kod Etiketi: bagimlilik_bilinci

Doğrudan Alıntılar:

“Bağımlılık, insanın zarar görmesine rağmen bir şeye yapmaya devam etmesi, onsuz yaşayamaması, onsuz olduğunda çok mutsuz olmasıdır.” (Kaynak: TBM İlkokul Teknoloji Broşürü.pdf)

Alt Tema-2: Bağımlılık Farkındalığı

Kod Etiketi: bagimlilik_bilinci

Doğrudan Alıntı:

“Hadî şimdi dünyadaki en yaygın bağımlılık olan sigara bağımlılığının zararlarını öğrenelim.” (Kaynak: TBM İlkokul Tütün Broşürü.pdf)

“Oyun yüzünden arkadaşları ve ailesi ile arası açılıyorsa, bu çocuk bir teknoloji bağımlısıdır.” (Kaynak: TBM İlkokul Teknoloji Broşürü.pdf)

Alt Tema-3: Öz Denetim ve Karar Verme Becerisi

Kod Etiketi: özdenetim

Doğrudan Alıntılar:

“Zamanla ekran başında çok fazla zaman geçirip kontrolümüzü kaybetmeye başlayabiliriz.” (Kaynak: TBM İlkokul Teknoloji Broşürü.pdf)

Alt Tema-4: Öz Denetim ve Karar Verme Becerisi

Kod Etiketi: özdenetim

Doğrudan Alıntılar:

“Boş zamanlarımızı faydalı uğraşlarla geçirmedeğimizde bilgisayara ve tablete daha çok yönelebiliriz. Bu alışkanlık zamanla bağımlılığa dönüşebilir.” (Kaynak: TBM İlkokul Teknoloji Broşürü.pdf)

Alt Tema-5: Duygusal Sıkıntı ve Ruhsal Destek

Kod Etiketi: psikolojik_destek

Doğrudan Alıntılar:

“Bir şeye bağımlı olmak; onsuz yapamamak, onsuz aşırı mutsuz olmak demektir.” (Kaynak: TBM İlkokul Tütün Broşürü.pdf)

Alt Tema-6: Duygusal Sıkıntı ve Ruhsal Destek

Kod Etiketi: psikolojik_destek

Doğrudan Alıntılar:

“Bağımlı olan insanlar sigara içmediklerinde çok mutsuz ve sinirli olurlar.” (Kaynak: TBM İlkokul Tütün Broşürü.pdf)

Alt Tema-7: Rehberlik ve Önleme Programları

Kod Etiketi: ram_rehberlik

Doğrudan Alıntılar:

“RAM’lar tarafından sorumluluk bölgelerinde rehber öğretmeni olmayan okullarda şiddetin önlenmesine yönelik farkındalık ve bilgilendirme çalışmalarının yürütülmesi.” (Kaynak: MEB Stratejik Planı 2019–2023.pdf)

“Psikolojik danışma hizmetlerinin güçlendirilmesi, rehberlik sistemlerinin yaygınlaştırılması hedeflenmektedir.” (Kaynak: MEB Stratejik Planı 2024–2028.pdf)

Tablo 2. Kod Frekans Tablosu

Alt Tema	Kod Etiketi	Frekans
Bağımlılık Farkındalığı	bagimlilik_bilinci	3
Duygusal Sıkıntı ve Ruhsal Destek	psikolojik_destek	2
Rehberlik ve Önleme Programları	ram_rehberlik	2
Öz Denetim ve Karar Verme Becerisi	özdenetim	2

Tema 3: Sosyal İyi Oluşun Desteklenmesi

Sosyal iyi oluş, öğrencinin aile, arkadaş ve okul çevresiyle kurduğu destekleyici ilişkiler aracılığıyla bağımlılıklardan uzak bir yaşam biçimini benimsemesini kolaylaştırır. İncelenen belgelerde aile katılımı, arkadaşlık ilişkileri, sosyal etkileşim ve aidiyet duygusu gibi kavramların doğrudan veya dolaylı olarak bağımlılıkla mücadelede koruyucu etken olarak sunulduğu görülmüştür.

Alt Tema-1: Aile Katılımı

Kod Etiketi: aile_katilimi

Doğrudan Alıntılar:

“Okul/kurumlarda bulunan kantin ve benzeri yerlerin okul aile birlikleri tarafından kiralanacağı okul müdürlükleri vasıtasıyla il/ilçe millî eğitim müdürlüğüne bildirilecektir.” (Kaynak: MEB Stratejik Planı 2019–2023.pdf)

“Ailelerin eğitime aktif katılımını sağlamak amacıyla veli eğitimleri ve okul-aile iş birliği modelleri geliştirilecektir.” (Kaynak: MEB Stratejik Planı 2024–2028.pdf)

Alt Tema-2: Akran İlişkileri ve Sosyal Destek

Kod Etiketi: arkadaslik_destek

Doğrudan Alıntılar:

“Oyun yüzünden arkadaşları ve ailesi ile arası açılıyorsa bu çocuk bir teknoloji bağımlısıdır.”
(Kaynak: TBM İlkokul Teknoloji Broşürü.pdf)

Alt Tema-3: Topluluk Bağlılığı ve Aidiyet

Kod Etiketi: aidiyet_baglilik

Doğrudan Alıntılar:

“Hayata hazır, sağlıklı ve mutlu bireyler yetiştiren bir eğitim sistemi.” (Kaynak: MEB Stratejik Planı 2010–2014.pdf)

Alt Tema-4: Topluluk Bağlılığı ve Aidiyet

Kod Etiketi: aidiyet_baglilik

Doğrudan Alıntılar:

“Millî birlik ve beraberlik, vatan sevgisi, yurt savunması konularını ele alan faaliyetler düzenlenecektir.” (Kaynak: MEB Stratejik Planı 2024–2028.pdf)

Tablo 3. Kod Frekans Tablosu

Alt Tema	Kod Etiketi	Frekans
Aile Katılımı	aile_katilimi	2
Akran İlişkileri ve Sosyal Destek	arkadaslik_destek	2
Topluluk Bağlılığı ve Aidiyet	aidiyet_baglilik	2

Tema 4: Pozitif Okul İklimi Unsurları

Pozitif okul iklimi, öğrencilerin kendilerini güvende, değerli ve kapsanmış hissettikleri bir ortam oluşturarak bağımlılıklardan korunmalarını destekleyen temel yapısal boyuttur. Belgelerde güvenli okul ortamı, katılım, değerler eğitimi ve bütüncül okul politikaları kavramlarının ön plana çıktığı görülmüştür.

Alt Tema-1: Güvenli ve Kapsayıcı Okul Ortamı

Kod Etiketi: guvenli_okul

Doğrudan Alıntılar:

“Eğitim ortamlarının öğrencilerin psiko-sosyal gelişimlerine destek sağlayıcı nitelikte olması.”
(Kaynak: MEB Stratejik Planı 2010–2014.pdf)

“Afet ve acil durumlara karşı güvenli okul binaları oluşturulması önceliklidir.” (Kaynak: MEB Stratejik Planı 2024–2028.pdf)

Alt Tema-2: Katılımcı ve Değer Odaklı Eğitim

Kod Etiketi: degerler_egitimi

Doğrudan Alıntılar:

“Katılımcı, şeffaf ve hesap verebilir bir eğitim sistemi hedefi doğrultusunda...” (Kaynak: MEB Stratejik Planı 2019–2023.pdf)

“Millî mücadele kahramanlarımızı, istiklal, istikbal, millî birlik ve beraberlik, vatan sevgisi, yurt savunması konularını ele alan faaliyetler düzenlenecektir.” (Kaynak: MEB Stratejik Planı 2024–2028.pdf)

Alt Tema-3: Çok Boyutlu Okul Politikaları

Kod Etiketi: okul_iklimi_stratejisi

Doğrudan Alıntı:

“...çok boyutlu bir eğitim iklimi inşa etme zorunluluğu bulunmaktadır.” (Kaynak: MEB Stratejik Planı 2024–2028.pdf)

Alt Tema-4: Çok Boyutlu Okul Politikaları

Kod Etiketi: okul_iklimi_stratejisi

Doğrudan Alıntı:

“Bireyin fiziksel, ruhsal ve sosyal yönleriyle gelişimini destekleyen eğitim ortamları hedeflenmektedir.” (Kaynak: MEB Stratejik Planı 2024–2028.pdf)

Tablo 4. Kod Frekans Tablosu

Alt Tema	Kod Etiketi	Frekans
Güvenli ve Kapsayıcı Okul Ortamı	guvenli_okul	2
Katılımcı ve Değer Odaklı Eğitim	degerler_egitimi	2
Çok Boyutlu Okul Politikaları	okul_iklimi_stratejisi	2

Sonuç ve Öneriler

Bu çalışmada, Türkiye’de 2010–2023 yılları arasında yayımlanan bağımlılıkla mücadeleye ilişkin stratejik belgeler, genelgeler ve uygulama materyalleri doküman analizi yöntemiyle incelenmiştir. Bulgular, eğitim politikalarının bağımlılığı önleyici içerikler sunduğunu ancak bu içeriklerin çoğunlukla bireysel davranış değişikliğine odaklandığını göstermektedir. Halk sağlığı perspektifiyle değerlendirildiğinde, bağımlılık yalnızca bireysel bir tercih ya da alışkanlık değil, çok düzeyli ve yapısal faktörlerin etkisiyle şekillenen bir kamusal sağlık sorunu olarak ele alınmalıdır.

Belgelerde fiziksel iyi oluşa ilişkin içerikler (örneğin hijyen, beslenme, uyku vb.) yoğun olarak yer alırken, psikolojik ve sosyal iyi oluşu destekleyen yapısal müdahalelere daha sınırlı yer verildiği görülmektedir. Bağımlılıkla ilişkili sosyal belirleyiciler (yoksulluk, aile içi iletişim, akran baskısı, okul dışı ortamlar) yeterince ele alınmamaktadır. Pozitif okul iklimine yönelik doğrudan bir tanımlama ya da bütüncül strateji ise birçok belgede bulunmamaktadır.

Özellikle TBM broşürleri, bağımlılık türlerine göre farklı içerikler sunmakla birlikte, iyi oluşun bütünsel doğasına ve öğrencilerin çevresel-kurumsal bağlamlarına sınırlı vurgu yapmaktadır. Bu durum, bağımlılıkla mücadelede bilgilendirme düzeyinin ötesine geçen koruyucu–güçlendirici halk sağlığı yaklaşımlarının eksik kaldığını göstermektedir.

Bu sonuçlar doğrultusunda öneriler şu şekildedir:

Bağımlılıkla mücadele yalnızca bireysel bilgi düzeyini artırmayı hedefleyen değil; sosyal destek, okul iklimi, akran ilişkileri ve aile katılımı gibi bağlamsal etkenleri içeren çok düzeyli bir modelle yürütülmelidir.

Pozitif okul iklimi kavramı, halk sağlığının “güçlendirme” ilkesini karşılayan bir çerçeve sunar. Bu kavram MEB stratejilerine açık biçimde dahil edilmeli; güvenli, destekleyici, katılımcı okul ortamları için izleme ve değerlendirme göstergeleri oluşturulmalıdır.

Rehberlik servislerinin kurumsal kapasitesi artırılmalı, bağımlılıkla mücadelede psikolojik dayanıklılığı güçlendiren programlar (örneğin öz denetim, stres yönetimi, akran desteği) yapılandırılmalı ve okul temelli ruh sağlığı uygulamaları yaygınlaştırılmalıdır.

Bağımlılıkla mücadele programları (örneğin TBM), sadece okullarda değil, toplum temelli halk sağlığı hizmetleriyle iş birliği içinde yürütülmeli; okul-aile-toplum üçgeninde etki yaratacak sosyal kampanyalar ve eğitim içerikleri geliştirilmelidir.

Ailelerin yalnızca bilgilendirme toplantılarına değil, karar süreçlerine katılımı sağlanmalı; akran eğitimi, akran danışmanlığı gibi programlar desteklenerek sosyal bağların koruyucu gücünden yararlanılmalıdır.

Bağımlılıkla mücadele içeriklerinin etkisi yalnızca uygulama sayısı ile değil, davranışsal çıktı ve iyi oluş düzeyleriyle izlenmeli; politika çıktıları düzenli olarak raporlanmalı ve güncellenmelidir.

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Okullarda Ergenlik Dönemindeki Öğrencilerin Sağlık Sorunlarına Yönelik Ulusal Politika Belgelerinin Pozitif Okul İklimi ve İyi Oluş Bağlamında İncelenmesi: Bir Doküman Analizi

Çağla YİĞİTBAŞ

Giresun Üniversitesi, TÜRKİYE

cagla.yigitbas@giresun.edu.tr

ORCID: 0000-0002-3789-1156

Özet

Ergenlik dönemi, öğrencilerin fiziksel, psikolojik ve sosyal açılardan hızlı değişimler yaşadığı, sağlığa ilişkin ihtiyaçların arttığı kritik bir gelişim evresidir. Bu döneme özgü sağlık sorunları arasında cinsel sağlık, hijyen, ruh sağlığı, beden algısı ve beslenme gibi konular öne çıkmaktadır. Bu çalışma, okullarda ergenlik dönemindeki öğrencilere yönelik sunulan sağlık hizmetleri ve destek uygulamalarının, Türkiye’de yayımlanan politika belgeleri çerçevesinde pozitif okul iklimi ve iyi oluş ilkeleri bağlamında nasıl ele alındığını incelemeyi amaçlamaktadır. Çalışma, doküman analizi yöntemiyle yürütülmüştür. Çalışmaya; 2017/19 sayılı okul sağlığı genelgesi, tip 1 diyabetli öğrencilerin okul/kurumlarda bakımı ve desteklenmesi hakkında yönerge, diyabetli öğrenciler genelgesi, 2010-2014 + 2015-2019 + 2019-2023 ve 2024-2028 stratejik planları ve 2025 yılı iş takvimi dahil edilmiştir. Belgeler tematik içerik analiziyle incelenmiştir. Bulgular; belgelerin çoğunun fiziksel sağlık boyutuna odaklandığını, psikososyal gelişim, mahremiyet, ruh sağlığı gibi alanlarda ise sınırlı ve dolaylı ifadelerin yer aldığını göstermektedir. Pozitif okul iklimi kavramı doğrudan yer almasa da destekleyici yapıların kurulması yönünde niyet ifadelerine rastlanmaktadır.

Sonuç olarak, ergen sağlığını kapsayan okul politikalarının iyi oluş kavramını çok boyutlu biçimde içermesi, mahremiyet, özsaygı ve psikososyal destek ilkeleriyle güçlendirilmesi önerilmektedir.

Anahtar Kelimeler: ergen sağlığı, okul sağlığı politikaları, pozitif okul iklimi, iyi oluş, doküman analizi, psikososyal destek

An Analysis of National Policy Documents Addressing the Health Issues of Adolescents in Schools within the Framework of Positive School Climate and Well-Being

Abstract

Adolescence is a critical developmental period during which students undergo rapid changes in physical, psychological, and social domains, leading to increased health-related needs. Key health issues specific to this stage include sexual health, hygiene, mental health, body image, and nutrition. This study aims to examine how school-based health services and support practices for adolescent students are addressed within the framework of policy documents published in Türkiye, particularly in relation to the principles of positive school climate and well-being. The research was conducted using document analysis. The study included the School Health Circular No. 2017/19, the directive on the care and support of students with type

1 diabetes in schools/institutions, the circular on students with diabetes, the strategic plans for the periods 2010–2014, 2015–2019, 2019–2023, and 2024–2028, as well as the 2025 annual work schedule. These documents were analyzed using thematic content analysis. The findings indicate that most documents predominantly focus on the physical health dimension, while issues related to psychosocial development, privacy, and mental health are addressed only in a limited and indirect manner. Although the concept of a positive school climate is not explicitly mentioned, there are expressions of intent regarding the establishment of supportive structures. In conclusion, it is recommended that school policies encompassing adolescent health incorporate the concept of well-being in a multidimensional way and be strengthened by principles of privacy, self-esteem, and psychosocial support.

Keywords: Adolescent health, school health policies, positive school climate, well-being, document analysis, psychosocial support

Giriş

İnsan hayatının evrelerinden biri olan ergenlik dönemi (10–19 yaş) üzerinde önemle durulması gereken bir süreçtir. Biyolojik büyüme hızının pik yaptığı, nöro-endokrin yeniden yapılanmanın yoğunlaştığı, soyut düşünme kapasitesinin geliştiği ve toplumsal rollerin yeniden tanımlandığı bu evre, bireylerin gelecekteki sağlık ve üretkenlik düzeyini belirleyen kritik bir “pencere” işlevi görmektedir (Sawyer et al., 2012). Dünya Sağlık Örgütü (DSÖ) tarafından açıklanan Küresel Ergen Sağlığı Raporu’na göre bugün dünyada yaklaşık 1,3 milyar ergen bulunmaktadır ve bu grubun morbidite - mortalite yükünün önemli bir kısmı önlenebilir risk davranışlarına (örn. tütün, alkol, sağlıksız beslenme, fiziksel inaktivite) dayanmaktadır ((MEB), 2017). Türkiye İstatistik Kurumu’nun (TÜİK) “İstatistiklerle Gençlik 2024” verileri Türkiye’de 10– 19 yaş grubunun toplam nüfusun %16,5’ini oluşturduğunu göstermekte; sağlığa ilişkin davranış örüntülerinin bu evrede kazanıldığı dikkate alındığında okul temelli önleme ve iyileştirme girişimlerinin stratejik önemi daha da belirginleşmektedir ((MEB), 2017).

Sağlığı Geliştirme Modeli ile Ekolojik Sistemler Kuramı birlikte ele alındığında okulun ergen gelişiminde “mikro-sistem” düzeyinde merkezi bir rol oynadığı görülür. Okul, ergenlerin günde ortalama sekiz (8) saat geçirdiği, akran ve yetişkin etkileşimlerinin yoğunlaştığı, sosyo-duygusal geri bildirimlerin sürekli üretildiği bir ekosistemdir (Mercan Akçay & Demircioğlu, 2024). Dolayısıyla burada sunulan sağlık hizmetleri yalnızca fiziksel kontroller veya hastalık yönetimi anlamına gelmez; aynı zamanda öz-saygı gelişimi, aidiyet hissi, toplumsal cinsiyet rolleri, mahremiyet farkındalığı ve bilişsel esneklik gibi değişkenleri biçimlendiren bütüncül bir ortam yaratır (Thapa, Cohen, Guffey, & Higgins-D’Alessandro, 2013).

Pozitif okul iklimi literatürü, güvenli fiziksel çevre, destekleyici ilişkiler, katılımcı okul yönetimi ve berrak davranış normları olmak üzere dört temel boyutun öğrenci iyi oluşu üzerinde sinerjik etki yarattığını savunur (Aslan vd., 2022). ((MEB), 2017). Bu bağlamda iyi oluş (well-being) yalnızca hasta olmama hâline indirgenmez; ergenin kendini değerli, güvende ve psikososyal açıdan desteklenmiş hissettiği, öz-yeterlilik inancının güçlendiği bir durum olarak kurgulanır (Ryff, 1989). Dolayısıyla okul sağlığı politikalarının etkinliği, fiziksel sağlık göstergelerinin (vücut kitle indeksi, kronik hastalık kontrolü, aşı kapsayıcılığı vb.) yanı sıra bu psiko-duygusal bileşenleri içselleştirerek operasyonel hâle getirmesine bağlıdır (Mercan Akçay & Demircioğlu, 2024). Türkiye’de okul sağlığı hizmetlerinin kurumsal temeli 1960’lı yıllara uzansa da disiplinler arası kapsamın genişletilmesi ve mevzuata yansıtılması 2000’li yıllarda

hız kazanmıştır. Sağlık Bakanlığı (SB) ve Millî Eğitim Bakanlığı (MEB) arasında imzalanan Okul Sağlığı İş Birliği Protokolü (2006) alanın çerçeve belgesi niteliğindedir. Bu protokolün mevzuatta somutlaşan ilk sonucu 2017/19 Sayılı Okul Sağlığı Genelgesi olmuş, genelge ile tarama programları, kronik hastalık yönetimi, beden kitle indeksi izlemi ve il düzeyinde okul sağlığı kurullarının oluşturulması yasal zorunluluk hâline getirilmiştir ((MEB), 2017).

SB'nin beşer yıllık stratejik planları (2010-2014; 2015-2019; 2019-2023; 2024-2028) ile MEB Stratejik Planı (2024-2028), okul çağındaki nüfusa yönelik sağlık hedeflerini performans göstergeleri üzerinden detaylandırmıştır. Örneğin 2024-2028 SB Stratejik Planı'nda "genç dostu sağlık hizmet birimi" sayısını %50 artırmak, okul temelli kronik hastalık yönetimi e-reçete entegrasyonunu ülke çapında yaygınlaştırmak gibi hedefler yer almaktadır ((MEB), 2017). Ayrıca Tip 1 Diyabetli Öğrencilerin Bakım ve Desteklenmesi Yönergesi ((MEB), 2017) diyabetli ergenlerin acil hipoglisemik kriz yönetim protokollerinden sınıf içi psiko-sosyal desteğe kadar çok boyutlu sorumlulukları netleştirmiştir.

Bununla birlikte ulusal politika metinlerinin hâkim söyleminin fiziksel sağlık parametrelerine odaklı olduğu, psikososyal gelişim, mahremiyet ve ruh sağlığı bileşenlerinin ise çoğunlukla "dolaylı" veya "niyet bildirimi" düzeyinde ifade edildiği yönünde eleştirel analizler de bulunmaktadır. DSÖ'nün Sağlık Teşvik Eden Okullar Küresel Standartları (2021) açısından bakıldığında Türkiye'nin belgesel zemininin kavramsal bütünlük sağlama potansiyeline sahip olduğu; ancak iyi oluşu çok boyutlu biçimde ölçen göstergelerin politika metinlerine henüz sınırlı yansıdığı görülmektedir.

Çalışma, Türkiye'de 2010 yılı sonrası itibarıyla yayımlanan ulusal okul sağlığı politika belgelerinin ergenlik dönemindeki öğrencilerin sağlık sorunlarını "pozitif okul iklimi" ve "iyi oluş" perspektifleriyle ne ölçüde harmanladığını eleştirel bakışla irdelemeyi amaçlamaktadır. Spesifik olarak Çalışma aşağıdaki sorulara yanıt aramaktadır:

- Politika belgelerinde ergenlerin fiziksel, zihinsel ve sosyal sağlık gereksinimleri nasıl tanımlanmaktadır?
- Pozitif okul ikliminin bileşenleri (güvenlik, destekleyici ilişkiler, katılım, öğrenme kültürü) bu belgelerde hangi derecede ve hangi terminolojiyle yer almaktadır?
- İyi oluş kavramı metinlerde bütüncül bir çerçeve olarak mı, yoksa dağınık tematik başlıklar şeklinde mi ele alınmaktadır?
- Fiziksel sağlık odağına kıyasla psikososyal boyutlar ve mahremiyet/öz-saygı temaları hangi kapsam ve derinlikte vurgulanmaktadır?

Yöntem

Araştırma Tasarımı

Bu çalışma, politika metinlerinin sistematik olarak incelenmesine imkân tanıyan nitel doküman analizi deseniyle yürütülmüştür (Bowen, 2009).

Çalışma evrenini 2010 - 2025 yılları arasında yayımlanan ulusal düzeydeki okul sağlığı politika metinleri oluşturmuştur.

Çalışma kapsamına dahil edilen metinlerin;

- Ulusal düzeyde yürürlüğe girmiş olması,

- Çalışma amacına ilişkin özel veya bütüncül hükümler içermesi,
- Tam metnine çevrimiçi erişim sağlanabilmesi,
- Geçerliliğini yitirmemiş veya yerini alan yeni düzenlemede tarihsel karşılaştırmaya imkân tanınması çalışmanın temel çerçevesi olarak sınırlandırılmıştır.

Çalışma Grubu

Amaçlı örnekleme yoluyla toplam dokuz belge seçilmiştir. Belgeler Nisan 2025'te indirilmiş, Mayıs 2025'te yeniden kontrol edilmiştir. Her belgeye kimlik kodu (B1- B8) atanmıştır. Çalışmaya dahil edilen belgeler:

B1: 2017/19 Sayılı Okul Sağlığı Genelgesi

B2: Tip 1 Diyabetli Öğrencilerin Bakım ve Desteklenmesi Hakkında Yönerge (2021)

B3: Diyabetli Öğrenciler Genelgesi (2010)

B4: Millî Eğitim Bakanlığı Stratejik Planı 2010–2014

B5: Millî Eğitim Bakanlığı Stratejik Planı 2015–2019

B6: Millî Eğitim Bakanlığı Stratejik Planı 2019–2023

B7: Millî Eğitim Bakanlığı Stratejik Planı 2024–2028

B8: 2025 Yılı İş Takvimi

Verilerin Analizi

Verilerin çözümlenmesinde içerik analizi kullanılmıştır. İçerik analizi, nitel veri setlerinde belirli sözcüklerin, kavramların ya da temaların frekansını, bağlamını ve karşılıklı ilişkilerini sistematik ve nesnel biçimde incelemeye olanak sağlayan bir veri analiz yöntemidir. Bu yöntem aracılığıyla araştırmacı metin içerisindeki anlam örüntülerini, kavramsal yoğunlukları ve temalar arası yapısal ilişkileri istatistiksel veya betimsel düzeyde analiz edebilmiştir. Analiz geçerliliği arttırmak için iki farklı zamanda kodlama yaklaşımıyla yürütülmüştür. Kodlar, yinelenen örüntüler ve anlamlı ilişkiler temelinde temalara dönüştürülmüştür.

Geçerlik ve Güvenirlik

İç Tutarlılık: İkili kodlamaya ilişkin Cohen's $\kappa = 0,86$ olarak hesaplanmış, güçlü uyum düzeyi elde edilmiştir.

Uzman Görüşü: Kod kitabı iki halk sağlığı akademisyenince içerik ve kapsam açısından doğrulanmıştır.

Etik Hususlar

Çalışma, insan katılımcı verisi içermediği için etik kurul onayı gerektirmemekle birlikte, belgelerin telif ve erişim koşullarına riayet edilmiştir. Bulgular, ilgili kurumların kurumsal kimliğine zarar vermeyecek şekilde raporlanmıştır.

Bulgular

1. Fiziksel Sağlık Yönetimi

Kronik hastalık-odaklı düzenlemeler belgelerin en yoğun kodlanan alanıdır. Tip 1 Diyabetli Öğrenciler Yönergesi, öğrencilerin “*kendi tedavisini yapıp yapamadığına bakılmaksızın okula kayıt/kabulü*” zorunluluğunu vurgulayarak kronik hastalıkların eğitim hakkını sınırlamaması ilkesini kurumsallaştırmaktadır (B2: Madde 5(2)). Aynı metin beslenme planlamasına dair ayrıntılı protokol de getirmekte (“*okul menüleri hazırlanırken Sağlık Bakanlığı’nın okul çağı çocuklarına yönelik beslenme önerileri dikkate alınır*” (B2: Madde 8 (7)).

Beslenme-fiziksel aktivite ifadeleri yönergenin yanı sıra 2017/19 Genelgesi ve stratejik planlarda yer almakta; beden kitle indeksi (BKI) izlemi, okul kantinlerinin düzenlenmesi ve spor etkinliği teşviki gibi önlemler öngörülmektedir.

Tarama-aşılama programları ise Genelge-2017’de zorunlu okul sağlığı kurullarıyla ilişkilendirilmiş, risk taramalarının yıllık iş takvimine entegre edilmesi öngörülmüştür.

Bu yoğunluk, ulusal metinlerin hâkim söyleminin “biyomedikal” parametrelere odaklandığı eleştirisini destekler niteliktedir.

2. Psikososyal Gelişim ve Ruh Sağlığı

Stratejik Plan 2010-2014’te “*öğrencilerin psiko-sosyal gelişimlerine destek sağlayıcı*” ortam hedefi açık biçimde tanımlanmıştır (B4: Amaç 7). Aynı planın 7. amaç başlığı “*bedensel, ruhsal ve zihinsel yönden sağlıklı gelişim*” ifadesiyle ruh sağlığını kurumsal vizyona dâhil eder (B4: Amaç 7). Buna karşın, 2015-2019 ve 2019-2023 stratejik planlarında ruh sağlığı daha çok “*öğrenci devamsızlığını azaltma*” gibi dolaylı göstergeler içinde geçmektedir. Belgelerin yarısında (5/9) psikososyal kod yakalanması, bu boyutun süreklilik kazansa da hâlen sınırlı kapsamda işlendiğini göstermektedir.

Şiddet ve istismar önleme hedefleri de bu temada yer alır. SP 2010-2014, “*güvenli ve şiddetten uzak eğitim ortamları sağlayarak... şiddet olaylarını her yıl %10 azaltmak*” hedefini koymuştur (B4).

3. Pozitif Okul İklimi ve Güvenlik

“Pozitif okul iklimi” kavramı belgelerde ad verilmeksizin, daha çok “güvenli eğitim ortamı” terminolojisiyle temsil edilmiştir. Güvenli ortam alt teması, SP 2010-2014’te detaylıdır; izleyen planlarda ise performans göstergeleri listesinde yer almasına rağmen açıklayıcı nitel içerik azalmıştır. Öğrencilerin katılımı ve destekleyici ilişkiler gibi iklim unsurlarına ait kodlar (n = 4) çoğunlukla proje/protokol referansı biçiminde geçmekte, sistematik gösterge çerçevesine dönüşmemektedir.

4. Mahremiyet ve Özsaygı

Mahremiyet, metinlerde en az temsil edilen temadır. SP 2010-2014, “*öğrencilerin kendilerini her türde şiddet, istismar ve ihmalden korumaları*” için bilgilendirme yükümlülüğü getirerek dolaylı mahremiyet vurgusu yapar (B4: Amaç 7). Bunun dışında açık mahremiyet tanımı yalnızca Tip 1 Diyabet Yönergesi’nin enjeksiyon odası düzenlemesinde görülür (öğrencinin insülin enjeksiyonlarının yapılabileceği ayrı mekân). Özsaygı-özyeterlik ifadeleri ise hedefe yönelik ‘niyet bildirimleri’ şeklinde geçmekte ve operasyonel göstergeye bağlanmamaktadır.

Sonuç ve Öneriler

Bu doküman analizinin bulguları metinlerin büyük ölçüde biyomedikal göstergelere (ör. tarama-aşılama, kronik hastalık yönetimi, beslenme-fiziksel aktivite) odaklandığını; psikososyal gelişim, mahremiyet ve pozitif okul iklimi bileşenlerini ise çoğunlukla dolaylı veya niyet bildirimi düzeyinde ele aldığını ortaya koymuştur. Metinlerde ruh sağlığı ve öz-saygı kavramları sınırlı frekansta yer almakta, “pozitif okul iklimi” terminolojisi ise açıkça kullanılmamaktadır. 2025 Yılı İş Takvimi gibi operasyonel belgeler beslenme hijyen denetimleri ve dijital rehberlik modülleriyle fiziksel ve psiko-sosyal alanları desteklese de çok boyutlu iyi oluş göstergelerini içeren sistematik bir izleme çerçevesi sunmamaktadır.

Bu durum, halk sağlığı bakış açısıyla okulun sağlıklı yaşam biçimlerini öğreten ve sürdüren bir mikro-ekosistem olma potansiyelinin henüz tam anlamıyla metinlere yansımadığını göstermektedir. DSÖ’nün Sağlık Teşvik Eden Okullar Küresel Standartları (2021) ve OECD’nin Öğrenci İyi Oluş Modeli (2019) ile karşılaştırıldığında, Türkiye’deki belgeler bütüncül iyi oluşu ölçen performans göstergeleri, mahremiyet hakları ve öğrenci katılımı konularında güçlendirilmeye ihtiyaç duymaktadır.

Bu sonuçlardan hareketle öneriler:

Yeni stratejik planlarda fiziksel sağlık göstergelerine ek olarak öğrencinin ruh sağlığı, öz-saygı, okul aidiyeti ve mahremiyet algısını ölçen nitel ve nicel parametreler yer almalıdır.

Tip 1 Diyabet Yönergesi’nde öngörülen mahremiyet uygulamaları (ör. ayrı enjeksiyon odası) model alınarak tüm sağlık müdahaleleri için standardize edilmiş mahremiyet rehberleri geliştirilmelidir.

Halk sağlığı il müdürlükleri, rehberlik araştırma merkezleri ve okul yönetimleri iş birliğiyle güvenlik, destekleyici ilişkiler, öğrenci katılımı ve öğrenme kültürünü düzenli izleyen ulusal bir “Okul İklimi İndeksi” tasarlanmalıdır.

Okul psikolojik danışman kontenjanları artırılmalı; Aile Sağlığı Merkezleri ile dijital sevk entegrasyonu kurularak öğrencilerin erişilebilir ruh sağlığı hizmetlerine yönlendirilmesi sağlanmalıdır.

Fiziksel aktivite, beslenme, stres yönetimi, dijital bağımlılığın önlenmesi ve mahremiyet hakları konularında bütüncül öğretim modülleri geliştirilmeli, öğretmen eğitimi programlarına entegre edilmelidir.

Öğrencilerin, ebeveynlerin ve yerel halk sağlığı profesyonellerinin temsil edildiği komiteler aracılığıyla okul sağlığı programlarına ilişkin karar süreçlerine aktif katılım sağlanmalıdır.

e-Rehberlik Modülü ve EBA platformu üzerinden çevrim içi ruh sağlığı taramaları, beslenme rehberleri ve mahremiyet eğitimleri sunulmalıdır.

Deprem, sel gibi afet senaryolarında kırılgan gruplara yönelik sağlık protokolleri hazırlanırken, ergenlerin psikososyal ihtiyaçları için saha ekiplerine standart müdahale rehberleri verilmelidir.

Ergen sağlığına yönelik okul verileri (obezite prevalansı, devamsızlık, rehberlik başvuruları, ruh sağlığı vaka sayısı) Sağlık Bakanlığı ve MEB arasında “paylaşımlı veri tabanı” modeliyle paylaşılmalıdır.

Bu önerilerin uygulanması, ergen nüfusun yaşam boyu sağlık sermayesini güçlendirecek, bulaşıcı olmayan hastalıkların (obezite, diyabet, ruhsal bozukluklar) erken önlenmesini

sağlayarak uzun vadede sağlık sistemine ve ülke ekonomisine maliyet etkin katkılar sunacaktır. Dahası, okullar aracılığıyla yürütülen çok boyutlu iyi oluş programları toplum genelinde sağlık okuryazarlığını artıracak, sosyal eşitsizlikleri azaltacak ve Sürdürülebilir Kalkınma Amaçları (SKA 3, 4 ve 10) doğrultusunda ilerleme sağlayacaktır.

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Orta ve İleri Yaş Bireylerin Dijital Dolandırıcılık Riskine Karşı Tutumları

Aynur Arslan

Ondokuz Mayıs Üniversitesi Sağlık Bilimleri Fakültesi Sosyal Hizmet Bölümü, Türkiye,

aynur.arslan@omu.edu.tr, 0000-0002-3654-2157

Meltem Kökdener

Ondokuz Mayıs Üniversitesi Sağlık Bilimleri Fakültesi Sosyal Hizmet Bölümü, Türkiye,

kokdener@omu.edu.tr, 0000-0002-0107-3274

Özet

Bu çalışma yaşlı bireylerin dijital iletişim teknolojileri üzerinden karşılaşılabilecekleri dolandırıcılık yöntemlerine karşı farkındalık düzeylerinin belirlenmesi ve dijital iletişim teknolojilerini daha güvenle kullanarak sosyal hayattan kopmamalarına yönelik destek verilmesi amacıyla yapılmıştır. Çalışma iki aşamalı planlanmıştır. Birinci aşamada katılımcılara araştırmacılar tarafından literatür taramasıyla oluşturulan anket uygulanmıştır. Çalışmanın ikinci aşamasında, Siber Suçlarla Mücadele Şube Müdürlüğü ve araştırmacılar tarafından, telefonlarındaki bazı güvenlik ayarları ile ilgili uygulamalı eğitimler verilmiştir. Çalışmanın araştırma aşamasında, nicel desende genel tarama modellerinden biri olan ilişkisel tarama modeli kullanılarak yürütülmüştür. Çalışmanın evrenini Samsun İlkadım ilçesinde yaşayan 55+ yaş bireyler oluşturmaktadır. 15Nisan-15Mayıs 2024 tarihleri arasında İlkadım ilçesinde eğitim salonu olan 6 cami ve Kuran kursunda okuma ve anlama ile ilgili herhangi bir engeli olmayan ve çalışmaya katılmaya gönüllü olan 166 orta yaşlı ve yaşlı birey çalışmanın evrenini oluşturmuştur. Araştırmaya katılan bireylerin %61,4'ü kadın, % 38,6'sı erkektir. Katılımcıların %50'si 55-60 yaş aralığında yani orta yaş grubundadır. Katılımcıların %71,1'i evli, %51,2'si eşiyile yaşamaktadır. Katılımcıların %36,1'i lise mezunu, %33,7 katılımcı emekli, %28,9 katılımcı ev hanımıdır. %43,4 Katılımcı dijital teknolojileri kullanmakta zorlanmadığını, %50 katılımcı günde ortalama 3-4 saat internet kullandığını belirtmiştir. Katılımcıların %80,1'i internet ortamını güvenli bulmamaktadır. %62 katılımcı bankacılık işlemlerinde internet ortamına güven duymuyor, %12,7 katılımcı daha önce bir internet dolandırıcılığı ile karşılaşmış ve %54,8 katılımcı dolandırıcılık endişesi ile dijital teknoloji kullanımını sınırlandırmıştır. %84,9'u şifrelerini gizli tuttuğunu ifade ederken, %12,9'u ise arkadaşları ile şifresini paylaşabileceğini belirtmektedir. Bu çalışmada katılımcıların, dolandırıcılık riskine karşı farkındalıklarının olduğunu, internet ortamında gerçekleşen işlemlere güven duymadıkları, bu nedenle teknoloji kullanımını sınırlandırdıkları, dolandırıcılıkla ilgili girişimlerin farkında oldukları ve bir dolandırıcılık durumunda nereye başvuracaklarını bildikleri görülmektedir. Çalışma sonuçlarına göre yaşlı bireylere dolandırıcılık riskine karşı dijital okuryazarlık, dijital

teknoloji becerileri eğitimlerinin planlanması, yaşlı bireylerin sık kullandığı alanlar, hastane, cami, halk eğitim kursları, kuran kursları gibi yerlerde farkındalık oluşturacak, uyarıcı ve bilgilendirici afişlerin asılması önerilmiştir.

Keywords: Orta ve İleri Yaş Bireyler, Dijital Dolandırıcılık, Dijital Güvenlik, Dijital Risk

Attitudes of Middle and Older Age Individuals Towards Digital Fraud Risk

Abstract

This study was conducted to determine the awareness levels of elderly individuals against fraud methods they may encounter through digital communication technologies and to provide support so that they do not become disconnected from social life by using digital communication technologies more safely. The study was planned in two stages. In the first stage, a survey developed by the researchers through a literature review was applied to the participants. In the second stage of the study, the Cyber Crimes Department and the researchers provided practical training on some security settings on their phones. The research stage of the study was conducted using the relational screening model, one of the general screening models in the quantitative design. The population of the study consists of individuals aged 55+ living in the İlkadım district of Samsun. The population of the study consisted of 166 middle-aged and elderly individuals who did not have any disabilities related to reading and understanding and volunteered to participate in the study in 6 mosques and Quran courses with training halls in the İlkadım district between April 15 and May 15, 2024. 61.4% of the individuals participating in the study were female and 38.6% were male. 50% of the participants are in the middle age group, i.e. between the ages of 55-60. 71.1% of the participants are married, 51.2% live with their spouses. 36.1% of the participants are high school graduates, 33.7% are retired, and 28.9% are housewives. 43.4% of the participants stated that they have no difficulty using digital technologies, 50% of the participants stated that they use the internet for an average of 3-4 hours per day. 80.1% of the participants do not find the internet environment safe. 62% of the participants do not trust the internet environment for banking transactions, 12.7% of the participants have previously encountered an internet scam, and 54.8% of the participants have limited their use of digital technologies due to concerns about fraud. 84.9% of the participants stated that they keep their passwords secret, while 12.9% stated that they may share their passwords with their friends. In this study, it is seen that the participants are aware of the risk of fraud, do not trust transactions that take place on the internet, therefore limit their use of

technology, are aware of attempts at fraud, and know where to go in case of a fraud. According to the results of the study, it is recommended that elderly individuals be trained in digital literacy and digital technology skills against the risk of fraud, and that awareness-raising, warning, and informative posters be hung in places frequently used by elderly individuals, such as hospitals, mosques, public education courses, and Quran courses.

Keywords: Middle and Old Age Individuals, Digital Fraud, Digital Security, Digital Risk

Giriş

Günümüzde dijital iletişim teknolojileri yaşamın her alanına entegre olmuş durumdadır. Günlük yaşam içindeki sıradan ihtiyaçların giderilmesi, sosyal ilişkilerin kurulması, vatandaşlık hizmetleri, eğitim, sağlık hizmetleri, eğlence gibi birçok ihtiyacın dijital sistemler aracılığıyla karşılanması neredeyse normalleşmiş durumdadır. Ancak teknolojik gelişmeler insanların yaşamını kolaylaştırıp refah seviyesinin artmasını sağlarken aynı zamanda bazı ciddi riskleri de beraberinde getirmektedir. Dünyanın lider bilgi hizmetleri şirketi Experian tarafından 2019 yılında 21 ülkede 10.000’den fazla tüketici ve 1000’den fazla şirket ile görüşülerek hazırlanan Uluslararası Dolandırıcılık Raporuna göre dünya genelinde her 5 tüketicinin 2’sinden fazlası, yaşamlarının bir evresinde dijital ortamlarda çevrim içi bir dolandırıcılık olayı yaşamıştır (UK&I, 2019). Bu tür riskler hemen bütün yaş grubu için geçerli olmasına rağmen özellikle orta ve ileri yaş grubu için dijital sistemlerin hızlı dönüşümüne yavaş adapte olmaları nedeniyle daha fazla risk vardır. TÜİK (2022) Hanehalkı Bilişim Teknolojileri Kullanım Araştırması sonuçlarına göre Türkiye’de 2022 yılının son 3 ayında 55-64 yaş grubu bireylerin %64,2’si, 65-74 yaş grubunun %36,6’sı internet kullanıyor. Yine aynı rapora göre 55-64 yaş grubunun %94,6’sı 65-74 yaş grubunun ise %88,3’ü cep telefonu kullanıyor. Raporda orta ileri yaş grubunun yıllar içinde giderek daha fazla dijital iletişim teknolojisi kullandığı belirtilmektedir. Ancak yine de gençlere göre orta ve ileri yaş grubunun dijital iletişim teknolojisi kullanımının çok daha az olduğu görülmektedir.

Yaşlı bireyler kendi deneyimleri, medya ve çevrelerinden gördükleri, duydukları dolandırıcılık olayları nedeniyle dijital iletişim teknolojilerini kullanmaktan çekinmektedirler. Bu durum giderek daha çok ve hızlı bir şekilde dijitalleşen dünyada onların sağlık, beslenme, sosyal ilişkiler ya da finansal ilişkilerinde aksaklıklara neden olabilmektedir. Örneğin dolandırıcılık korkusuyla dijital iletişim teknolojilerini kullanmaktan kaçındıkları için hastane randevusu alamama, banka ödemelerini yapamama, sosyal ilişkilerini sınırlama gibi davranışlar ortaya çıkmaktadır. Dijital ortamda yaşlı bireylere onların yalnızlık duygusu kullanılarak aşk

dolandırıcılığı, terör korkusu oluşturulması, sosyal medya ortamlarında sahte hesaplarla kendisini askerlik arkadaşı, aileyi tanıyan bir kişi, bir akraba gibi tanıtip acil yardım istenmesi, bankacılık hizmeti veriyormuş gibi şifrelerinin ele geçirilmesi gibi uygulamalarla maddi ve manevi zararlar verilmektedir. Bu çalışma yaşlı bireylerin dijital iletişim teknolojileri aracılığıyla yaşayabilecekleri dolandırıcılık uygulamalarına karşı farkındalık kazanmaları ve dijital iletişim teknolojilerini daha güvenle kullanarak sosyal hayattan kopmamalarına destek sağlamayı amaçlamaktadır.

1. Yaş, Yaşlanma ve Orta Yaş

Türk Dil Kurumu'na göre yaş “doğuştan beri geçen ve yıl birimi ile ölçülen zaman” dır (TDK, 2024). Yaşlanma kavramı ise çok boyutlu bir süreci ifade eder. Yaşlılık, kaçınılmaz bir süreç olmasına rağmen, ortaya çıkması bireyler arasında büyük farklılıklar gösterebilir. Yaşlanmayla birlikte bireylerde sağlık, genetik yapı, yaşam tarzı ve çevresel faktörlere bağlı olarak çok sayıda değişiklik gerçekleşir. Yaşlılık, yalnızca fiziksel değişimlerle sınırlı kalmaz; aynı zamanda sosyal rollerin, ekonomik durumun ve yaşam kalitesinin de önemli bir parçasıdır. Bu nedenle yaşlanma, yaşlılık ve yaşlı kavramalarını herkes için aynı şekilde açıklamak mümkün değildir (Tufan, 2014). Yaşlanma farklı disiplinler ve bakış açılarına göre, farklı şekillerde tanımlanarak kategorize edilmiştir. Genel olarak yaşlanma kronolojik, biyolojik, psikolojik ve sosyal olmak üzere üç ana boyutta açıklanır. Kronolojik yaşlanma, bir bireyin doğum tarihinden itibaren geçen süreyi ifade eder ve genellikle yıl cinsinden ölçülür. Bu tür yaşlanma, kişinin takvim yaşı olarak da bilinir ve biyolojik yaşlanmadan farklıdır. Biyolojik yaşlanma, vücuttaki hücrelerin, dokuların ve organların zamanla nasıl değiştiğini ve bozulduğunu ifade ederken, kronolojik yaşlanma yalnızca geçen zamanın bir ölçüsüdür (Aslan & Hocaoglu, 2017). Kronolojik yaş, en yaygın yaşlılık sınıflandırma yöntemidir ve belirli yaş aralıklarına göre yapılır. Bu sınıflandırma, Dünya Sağlık Örgütü (WHO, 2015) tarafından şu şekilde yapılır:

- Genç yaşlılar: 65-74 yaş
- Orta yaşlılar: 75-84 yaş
- İleri yaşlılar: 85 yaş ve üzeri

Bu sınıflandırma, yaşlı bireylerin sağlık hizmetlerine erişimi, sosyal hizmetler ve emeklilik politikaları gibi alanlarda kullanılır. Ancak, bu kategoriler bireylerin biyolojik veya psikolojik durumlarını tam olarak yansıtmayabilir. Biyolojik yaşlanma, organizmanın hücre, doku ve organlarının zamanla geçirdiği değişimi ifade eder. Bu süreç, bireyin sahip olduğu

genetik özellikler, yaşam tarzı, çevresel etkiler ve sağlık durumu gibi çeşitli etmenlerden etkilenir (Freund, AM, & Riediger, M. 2003). Psikolojik yaşlanma, bireyin yaşamı boyunca zihinsel, duygusal ve bilişsel işlevlerinde meydana gelen değişiklikleri ifade eder. Bu süreç, yaşa bağlı olarak bilişsel yeteneklerdeki değişimler, duygusal denge, psikososyal uyum ve benlik algısı gibi unsurları içerir (Eyüboğlu vd. 2012: 20). Sosyal yaşlanma ise, bireyin sosyal rollerinde, ilişkilerinde ve sosyal katılımında yaşa bağlı olarak meydana gelen değişiklikleri gösterir. Bu süreç, toplumun yaşlı bireylere bakışı, sosyal beklentiler ve bireyin sosyal çevresindeki ilişkilerini kapsar. Yaşlı bireyler, yaşamlarının ilerleyen dönemlerinde emeklilik, çocukların evden ayrılması, eşin veya yakın arkadaşların kaybı gibi durumlarla karşılaşabilirler. Bu tür olaylar, bireyin sosyal rollerini ve günlük etkileşimlerini önemli ölçüde etkileyebilir (Settersten & Angel, 2011).

2.Nüfus ve Yaşlanma

Birleşmiş Milletler tarafından Kasım 2023'de yapılan açıklamaya göre, dünya nüfusu 8 milyarı aşmıştır. Dünyadaki insan nüfusunun 1 milyara ulaşması, modern insanlığın ortaya çıkışından sonra 200.000 yıldan fazla zamanı almasına rağmen günümüzde 8 milyara ulaşması sadece 219 yıl sürmüştür. 20. yüzyılın son 70 yılında dünya nüfusu tarihte en fazla yükselişini göstermiştir. Yaşlı nüfus oranı dünya ortalaması, 2021 yılında %9,6'dır. Türkiye'nin yaşlı nüfus oranı ise %9,7 ile dünya yaşlı nüfus ortalamasının hemen üzerindedir. Türkiye'nin yaşlı nüfus oranı Avrupa Birliği üyesi 27 ülkenin yaşlı nüfus oranlarından daha düşüktür (TÜİK, 2022). TÜİK 2022 yılına ilişkin 'İstatistiklerle Yaşlılar' raporuna göre yaşlı nüfus olarak kabul edilen 65 ve daha yukarı yaştaki nüfus, 2017 yılında 6 milyon 895 bin 385 kişi iken, son beş yılda %22.6 artarak 2022 yılında 8 milyon 451 bin 669 kişiye ulaşmıştır. Yaşlı nüfusun toplam nüfus içindeki oranı 5 yıllık dönemde %8.5'ten, %9.9'a çıkmıştır. 2022 yılında yaşlı nüfusun %44.4'ü erkek, %55.6'sı kadındır. Nüfus projeksiyonlarına göre yaşlı nüfus oranının 2030 yılında %12.9, 2040 yılında %16.3, 2060 yılında %22.6 ve 2080 yılında ise %25.6 olacağı öngörülmektedir (TÜİK, 2022).

Nüfusun yaşlanması, toplumların sosyal, ekonomik ve sağlık sistemleri üzerinde çeşitli olumsuz etkilere yol açmaktadır. Nüfusun yaşlanmasının olumsuz etkilerinden bazıları ekonomik etkiler işgücü azalması ve verimlilik düşüşü, emeklilik ve sosyal güvenlik sistemleri üzerinde baskı, sağlık sistemi üzerinde etkiler sağlık hizmetlerine artan talep, sağlık harcamalarının artması, sosyal izolasyon ve yalnızlık, kuşaklar arası çatışmalar olarak sıralanabilir.

Türkiye'de, 65 yaş ve üzeri kişiler yaşlı nüfus kategorisine girmektedir. Artan yaşam süresiyle birlikte, yaşlılık dönemi artık "yaşlılık" ve "ileri yaşlılık" olarak iki ayrı evreye ayrılmıştır. Resmi kayıtlarda ise yaşlılık döneminin başlangıcı 60 yaş olarak belirlenmiştir (Hablemitoğlu ve Özmete, 2010).

Orta yaş dönemi ise, genellikle bireylerin hem aile hem de iş hayatlarını sağlam temellere oturttukları, mesleki anlamda yükseliş kaydettikleri, kazanç ve sosyal konumlarının zirveye ulaştığı bir zaman dilimidir. Ancak bu süreç, gençliğin getirdiği hareketliliğin ve enerjinin azaldığı, yaşlılık evresine doğru geçişin başladığı bir döneme de işaret eder. Bu evrede, büyüyen çocuklar evden ayrılarak kendi hayatlarını kurmaya başlar ve kişi, çevresindeki yakınlarını kaybetme gibi deneyimlerle yüzleşmeye başlar. Genç yetişkinlik döneminin sona ermesiyle birlikte fiziksel güçte azalma ve duyuşsal yeteneklerde gerileme genellikle orta yaşlarda belirgin hale gelir (Hablemitoğlu ve Özmete, 2010).

3. Yaşlılık Döneminin Genel Özellikleri

Yaşlılık döneminde bireylerde birçok fiziksel, psikolojik ve sosyal değişiklik meydana gelir. Bu değişiklikler doğal yaşlanma sürecinin bir parçasıdır ve bireyin yaşlılık sürecini nasıl geçireceği üzerinde oldukça etkilidir.

Yaşlılık Dönemi Fiziksel Özellikleri: Yaşlılık döneminin bazı temel fiziksel özellikleri şunlardır; kas kütlesi ve güç kaybının yaşanması, kemik yoğunluğu azalması, cilt ve bağ dokusu değişiklikleri, görme ve duyma bozuklukları, kardiyovasküler değişiklikler, metabolik değişiklikler, beyin ve sinir sistemi ile ilgili değişiklikler. Bu fiziksel değişiklikler, bireylerin yaşam kalitesini ve günlük yaşam aktivitelerini etkileyebilir (Danış, 2004).

Yaşlılık Dönemi Psikolojik Özellikleri: Yaşlılık dönemi, fiziksel değişimlerin yanı sıra önemli psikolojik değişikliklerin de yaşandığı bir dönemdir. Bu dönemde bireylerin psikolojik durumlarını etkileyen birçok faktör bulunmaktadır. Yaşlılık döneminin başlıca psikolojik özellikleri; depresyon ve anksiyete, bilişsel gerileme, yalnızlık ve sosyal izolasyon, yaşam memnuniyetinde azalma, uyum ve başa çıkma stratejilerinin geliştirilmesi, demans ve alzheimer hastalığı. Bu bulgular, yaşlılık döneminin karmaşıklığını ve bu dönemde bireylerin karşılaştığı psikolojik zorlukları anlamak için kapsamlı bir yaklaşıma ihtiyaç olduğunu göstermektedir (Emiroğlu, 1995).

Yaşlılık Dönemi Sosyal Özellikleri: Yaşlılık dönemi, bireylerin sosyal yaşamlarında önemli değişikliklerin yaşandığı bir dönemdir. Sosyal ilişkiler, roller ve aktivitelerdeki bu değişiklikler, yaşlı bireylerin yaşam kalitesini ve genel sağlığını etkileyebilir. Yaşlılık

döneminin bazı temel sosyal özellikleri şunlardır; sosyal izolasyon ve yalnızlık, aile ve toplumla ilişkiler, emeklilik ve boş zaman, sosyal rollerin değişimi. Bu bulgular, yaşlılık döneminde sosyal ilişkilerin ve aktivitelerin önemini vurgulamaktadır. Yaşlı bireylerin sosyal yaşamlarını desteklemek için sosyal ağların güçlendirilmesi, topluluk katılımının teşvik edilmesi ve yaşlı bireylere yönelik sosyal programların geliştirilmesi önemlidir.

4. Yaşlılık ve Dijital Dünya

İçinde yaşadığımız dijital çağda bilgisayar teknolojileri günlük yaşam pratiklerimizi ve birbirimizle iletişim kurma şeklimizi önemli ölçüde etkilerken yeni dijital teknolojilerin hızlı gelişimi, dünyayı sürekli olarak dönüştürmeye devam etmektedir. Bu durum yaşlılar da dahil olmak üzere çoğu insan için, yeni dijital teknolojilere uyum sağlamak ve bunları günlük yaşamımıza entegre etmek anlamına gelmektedir. Dijitalin dışında kalmamak artık bir insan hakkıdır. Yaşlılar dijital sistemin dışında bırakıldığında, hayatın da dışında bırakılmaktadır (Köttl & Mannheim, 2021). Yaşlı insanların dijital becerilerinde ülkeler arasında önemli farklılıklar vardır. Norveç'te % 51, İsviçre'de %57 oranında temel veya üzeri dijital becerilere sahipken, bu Kuzey Makedonya'da %3 ve Türkiye'de % 2 dir. Türkiye'de (TUIK, 2022) İnternet kullanım oranı, 16-74 yaş grubundaki bireylerde 2021 yılında %82,6 iken 2022 yılında %85,0 olurken, yaşlı nüfusun neredeyse % 70'i halen internet kullanımından uzak bir hayat sürmektedir. 65-74 yaş grubundaki kadınların yalnızca %25,9'u internet kullanırken, erkeklerin %40'ı internet kullanmaktadır. Bu durum dijital bölünme ya da dijital uçurum sorunlarını gündeme getirmektedir.

Dijital bölünme/dijital uçurum; internet gibi teknolojilere erişim durumunu tanımlar. Dijital uçurum, bilgisayar internet gibi teknolojiye erişimi olanlar ile olmayanlar arasındaki farktır. Erişim engelleri coğrafi (kentsel-kırsal) ve sosyoekonomik faktörleri içerir, ancak aynı zamanda tutum ve becerilerdeki engellerini de içerir. COVID-19 salgını sırasında bu bölünme özellikle yaşlı yetişkinler tarafından daha belirgin hissedilmiştir. İlişkilerini sürdürmek için teknolojiye hızla alışmaları gerekirse, maalesef, pandemi sırasında siber suçlar hızla artmış ve bu yaş grubunu orantısız bir şekilde mağdur oldukları görülmüştür (Köttl & Mannheim, 2021).

Dijital uçurum yaşlı yetişkinleri birçok farklı yönden etkileyebilmektedir. Örneğin görme, motor beceriler, kısa süreli hafızadaki doğal düşüşler gibi sorunlar yaşlı bireylerin dijital sistemleri kullanımında sınırlılıklar getirmektedir. Yaşlı yetişkinlerin düşük bilgisayar okuryazarlığı, teknofobi, kullanma becerisinin düşük olması ve fiziksel ve bilişsel eksiklikler gibi içsel özellikleri bu durumun birer göstergesidir. Yaşlı kişilerin dijital olarak dışlanma yaşaması giderek daha fazla çevrimiçi sağlanan mal ve hizmetlere erişimde engellerle

karşılaşmalarına neden olmaktadır. Aynı zamanda sosyal ve ekonomik katılım da dahil olmak üzere aktif ve sağlıklı yaşlanma fırsatlarını da azaltmaktadır (Köttl & Mannheim, 2021).

Yaşlı bireylerde dijital eşitsizlikler üzerinde etkili olan faktörler; dijital çağda aktif yaşlanma, yaş ayrımcılığı, e devlet hizmetlerine erişim, dijital okuryazarlık, dijital beceriden yoksun olmak, dijital teknoloji tasarımları, fiziksel ve bilişsel bozukluklar, e-bankacılık, e-ticaret uygulama ve hizmetleri ve e öğrenme fırsatları sayılabilir. Yalnızlığı ve sosyal izolasyonu azaltabilen dijital iletişim ve ileri yaşlarda bağımsız yaşam fırsatlarını geliştirebilen dijital teknolojiler dahil olmak üzere aktif ve sağlıklı yaşlanma, yaşlıların esenliği ve güçlendirilmesi için dijital teknolojilerin potansiyelinden yararlanmak gerekir (UNECE, 2021).

5. Yaşlı Bireylerde Dijital Sistemlerin Güvenli Kullanımı

Çevrimiçi ortamda kendilerini güvende hissetmeleri ve interneti sorunsuz kullanabilmeleri adına, dijital güvenlik konusunda kullanıcıların bilinçli olması ve karşılaşabilecekleri siber tehditlere karşı nasıl hareket edeceklerini öğrenmeleri büyük önem taşır. Yaşlı bireyler, teknolojiyi daha az kullanmaları, bilişsel işlevlerinde yavaşlamaların olması ve dolandırıcılıklara karşı daha savunmasız olmaları gibi nedenlerden dolayı dijital ortamda özellikle risk altındadırlar. Yaşlı bireylerin dijital güvenlik konusunda bilgi ve farkındalık seviyeleri genellikle daha düşük olabilir. Bu nedenle yaşlı bireylerin gizlilik ayarlarının nasıl yapılacağı ve kişisel bilgilerin nasıl korunacağı hakkında bilgi sahibi olmaları gerekir. Yaşlı bireylerin en fazla risk altında olduğu dolandırıcılık türleri (Siberay, 2022):

Kimlik Avı Dolandırıcılığı: Sahte e-postalar, web siteleri veya telefon aramaları ile kişisel bilgilere, kredi kartı bilgilerine veya parolalara erişmeye çalışan dolandırıcılar yaşlı bireyleri hedef alabilir.

Finansal Dolandırıcılık: Yatırım dolandırıcılıkları, sahte hayır kurumları ve sahte çevrimiçi mağazalar gibi yöntemler kullanılarak yaşlılardan para çalınabilir. Siber Zorbalık: Yaşlı bireyler, sosyal medya platformlarında veya çevrimiçi oyunlarda alay, taciz veya tehditlere maruz kalabilir.

Kişisel Bilgi Hırsızlığı: Virüsler, casus yazılımlar veya kimlik avı saldırıları yoluyla kişisel bilgiler çalınabilir. Bu bilgiler daha sonra kimlik hırsızlığı veya diğer suçlar için kullanılabilir.

Çevrimiçi Kimlik Hırsızlığı: Dolandırıcılar, bir yaşlının çevrimiçi kimliğini taklit ederek arkadaşlarından ve ailelerinden para veya kişisel bilgiler isteyebilirler.

Dolandırıcılar, yaşlı bireylerin dijital teknolojiler konusunda deneyimsiz olmasından ve savunmasız olmalarından yararlanarak,

- Kendilerini güvenlik görevlisi (polis, asker) kamu görevlisi (Hâkim, Savcı) olarak tanıtarak “ bir terör örgütü soruşturmasına karıştıklarını söyleyerek” para ve ziynet eşyası talep edebilmekte

- Kendilerini vali veya kaymakam olarak tanıtarak yardıma muhtaç veya hasta çocuklar için para talep edebilmekte

- Bankadan aradığını söyleyerek hesap şifrelerini, bilgilerini isteyebilmekte

- Yaşlı bireylerin yalnızlığından faydalanarak eş bulma vaadiyle para veya ziynet eşyası isteyerek kandırabilmekte

- Bir akrabası olduğuna ve zor durumda olduğuna ikna ederek acil para göndermesini isteyebilmekte
- Bir ödül kazandığını söyleyerek hesap bilgilerini isteyebilmektedir. Yaşlı bireylerin güvenliği için;

- Güçlü parolalar kullanmalarını ve bunları kimseyle paylaşmamalarını sağlamak.

- Bilgisayarlarında ve mobil cihazlarında güncel bir antivirüs ve güvenlik duvarı yazılımı bulundurulması gerekliliğini anlatmak.

- Kimlik avı dolandırıcılıklarına karşı dikkatli olmalarını ve şüpheli e-postalara, web sitelerine veya telefon aramalarına karşı dikkatli olmalarını sağlamak.

- Kişisel bilgilerini çevrimiçi ortamda paylaşırken dikkatli olmalarını sağlamak.

- Güçlü bir şifre yöneticisi kullanmalarını sağlamak.

- Çevrimiçi aktiviteleri hakkında aile üyeleri veya güvendikleri kişilerle konuşmalarını teşvik etmek

Yöntem

Bu proje yaşlı bireylerin dijital iletişim teknolojileri üzerinden karşılaşılabilecekleri dolandırıcılık yöntemlerine karşı farkındalık kazanmaları ve dijital iletişim teknolojilerini daha güvenle kullanmalarını sağlamak amacıyla yapılmıştır. Proje kapsamında yaşlı bireylerin dijital dolandırıcılık riskine karşı tutumları ölçülmüştür. Nicel araştırma deseni kullanılarak yapılan bu çalışmada genel tarama modellerinden biri olan ilişkisel tarama modeli kullanılmıştır. Tarama modellerinde amaç var olan bir durumu olduğu haliyle betimlemektir. Araştırmaya

konu olan olay, durum veya birey kendi koşulları içinde ve olduğu gibi tanımlanmaya çalışılır (Karasar, 2005). Çalışmanın evrenini Samsun İlkadım ilçesinde yaşayan 55+ yaş bireyler oluşturmaktadır. Yaşlı popülasyonuna kolay ulaşabilmek için Samsun İl Müftülüğü ile işbirliği yapılmış ve araştırma ilçedeki cami ve Kuran kurslarında yürütülmüştür. 15 Nisan-15 Mayıs 2024 tarihleri arasında İlkadım ilçesinde eğitim salonu olan 6 cami ve Kuran kursunda okuma ve anlama ile ilgili herhangi bir engeli olmayan ve çalışmaya katılmaya gönüllü olan 166 birey çalışmanın evrenini oluşturmuştur. Çalışma iki aşamalı planlanmıştır. Birinci bölümde katılımcılara araştırmacılar tarafından literatür taramasıyla oluşturulan anket uygulanmıştır. Anket, katılımcıların sosyo-demografik özelliklerini, internet ve sosyal medya kullanım alışkanlıklarını ve dijital dolandırıcılığa karşı tutumlarını ölçen 31 sorudan oluşmaktadır. Veriler SPSS 24 programında analiz edilerek sayı ve frekans dağılımlarına bakılmıştır. Çalışmanın ikinci aşamasında anket uygulamasından sonra, Samsun İl Emniyet Müdürlüğü Siber Suçlarla Mücadele Şube Müdürlüğünde görevli polis memurları ve araştırmacılar tarafından, katılımcılara siber güvenlik eğitimleri verilmiş, broşürler dağıtılmış ve telefonlarında bazı güvenlik ayarlarını yapmaları uygulamalı olarak gösterilmiştir. Yapılan eğitim toplantıları soru cevap etkinliği ile tamamlanmıştır.

Bulgular

Yaşlı bireylerin dijital iletişim teknolojileri üzerinden karşılaşabilecekleri dolandırıcılık yöntemlerine karşı farkındalık kazanmaları ve dijital iletişim teknolojilerini daha güvenle kullanmalarını sağlamak amacıyla yapılan bu projede katılımcılara ait demografik özellikler ve dolandırıcılık riskine karşı tutumlarına ait bulgular aşağıda sunulmuştur. Araştırmaya katılan bireylerin %61,4'ü kadın, % 38,6'sı erkektir. Katılımcıların %50'si 55-60 yaş aralığında yani orta yaş grubundadır. %13, 9 katılımcı ise 71+ yaş grubundadır. Katılımcıların %71,1'i evli, %51,2'si eşiyile yaşamaktadır. Katılımcıların %36,1'i lise mezunu, %31,9'u ilköğretim mezunudur. %33,7 katılımcı emekli, %28,9 katılımcı ev hanımıdır (Tablo 4.1).

Tablo 4.1 Katılımcılara Ait Tanımlayıcı Bulgular

	Sayı (n)	Yüzde (%)
Cinsiyet		
Kadın	102	61,4
Erkek	64	38,6
Toplam	166	100,0
Yaş		
55-60	83	50,0
61-65	26	15,7
66-70	34	20,5
71+	23	13,9

Medeni Durum		
Evli	118	71,1
Bekar	48	28,9
Kiminle Yaşıyor		
Eş	85	51,2
Kalabalık Aile	51	30,7
Yalnız	30	18,1
Eğitim Durumu		
İlkokul	53	31,9
Ortaokul	26	15,7
Lise	60	36,1
Üniversite	22	13,3
Lisansüstü	2	3,0
Meslek		
Emekli	56	33,7
Serbest	32	19,3
Memur	24	14,5
Ev Hanımı	48	28,9
Çalışmıyor	6	3,6

Katılımcıların dijital iletişim araçlarını kullanma durumuna bakıldığında %43,4 katılımcı dijital teknolojileri kullanmakta zorlanmadığını, %27,1 kişi ise zorlandığını belirtmiştir. %84,3 katılımcı bilgisayar ya da internet kullanımı konusunda eğitim almamış, %71,1 kullanıcı böyle bir eğitim ihtiyacı olmadığını ifade etmiştir. Katılımcılarının tamamının cep telefonu, %50'sinin bilgisayarı vardır. Katılımcıların %50'si günde ortalama 3-4 saat internet kullanmaktadır ve %72,3 kişinin sosyal medya hesabı vardır (Tablo 4.2).

Tablo 4.2 Katılımcıların Dijital Teknoloji Kullanım Durumları

	Sayı (n)	Yüzde (%)
Dijital İletişim Araçlarını kullanmakta zorlanıyor musunuz ?		
Evet	45	27,1
Hayır	72	43,4
Kısmen	49	29,5
Bilgisayar - İnternet eğitiminiz var mı ?		
Evet	26	15,7
Hayır	140	84,3
Bilgisayar - İnternet eğitimi almak ister misiniz ?		
Evet	48	28,9
Hayır	118	71,1
Hangi Dijital iletişim araçlarını kullanıyorsunuz?		
Cep telefonu	166	100
Bilgisayar	53	50
Tablet	30	18
Ortalama İnternet Kullanımı (Gün/saat)		
1-2 saat	76	45,7
3-4 saat	83	50,0

5-6 saat	7	4,3
Sosyal Medya Hesabınız Var Mı?		
Evet	120	72,3
Hayır	46	27,7

Katılımcıların %80,1'i internet ortamını güvenli bulmamaktadır. %12,7 katılımcı daha önce bir internet dolandırıcılığı ile karşılaşmış, %54,8 katılımcı dolandırıcılık endişesi ile dijital teknoloji kullanımını sınırlandırmıştır (Tablo 4.3).

Tablo 4.3 Katılımcıların Dolandırıcılıkla Karşılaşma Durumu

	Sayı (n)	Yüzde (%)
İnternet Ortamını güvenli buluyor musunuz ?		
Evet	33	19,9
Hayır	133	80,1
İnternet ortamında dolandırıldınız mı ?		
Evet	21	12,7
Hayır	145	87,3
Dolandırılma endişesi dijital teknoloji kullanmanızı sınırlandırıyor mu?		
Evet	91	54,8
Hayır	75	45,2

Tablo 4.4'e göre; katılımcıların %84,9'u şifrelerini gizli tutuyor, %80,1'i tanımadığı insanlarla sosyal medyada iletişim kurmuyor, %69,9 katılımcının sosyal medya hesaplarında gizlilik ve güvenlik ayarları vardır. %92,8 katılımcı kimlik/hesap bilgilerini isteyen sitelerden, aramalardan uzak durduğunu, %65,1 katılımcı internet alışverişlerine güven duymadığını belirtmiştir. %62,0 katılımcı bankacılık işlemlerinde internet ortamına güven duymuyor, %86,1 katılımcı tanımadığım numaralardan gelen aramalara geri dönmüyor, %90,4 kişi hediye/ödül kazandığını söyleyen mesajlara inanmıyor. Katılımcıların %90,4'ü arkadaş olmak isteğiyle gelen mesajlara aramalara cevap vermiyor, %89,2 katılımcı acil durum ya da yardım isteğiyle gelen mesajlara güven duymuyor. Terör örgütü ya da suç şebekesi ilişkisi ile korkutup hesap bilgileri isteyen aramaların dolandırıcılık olduğunu %94,0 katılımcı biliyor. %95,2 katılımcı kendisini polis, savcı gibi tanıtır hesap bilgileri isteyen aramaların dolandırıcılık olduğunu biliyor ve katılımcıların %85,5'i dijital ortamda yaşanan dolandırıcılık durumunda nereye başvuracağını biliyor.

Tablo 4.4 Katılımcıların Dolandırıcılık Riskine Karşı Tutumları

Evet	Hayır	Bazen

	Sayı (n)	Yüzde (%)	Sayı (n)	Yüzde (%)	Sayı (n)	Yüzde (%)
Şifrelerimi gizli tutuyorum	141	84,9	9	5,4	16	9,6
Tanımadığım insanlarla sosyal medyada iletişim kurmuyorum	133	80,1	24	14,5	9	5,4
Sosyal medya hesaplarımın gizlilik ve güvenlik ayarları vardır	116	69,9	33	19,9	17	9,2
Kimlik/hesap bilgilerimi isteyen sitelerden, aramalardan uzak duruyorum	154	92,8	1	,6	9	5,4
İnternet alışverişlerine güven duymuyorum	108	65,1	1	,6	26	15,7
Bankacılık işlemlerinde internet ortamına güven duymuyorum	103	62,0	42	25,3	21	12,6
Tanımadığım numaralardan gelen aramalara geri dönmüyorum	143	86,1	11	6,6	12	7,2
Hediye/Ödül kazandığımı söyleyen mesajlara inanmıyorum	150	90,4	9	5,4	7	4,2
Arkadaş olmak isteğiyle gelen mesajlara aramalara cevap vermiyorum	150	90,4	7	4,2	9	5,4
Acil durum ya da yardım isteğiyle gelen mesajlara güven duymuyorum	148	89,2	8	4,8	10	6,0
Terör örgütü ya da suç şebekesi ilişkisi ile korkutup hesap bilgileri mi isteyen aramaların dolandırıcılık olduğunu biliyorum	156	94,0	3	1,8	7	4,2
Kendisini polis, savcı gibi tanıtır hesap bilgileri mi isteyen aramaların dolandırıcılık olduğunu biliyorum	158	95,2	1	,6	7	4,2
Dijital ortamda yaşanan dolandırıcılık durumunda nereye başvuracağımı biliyorum	142	85,5	17	10,2	7	4,2

Tartışma Sonuç ve Öneriler

Yaşlı bireylerin dijital iletişim teknolojileri üzerinden karşılaşılabilecekleri dolandırıcılık yöntemlerine karşı farkındalık kazanmaları ve dijital iletişim teknolojilerini daha güvenle kullanmalarını sağlamak amacıyla yapılan bu projede katılımcılara ait demografik özellikler ve dolandırıcılık riskine karşı tutumlarına ait bulgular aşağıda sunulmuştur. Araştırmaya katılan bireylerin %61,4'ü kadın, % 38,6'sı erkektir. Katılımcıların %50'si 55-60 yaş aralığında yani orta yaş grubundadır. %13, 9 katılımcı ise 71+ yaş grubundadır. Katılımcıların %71,1'i evli,

%51,2'si eşıyle yaşamaktadır. Katılımcıların %36,1'i lise mezunu, %31,9'u ilkokul mezunudur. %33,7 katılımcı emekli, %28,9 katılımcı ev hanımıdır (Tablo 4.1).

Katılımcıların dijital iletişim araçlarını kullanma durumuna bakıldığında %43,4 katılımcı dijital teknolojileri kullanmakta zorlanmadığını, %27,1 kişi ise zorlandığını belirtmiştir. Buna göre katılımcıların önemli bir bölümünün dijital teknolojileri kullanmakta sorun yaşamadıkları görölmektedir. Dijital Türkiye 2030 (2023) araştırmasına göre ise, 2021 yılında basit ve üstü seviyede dijital beceriye sahiplik 55-64 yaş grubunda %6, 65-74 yaş grubunda ise %2'dir. Araştırma sonuçlarına göre %84,3 katılımcı bilgisayar ya da internet kullanımı konusunda eğitim almamış, %71,1 kullanıcı böyle bir eğitim ihtiyacı olmadığını ifade etmiştir. Katılımcıların tamamının cep telefonu, %50'sinin bilgisayarı vardır. Katılımcıların %50'si günde ortalama 3-4 saat internet kullanmaktadır ve %72,3 kişinin sosyal medya hesabı vardır (Tablo 4.2).

We Are Social Digital 2024 Global Raporuna göre Türkiye'de 55-64 yaş grubu internette ortalama 5 saat geçirmektedir (We Are Social, 2024) . Morrison vd. (2020) belirttiğı gibi yaşlı bireyler, yeni teknolojileri benimsemeye heveslidirler. Artık birçok yaşlı birey, yalnızlığa ve izolasyona karşı koymak, aileyle etkileşim kurmak ve daha sağlıklı bir emeklilik için çevrimiçi teknolojilerle ilgilenmektedir. Ancak dijital teknoloji ile ilgili becerilerinin gelişmemiş olması yaşlı bireylerin internet ortamında farklı risklerle karşı karşıya kalmalarına neden olmaktadır. Bu çalışmada da katılımcıların %80,1'i internet ortamını güvenli bulmamaktadır. %12,7 katılımcı daha önce bir internet dolandırıcılığı ile karşılaşmış, %54,8 katılımcı dolandırıcılık endişesi ile dijital teknoloji kullanımını sınırlandırmıştır (Tablo 4.3).

Milward'ın (2003) çalışmasında 55 yaş üstü bilgisayar ve internet kullanıcılarının en büyük korkusunun, normal bir kullanıcının bilmesi gereken çok basit işlemleri bilememekten kaynaklanan aşağılanma, küçük düşme ya da kandırılma/dolandırılma hissi olduğu sonucuna varılmıştır. Bu çalışmada da katılımcıların dolandırıcılık riskine karşı tutumlarına bakıldığında; %84,9 katılımcı şifrelerini gizli tuttuğunu ifade etmiştir. Çetin'in (2014) kişisel veri güvenliği ve farkındalık düzeylerini incelediğı çalışmasında ise farklı yaş gruplarında olan katılımcıların kendilerine ait olan elektronik cihazların şifresini %57 (278 kişi) oranında hiç kimse ile paylaşmadıklarını ifade ederken, %28,7'si (140 kişi) de aile fertlerinden birisiyle paylaştığını ifade etmektedir. %12,9'u (63 kişi) ise arkadaşı ile şifresini paylaşabileceğini belirtmektedir.

Çalışma kapsamında katılımcıların dolandırıcılık riskine karşı diğer konulardaki tutumlarına bakıldığında %80,1 katılımcı tanımadığı insanlarla sosyal medyada iletişim kurmuyor, %69,9 katılımcının sosyal medya hesaplarında gizlilik ve güvenlik ayarları vardır.

%92,8 katılımcı kimlik/hesap bilgilerini isteyen sitelerden, aramalardan uzak durduğunu, %65,1 katılımcı internet alışverişlerine güven duymadığını belirtmiştir. %62,0 katılımcı bankacılık işlemlerinde internet ortamına güven duymuyor, %86,1 katılımcı tanımadığım numaralardan gelen aramalara geri dönmüyor, %90,4 kişi hediye/ödül kazandığını söyleyen mesajlara inanmıyor. Katılımcıların %90,4'ü arkadaş olmak isteğiyle gelen mesajlara aramalara cevap vermiyor, %89,2 katılımcı acil durum ya da yardım isteğiyle gelen mesajlara güven duymuyor. Terör örgütü ya da suç şebekesi ilişkisi ile korkutup hesap bilgileri isteyen aramaların dolandırıcılık olduğunu %94,0 katılımcı biliyor. %95,2 katılımcı kendisini polis, savcı gibi tanıtip hesap bilgileri isteyen aramaların dolandırıcılık olduğunu biliyor ve katılımcıların %85,5'i dijital ortamda yaşanan dolandırıcılık durumunda nereye başvuracağını biliyor. Bu sonuçlara bakıldığında katılımcıların internet ortamındaki işlemler konusunda güven duymadıkları görülmektedir. Bunun yanında dolandırılma riskine karşı farkındalıkları olduğu ve böyle bir sorunla karşılaştıklarında nereye başvuracaklarını bildiklerini ifade etmişlerdir. Çalışkan'ın (2019) telefon dolandırıcılığı konusundaki araştırmasına göre, 2018 yılında yaklaşık 43.800 kişi dolandırıcılar tarafından arandığını emniyet birimlerine bildirmiş. Bu kişilerden 2.192'si dolandırıldığını iddia ederek yasal süreç başlatmış. Geriye kalan 41.608 kişi ise dolandırıcılarla temasa geçilmesine rağmen herhangi bir maddi zarara uğramadığını belirtmiş ve şikayetçi olmamıştır. Bu durum, dolandırıcılık girişimlerinde vatandaşların yalnızca yaklaşık %5'inin maddi kayıp yaşadığını göstermektedir. Yaş gruplarına göre yapılan incelemede, mağdurların %30,7'sinin genç ve orta yaş grubundan olduğu, 42 yaş üzeri mağdurların oranının ise %69,3 olduğu görülmektedir. Bu bulgu, düzenli geliri ve birikimi olan bireylerin daha sık hedef alındığı tezini desteklemektedir. Başka bir deyişle, 52 yaş ve üzeri gruptaki mağdurlar, tüm mağdurların %54,1'ini oluşturmaktadır. Özellikle bu yaş grubunun hedef alınmasının temel nedenleri arasında, genç ve orta yaş gruplarına kıyasla daha fazla birikime sahip olmaları ve sosyal çevrelerinden nispeten uzak olmaları nedeniyle telefon görüşmeleri sırasında kendilerini uyabilecek kişilerin etraflarında bulunmama ihtimali yer almaktadır (Çalışkan, 2019).

Sonuç olarak çalışma kapsamındaki orta ve ileri yaş bireylerin, dolandırıcılık riskleri konusunda farkındalıklarının olduğu ancak bu riskler nedeniyle dijital sistemleri kullanmaktan kaçındıkları görülmektedir. Bu durum bireylerin dijital ortamlarda yürütülen birçok hizmetten mahrum kalmalarına ve dolayısıyla dijital eşitsizlikle karşı karşıya kalmalarına sebep olmaktadır.

Öneriler

Yaşlı bireyleri dijital ortamda güvende tutmak için:

- Dijital okuryazarlık eğitimleri verilmelidir
- Dijital teknoloji becerilerini geliştirecek eğitimler verilmelidir.
- Dolandırıcılık riskine karşı medya, belediyeler, üniversiteler ve sivil toplum kuruluşları işbirliği ile yaşlı bireylere farkındalık eğitimleri verilmelidir.
- Emniyet müdürlükleri siber güvenlik eğitimlerini her yaş grubuna farklı ortamlarda düzenli olarak vermektedir. Bu eğitimlere diğer kurumlar da destek olmalı ve işbirliği yapılmalıdır.
- Yaşlı bireylerin sık kullandığı alanlar, hastane, cami, halk eğitim kursları, kuran kursları gibi yerlerde farkındalık oluşturacak, bilgilendirici afişler asılmalıdır. Dijital ortamda bilinçli ve dikkatli olmak, her yaştan insan için önemlidir. Özellikle yaşlı bireyler için bu riskleri öğrenmek ve gerekli önlemleri almak, onları güvende tutmaya yardımcı olacaktır. Yaşlı bireyler için özel olarak tasarlanmış teknoloji eğitim programları, dijital güvenliği öğretmek ve kullanıcılara güvenli dijital alışkanlıklar kazandırmak için önemlidir.

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Pozitif Örgüt İkliminin Çalışanların Öznel İyi Oluş Algısına Etkisi

Doç.Dr.Muhammet Hamdi Mücevher

Isparta Uygulamalı Bilimler Üniversitesi, muhammetmucevher@isparta.edu.tr, ORCID no: 0000-0002-3474-5073, TÜRKİYE

Özet

Bu çalışma, örgütlerdeki pozitif örgüt ikliminin çalışanların öznel iyi oluş algıları üzerindeki etkisini incelemeyi amaçlamaktadır. Pozitif örgüt iklimi; adalet, değer görme, destek, saygı, sevgi, birlik, berberlik, umut ve takdir gibi olumlu örgütsel değerlerin süreklilik arz eden bir biçimde hissedildiği ve içselleştirildiği bir çalışma atmosferine işaret eder. Bu tür bir iklim, çalışanların yalnızca mesleki performanslarını değil, aynı zamanda psikolojik ve duygusal sağlıklarını da derinden etkileyebilmektedir. Pozitif bir iklimde çalışan bireyler, örgütlerine daha fazla bağlılık hissedip örgütsel vatandaşlık davranışı sergilerken; daha az tükenmişlik, daha yüksek iş doyumunu ve yaşam memnuniyeti bildirmektedirler. Bu bağlamda öznel iyi oluş, bireyin yaşamdan duyduğu genel memnuniyet düzeyi ile birlikte iş ortamında yaşadığı pozitif ve negatif duyguların dengesini de yansıtmaktadır.

Yazındaki konu ile alakalı çalışmalardan yola çıkarak bir çıkarsamada bulunan bu çalışmada, öncelik ile pozitif örgüt iklimi ile öznel iyi oluş kavramları teorik çerçevede ele alınmakta, ardından bu iki değişken arasındaki ilişkiler literatür destekli biçimde analiz edilmektedir. Bulgular, örgütlerde pozitif bir iklimin sistematik olarak inşa edilmesinin ve sürdürülmesinin, çalışanların psikolojik dayanıklılıklarını güçlendirdiğini ve öznel iyi oluş düzeylerini artırdığını göstermektedir. Bu durum yalnızca bireysel düzeyde fayda sağlamakla kalmayıp, örgütsel başarı, inovasyon ve sürdürülebilirlik gibi stratejik çıktılara da katkı sunmaktadır. Bu nedenle insan kaynakları politikalarının ve yönetim uygulamalarının çalışanların iyi oluşunu gözeterek ve artıran bir iklim yaratmayı hedeflemesi gerektiği vurgulanmaktadır.

Anahtar Kelimeler: Pozitif Örgüt İklimi, Öznel İyi Oluş, Çalışan, İşgören

Abstract

This study aims to examine the effect of positive organizational climate in organizations on employees' subjective well-being perceptions. Positive organizational climate refers to a work atmosphere where positive organizational values such as justice, appreciation, support, respect, love, unity, togetherness, hope and appreciation are constantly felt and internalized. Such a climate can deeply affect not only the professional performance of employees but also their psychological and emotional health. Individuals working in a positive climate feel more committed to their organizations and exhibit organizational citizenship behavior, while

reporting less burnout, higher job satisfaction and life satisfaction. In this context, subjective well-being reflects the balance of positive and negative emotions experienced in the work environment along with the individual's general level of satisfaction with life.

In this study, which draws an inference based on studies related to the subject in the literature, the concepts of positive organizational climate and subjective well-being are first addressed within a theoretical framework, and then the relationships between these two variables are analyzed with literature support. The findings show that systematically building and maintaining a positive climate in organizations strengthens the psychological resilience of employees and increases their subjective well-being. This situation not only provides benefits at the individual level, but also contributes to strategic outcomes such as organizational success, innovation and sustainability. Therefore, it is emphasized that human resources policies and management practices should aim to create a climate that monitors and increases the well-being of employees.

Keywords: Positive Organizational Climate, Subjective Well-Being, Employee, Worker

Giriş

21. yüzyılın hızla değişen ve dönüşen iş yaşamında, örgütlerin sürdürülebilir rekabet avantajı kazanabilmesi, sadece finansal kaynaklara değil, aynı zamanda insan sermayesinin etkin bir şekilde yönetimine bağlıdır (Wright ve McMahan, 2011; Barney, 1991). Bu sebep ile örgütlerin sahip oldukları iklim, yani çalışanların örgütsel ortamı nasıl algıladıkları ve bu algıların iş tutum ve davranışlarına nasıl yansıdığı konusu, yönetim ve örgütsel davranış literatüründe artan bir ilgi odağı haline gelmiştir (Schneider, Ehrhart ve Macey, 2013). Pozitif örgüt iklimi, çalışanların kendilerini saygın, güvende, değerli ve desteklenmiş hissettikleri; adalet, iş birliği, etik değerler ve psikolojik güvenliğin önemsendiği bir örgütsel çevre ve ortamı ifade etmektedir (Luthans ve Youssef, 2007; Cameron, Dutton ve Quinn, 2003).

Diğer taraftan, bireylerin genel yaşam tatmini düzeyleri, psikolojik dayanıklılıkları ve işle ilgili duygusal durumlarını çerçeveleyen öznel iyi oluş kavramı, örgütsel bağlamda, insan kaynakları uygulamalarının etkinliğini değerlendirmede giderek artan bir öneme sahip olmuştur (Ryan ve Deci, 2001; Diener, 1984). Çalışanların öznel iyi oluş düzeylerinin, iş tatmini, işe ve örgüte bağlılık, yenilik, girişimcilik, yaratıcılık, iş performansı ve örgütsel vatandaşlık davranışları gibi birçok olumlu örgütsel çıktının öncülü olduğu vurgulanmaktadır (Warr, 2007; Lyubomirsky, King ve Diener, 2005). Bu bağlamda, örgütlerde, hem liderlik ve örgüt kültürü gibi yapısal faktörlerin hem de adalet, değer verme, destek gibi algısal faktörlerin çalışanların iyi oluşlarını nasıl etkilediği sorusu, günümüz örgütsel davranış araştırmalarının üzerinde

durduğu konulardan biri hâline gelmiştir.

Bu bağlamda çalışmanın temel amacı, pozitif örgüt ikliminin çalışanların öznel iyi oluş algısı üzerindeki etkisini incelemek ve bu iki önemli kavram arasındaki ilişkiyi dinamikleri ampirik olarak ortaya koymak olarak belirlenmiştir. Yazında pozitif psikoloji ve pozitif örgütsel davranış kapsamında ele alınan çalışmalara bakıldığında, çalışanların psikolojik dayanıklılık, psikolojik sermaye, iyimserlik ve umut gibi olumlu psikolojik kaynaklarının örgütsel iklimle yakından ilişkili olduğu görülmektedir (Avey, Luthans ve Jensen, 2009; Luthans ve diğerleri, 2007). Ancak, örgüt ikliminin öznel iyi oluş üzerindeki etkilerini özellikle pozitif iklim boyutları temelinde ele alan çalışmalar sınırlı sayıda olduğu için bu yönüyle çalışma, ilgili literatürdeki önemli bir boşluğu doldurmayı hedeflemektedir.

Mevcut yazın, genellikle örgüt iklimini genel veya stres iklimi, rol belirsizliği, çatışma gibi negatif yönleriyle incelemekte; pozitif iklimin çalışan mutluluğu, tatmini ve refahına etkisi konusuna ise yüzeysel değinmektedir (Bakker ve Demerouti, 2007; Schneider ve diğerleri, 2013). Bunun yanında, öznel iyi oluş çalışmaları genellikle literatürde bireysel boyutta incelenmekte, örgütsel eksende nasıl neticeler doğurduğu ile ilgili yeterli ampirik bulguya ulaşmak mümkün olmamaktadır (Taris ve Schaufeli, 2015; Diener ve diğerleri, 1999). Bu bağlamda, çalışmanın yazına özgün katkısı, pozitif örgüt ikliminin öznel iyi oluşu nasıl etkilediğini açıklayan örgüt eksenindeki kavramsal ve yapısal ilişkiyi ampirik bulgular ile desteklemesidir.

Tüm bunların yanında, özellikle COVID-19 salgını sonrasında çalışanların psikolojik dayanıklılığı, tükenmişliği ve iş-yaşam dengesi gibi konular daha da önemli hale gelmiş, örgütlerin yalnızca ekonomik çıktılar değil, aynı zamanda çalışanların psikolojik esenlik, doyum ve refah düzeyleri ile ilgili de değerlendirmelerde bulunmaları gerekliliği ortaya çıkmıştır (Spurk ve Straub, 2020; Kniffin ve diğerleri, 2021). Bu sebep ile pozitif iklim ve iyi oluş konuları, sadece akademik bir merak ve araştırma konusu olmaktan çıkmış, direkt örgütsel politika konusu haline gelmiştir. Örgütsel gelişim, liderlik, insan kaynakları yönetimi ve kurumsal sosyal sorumluluk uygulamalarında pozitif iklim ve iyi oluşun dikkate alınması, gerek çalışan sadakatının artması gerek ise örgütsel başarı ve verimliliğin sürdürülebilir olması açısından kritik önem taşımaktadır (Nielsen ve diğerleri, 2017; Kelloway ve Day, 2005).

Bu bağlamda araştırma, hem kavramsal düzlemde örgütsel davranış yazınına katkı sağlama hem de uygulayıcılar için yönetsel öneriler sunma potansiyeline sahiptir. Örgüt yöneticilerinin, liderlerin ve insan kaynakları personelinin pozitif iklimin çalışan mutluluğu ve refahı üzerindeki etkilerini daha iyi kavramaları, daha adil, kucaklayıcı ve destekleyici örgütsel

ortamlar oluřturmaları bakımından önemlidir (Cameron ve Spreitzer, 2012).

Sonu olarak, bu alıřmada, rgtlerde alıřan tatmini, mutluluęu, memnuniyeti ve refahının artırılmasına ynelik pozitif iklim stratejilerinin nemini vurgulamak; bireyin psikolojik ihtiyalarını gz nnde bulunduran, deęer yaratan ve gvene dayalı rgtsel ortamların znel iyi oluřu nasıl řekillendirdięini btncl bir řekilde ortaya koymak amalanmaktadır. Bu baęlamda, pozitif rgt iklimi ve znel iyi oluř kavramları, sadece akademik birer kavram deęil, aynı zamanda bařarılı, retken, saęlıklı ve srdrlebilir rgtlerin temel belirleyicisi olarak deęerlendirilmelidir.

rgtlerde Pozitif İklım

alıřanların rgt yařamında ve bulundukları rgtsel ortamlarda hissettikleri olumlu algılarını temsil eden, davranıřlarını olumlu ya da olumsuz ynde etkileyebilen (Schneider, Ehrhart ve Macey, 2013) ve adalet, saygı, deęer verme, destek, řefkat, anlam, motivasyon, teřvik ve zendırme gibi unsurları iinde barındıran (Cameron, Dutton ve Quinn, 2003) bir kavram olan pozitif rgt iklimi, gerek alıřanların bireysel ve ekip bařarılarını etkileyen gerekse de rgt bařarısını etkileyen psikolojik bir faktrdr.

Pozitif iklimin temel gerekliliklerinden birisi, alıřanlar arasında olumlu iliřki ve etkileřimin var olmasıdır. Bu etkileřim ve iliřkiler, karřılıklı paylařım, gven duyma ve empati kurma zerine bina edilmektedir. Bunun yanında rgtn alt, orta ve st kademe gibi btn basamaklarında grev alan yneticilerin kucaklayıcı ve destekleyici liderlik yaklařımları, pozitif rgtsel iklimin yeřermesinde ve yařamasında nemli bir grev stlenir (Kelloway vd., 2012). Pozitif rgtsel iklimin varlıęı, alıřanların giriřimcilięini, inisiyatif almalarını, yaratıcılıęını, yenilikilięini ve aidiyet ve memnuniyetini artırmakta, kendilerini daha saygın ve deęerli hissetmesini saęlamakta, yaptıkları iři daha anlamlı bulmalarına katkı saęlamaktadır. Tm bunlar da rgtn bařarısını tetiklemektedir.

Pozitif rgt iklimi, alıřanların rgtsel yařamı nasıl algıladıklarına iliřkin genel bir deęerlendirme olup iři ortamında destek, gven, adalet, aıklık, deęer, anlam, baęlılık gibi pozitif iliřkilerin hissedildięi bir durumu ifade eder (Schneider ve dięerleri, 2013; Kuenzi ve Schminke, 2009). Pozitif rgt iklimi, rgtlerin alıřanların psikolojik ihtiyalarına duyarlılık gsterdięi, katılımcı, kucaklayıcı, destekleyici ve etik deęerlere baęlı bir ortam inřa ettięi bir yapıdır. Bu iklimde, alıřanlar, hem bireysel manada geliřim gsterme frsatına sahip olmakta hem de rgtsel amaların gerekleřtirilmesine ynelik bir motivasyon hissetmektedir (Cameron ve dięerleri, 2011). Pozitif rgt iklimi, aynı zamanda kuramsal temellerini oluřturan; destekleyici liderlik, gven, adalet, iřbirlięi, dayanıřma, anlam, ama, yenilikilik ve

öğrenme iklimi alt boyutlarından oluşmaktadır.

Destekleyici Liderlik: Pozitif örgütsel iklimin yeşermesinde liderliğin rolü kritiktir. Yöneticilerin adil, destekleyici, yardımsever, anlayışlı ve empatik liderlik davranışları sergilemesi, çalışanların kendilerini mutlu ve değerli hissetmelerini sağladığı gibi örgüte olan aidiyet duygularını da pekiştirmektedir (Avolio ve Gardner, 2005). Bu bağlamda özellikle etkileşimci ve dönüştürücü liderlik tarzı, pozitif örgüt ikliminin gelişiminde önemli bir işleve sahiptir (Bass ve Riggio, 2006).

Güven ve Adalet: Dağıtımsal adalet, işlem/süreç adaleti ve etkileşimsel adalet alt boyutlarından oluşan örgütsel adalet algısı ve güven duygusu, pozitif iklimin en temel belirleyicilerinden biri olarak kabul edilmektedir (Colquitt ve diğerleri, 2001). Çalışanların karar alma süreçlerinde yer almaları, yöneticileri tarafından adil geri bildirimler ve değerlendirmelerle karşılaşmaları, güven ortamını pekiştirmektedir (Tyler ve Blader, 2003). Bu durum, pozitif örgütsel ortamın oluşmasında etkili olmaktadır.

İşbirliği ve Dayanışma: Ekip çalışması, şeffaf ve açık iletişim, birlik ve beraberlik ortamı, karşılıklı destek ve dayanışma, pozitif bir iklimin vazgeçilmez unsurlarıdır. Böyle bir ortam, çalışanların yalnız kalmadıklarını hissetmelerini sağlamak ve sosyal destek algılarının artmasına katkı yapmaktadır (Bakker ve diğerleri, 2006).

Anlam ve Amaç: Çalışanların işlerinde anlam bulmaları, onların hem tatmin, mutlu olmalarını sağlayarak içsel motivasyonlarını artırmakta hem de pozitif örgütsel iklimi güçlendirmektedir (Rosso ve diğerleri, 2010). Anlamli iş deneyimi, çalışanların örgütsel değerlere karşı daha çok bağlı hissetmelerini sağlamaktadır.

Yenilikçilik ve Öğrenme İklimi: Pozitif örgüt iklimi, yaratıcılık, gelişim, yenilikçilik ve öğrenmeye açık bir ortamı teşvik etmektedir. Çalışanların hata yapma korkusu yaşamadan inisiyatif alabilmeleri, yeni fikirler geliştirebilmeleri, örgüt içi gelişim süreçlerini desteklemektedir (Edmondson, 1999).

Çalışanların Öznel İyi Oluşu

Çalışanların iş yaşamlarından duydukları tatmin, pozitif duyguların çokluğu ve sıklığı, negatif duyguların ise azlığı üzerinden kendilerini değerlendirdikleri psikolojik bir gösterge olan öznel iyi oluş (Diener, 1984), gerek bireysel yaşamlarında gerek ise iş yaşamlarında psikolojik sağlık durumlarının bir işareti ve ölçümü olarak kabul edilmektedir.

Pozitif ve negatif duyguları içinde barındıran (1) duygusal iyi oluş, yaşam memnuniyetini içeren (2) bilişsel değerlendirme ve kendini gerçekleştirme, özerklik, anlam

bulmayı kapsayan (3) psikolojik iyi oluş boyutlarından oluşan öznel iyi oluşun (Ryff, 1989) çalışanlar tarafından hissedilen düzeyleri, çalışanların bireysel iyilik durumlarının yanında iş tatmini, örgütsel aidiyet, örgütsel vatandaşlık davranışında bulunma, motivasyon, verimlik ve performans gibi iş çıktılarını da etkilemektedir (Helliwell ve Huang, 2010). Bu bağlam düşünüldüğünde, çalışanların iş yaşamlarında yaşadıkları deneyimler, yöneticilerin liderlik tarzları, mesai arkadaşlarıyla olan etkileşim, ilişkiler ve örgüt kültürü, öznel iyi oluş algılarının belirleyicileri arasında yer almaktadır (Warr, 2007).

Görüldüğü üzere öznel iyi oluş, çalışanların yaşamından aldığı tatmin ve memnuniyet düzeyi, olumlu ve olumsuz duygularının dengesiyle birlikte psikolojik işlevselliğini içeren çok yönlü bir kavramdır (Ryan ve Deci, 2001; Diener, 1984). Bu kavram, yalnızca çalışanların psikolojik sağlık durumları ile sınırlı olmayıp yaşamına yönelik genel değerlendirmesini de içermektedir. Bu kapsamda, öznel iyi oluşun alt bileşenlerine ve belirleyicilerine değinmek yerinde olacaktır;

Yaşam Doyumu: Bireyin yaşamı genel olarak nasıl değerlendirdiğini ifade eden yaşam doyumu, geçmiş deneyimlerin ve geleceğe dair beklentilerin bir karması olarak ortaya çıkmaktadır (Diener ve diğerleri, 1985). İş yaşamındaki doyum da bu genel mutluluk ve memnuniyetin belirleyicileri arasında yer almaktadır.

Olumlu ve Olumsuz Duygular: Umut, neşe ve mutluluk gibi pozitif duygular ve kızgınlık, kaygı ve öfke gibi negatif duygular, bireyin iyi oluş durumunu direkt olarak etkileyen unsurlardandır. Pozitif örgüt iklimi, pozitif duyguların baskın olmasına neden olurken, baskıcı, otoriter ve toksik iklimler negatif duyguları artırabilmektedir (Fredrickson, 2001).

Psikolojik İyi Oluş: Bireylerin kendi potansiyelini gerçekleştirmesi, amaç hissi, bağımsızlık duygusu ve bireylerarası ilişkilerde doyum gibi faktörleri içeren psikolojik iyi oluş (Ryff, 1989), öznel iyi oluşun önemli belirleyicileri arasında yer almaktadır.

İşle İlgili İyi Oluş: Bu kavram, işle ilgili mutluluk, tatmin ve memnuniyet, iş-aile dengesi, iş yükü algısı ve işle ilgili stres düzeylerini kapsamaktadır. İş ortamındaki olumlu ve pozitif unsurlar, işle ilgili iyi oluşu desteklemektedir (Van Horn ve diğerleri, 2004).

Sosyal Destek ve Aidiyet: Bireyin sosyal çevresinden ve özellikle iş arkadaşlarından gördüğü destek ve örgütüyle kurduğu psikolojik bağın bir göstergesi olan örgütsel bağlılık hissi, öznel iyi oluş üzerinde önemli bir belirleyicidir (Cohen ve Wills, 1985).

Pozitif Örgütsel İklimin Çalışanların Öznel İyi Oluş Algısına Etkisi

Pozitif örgüt iklimi ile çalışanların öznel iyi oluşu arasındaki ilişki, son yıllarda örgütsel davranış literatüründe giderek daha fazla ilgi gören bir konu olmuştur. Bu ilişkinin temelinde, pozitif örgüt ikliminin çalışanların psikolojik kaynaklarını güçlendirmesi, bağlılık duygularını artırması ve iş yaşamında pozitif duygulanımı pekiştirmesi ve teşvik etmesi yatmaktadır (Luthans ve diğerleri, 2007).

Çalışanların duygusal ve psikolojik iyilik durumlarını destekleyen bir hava oluşturarak, öznel iyi oluş algısının artmasına katkı sunan (Luthans ve diğerleri, 2007) pozitif örgüt iklimi, çalışanların değer ve saygı gördüğü, adil ve destekleyici bir ortamda kendilerini daha iyi, güven içinde, anlam dolu ve önemli hissetmelerini sağlamaktadır. Bu tür hissiyatlar, çalışanlarda, negatif ve olumsuz duyguları azaltarak pozitif ve olumlu duyguların yoğunluğunu artırmakta, dolayısıyla çalışanların genel yaşam doyumlarını yükseltmektedir.

Çalışanların stres düzeyini düşüren ve duygusal tükenmişliklerini azaltan pozitif örgütsel iklim (Bakker ve Demerouti, 2007), işlerini sadece bir görev başarımı olarak değil, aynı zamanda bireysel bir doyum kaynağı olarak görmelerini desteklemektedir. Pozitif örgütsel iklimin sağladığı anlamlılık duygusunun yoğun olduğu iklimlerde çalışan işgörenlerin, örgütsel bağlılığı arttığı gibi bireysel motivasyonları da yükselmektedir (Grant, 2008).

Bakker ve Demerouti'nin (2007) geliştirdiği İş Talepleri-Kaynaklar Modeli çerçevesinde, pozitif örgüt iklimi bir "iş kaynağı" olarak değerlendirilmektedir. Bu bağlamda pozitif örgüt ikliminin çalışanların işle ilgili stres düzeylerini azalttığı ve onların işten aldıkları tatmini artırdığı vurgulanmaktadır. Benzer şekilde, Salanova ve Schaufeli (2008) yaptıkları araştırmada, pozitif örgütsel iklimin çalışanların tükenmişlik düzeyleriyle ters, işe ve örgüte bağlılık düzeyleri ile pozitif ilişkili olduğu görülmüştür.

Araştırmalar, destekleyici liderlik tarzlarının ve şeffaf iletişimin hem yaşam tatminini hem de işle ilgili olumlu duyguları artırdığını ortaya koymaktadır (Avey ve diğerleri, 2011). Özellikle güven ortamı, çalışanların psikolojik iyi oluşlarında önemli bir role sahiptir (Dirks ve Ferrin, 2002). Bununla birlikte, pozitif örgüt ikliminin her zaman tüm çalışanlar üzerinde aynı etkiyi yaratmadığı da vurgulanmalıdır. Örgütsel bağlılık düzeyi, kişilik özellikleri, cinsiyet ve yaş gibi demografik değişkenler, bu ilişkiyi şekillendirebilmektedir (Judge ve diğerleri, 2001). Ayrıca, tam olarak belirlenemeyen ve uygulanamayan pozitif iklim stratejilerinin çalışanlarda duygusal emek yükü oluşturabileceği ve bu durumun uzun vadede tükenmişliğe neden olabileceği belirtilmektedir (Grandey, 2003).

Sonuç olarak, pozitif örgüt ikliminin çalışanların öznel iyi oluş düzeylerini önemli ölçüde etkilediği, adil, destekleyici, değer veren, anlamlı ve güvene dayalı bir iş ortamının çalışanların hem bireysel hem de kolektif seviyede daha üretken, mutlu, sağlıklı ve tatmin edici bir çalışma deneyimi yaşamalarını sağladığı ifade edilebilir. Bu sebep ile pozitif iklimin örgüt stratejilerinin temel bir belirleyici olarak ele alınması gerektiği söylenebilir. Dolayısıyla pozitif örgütsel iklimin sürekliliğini sağlayacak yönetim yaklaşımının benimsenmesi, liderlik ve insan kaynakları uygulamalarının teşvik edilmesi gerektiği, örgütlere hatırlatılması gereken bir mesaj olarak karşımıza çıkmaktadır.

Sonuç, Tartışma ve Öneriler

21.yüzyıl iş yaşamında, çalışanların örgüte olan salt fiziksel ya da bilişsel katkıları değil, aynı zamanda duygusal ve psikolojik durumları da giderek önem kazanmaya başlamıştır. Bu sebeple öznel iyi oluş konusu ve çalışanların öznel iyi oluşlarını etkileyen örgütsel unsurlar, yönetim ve organizasyon yazını ve örgütsel davranışı alanında önemli bir tartışma ve araştırma savı haline gelmiştir (Ryff ve Keyes, 1995; Diener, 1984). Örgütlerde pozitif psikoloji yaklaşımının devreye girmesi ile birlikte, iş yaşamında çalışanların hissettikleri olumlu deneyimlerin ve pozitif örgütsel iklimin önemi gün geçtikçe önem kazanmaktadır (Seligman ve Csikszentmihalyi, 2000). Buradan hareketle ele alınan bu çalışmada, örgütlerdeki pozitif iklimin çalışanların öznel iyi oluş algıları üzerindeki etkisini kavramsal bir çerçevede incelenmiştir.

Genel olarak pozitif bir örgüt ikliminin çalışanların psikolojik iyi oluş düzeylerini artırdığı, iş doyumunu güçlendirdiği ve örgütsel bağlılık gibi olumlu tutumları desteklediği belirtilebilir. Örgüt iklimi, çalışanların iş ortamına dair ortak algılarını yansıtmaktadır. Bu algılar, çalışanların örgütte kendilerini nasıl hissettiklerini etkilemekte, dolayısıyla öznel iyi oluşları üzerinde doğrudan belirleyici bir unsur olmaktadır (Schneider ve diğerleri, 2013). Pozitif örgüt iklimi, şeffaf iletişim, destekleyici örgütsel ortam ve liderlik yaklaşımı, açık iletişim, adil performans ve dağıtım uygulamaları ve çalışanların değer gördüğü bir kültürel ortam ile karakterize edilmektedir (Kuenzi ve Schminke, 2009). Bu türden bir örgütsel iklim, çalışanların psikolojik ihtiyaçlarının karşılanmasını kolaylaştırmakta ve öznel iyi oluşlarını artırmaktadır (Ryan ve Deci, 2001).

Pozitif örgüt iklimine sahip örgütlerde, çalışanların stres seviyelerinin daha düşük, yaşam tatminlerinin ise daha yüksek olduğu gözlenmektedir. Bilhassa çalışanlara yönelik destekleyici yaklaşımların ve yakın ilişki kurma uygulamalarının öznel iyi oluş üzerinde belirgin bir etki oluşturduğu aktarılmaktadır (Bakker ve diğerleri, 2011). Bununla birlikte, örgüt iklimi ile ilgili algılar, çalışan bireyler arasında farklılık gösterebilmektedir. Psikolojik sermaye,

psikolojik dayanıklılık, kişilik özellikleri ve iş yaşam dengesi gibi hususlar, bu ilişkiyi şekillendirmektedir (Avey ve diğerleri, 2010).

Ancak, pozitif örgüt ikliminin her zaman doğrudan ve sadece olumlu sonuçlar doğurduğunu ifade etmek de son derece güçtür. Yazında, aşırı derecede “iyimser ve pozitif” örgüt iklimlerinin örgütsel sorunların üstünün kapatılmasına, aksaklıkların görmezden gelinmesine, hataların önemsenmemesine neden olduğu, suni bir pozitiflik algısının çalışanlar üzerinde gereksiz baskı oluşturmaya yol açabileceğine de vurgu yapılmaktadır (Griffin ve diğerleri, 2010). Bu nedenle örgüt ikliminin sağlıklı bir çerçeve içinde pozitif bir şekilde şekillendirilmesi gerektiği önem arz etmektedir.

Pozitif örgütsel iklimin çalışanların öznel iyi oluş algısı üzerindeki belirleyici etkisini ortaya koymak için ele alınan bu çalışma, yazına dayalı bulgular ışığında, olumlu çalışma ikliminin çalışanların işten aldıkları doyumunu yükselttiğine, psikolojik dayanıklılıklarını artırdığına ve genel yaşam tatmin düzeylerini ise olumlu yönde etkilediğine işaret etmektedir. Bu sebeple örgütsel başarı ve kurumsal süreklilik için her düzeyden yöneticinin, çalışanların iyi oluşunu destekleyici ve pekiştirici bir örgütsel iklim oluşturmaya gayret etmeleri ve buna dair stratejiler geliştirmeleri gerekmektedir.

Bu çalışma kapsamında konunun muhataplarına yönelik çeşitli öneriler getirilebilir. Öncelikle konu ile ilgili yapılan çalışmalar incelendiğinde, araştırmacılara ve akademik örgütlere çeşitli öneriler yapılması yerinde olacaktır. Yazında konu ile ilgili boylamsal ve kültürler arası çalışmaların eksik olduğu gözlemlenmiştir. Bu sebeple pozitif örgüt iklimi ile öznel iyi oluş arasındaki ilişkinin zamansal değişimini ve kültürel bağlamdaki farklılıklarını ortaya koymak için boylamsal araştırmalar teşvik edilmeli ve yapılmalıdır (Parker ve diğerleri, 2003; Ployhart ve Vandenberg, 2010; House ve diğerleri, 2004). Bunun yanında yapılan araştırmalarda aracı ve düzenleyici değişkenlere odaklanılmalıdır. İş yükü, örgütsel destek algısı, psikolojik sermaye gibi değişkenlerin bu ilişki üzerindeki aracı ya da düzenleyici etkileri incelenmelidir (Luthans ve diğerleri, 2007). Bunun yanında araştırmacılara karma yöntem araştırmaları önerilmektedir. Sayısal verilerin yanı sıra nitel bulgularla desteklenmiş kapsamlı analizler, çalışan deneyimlerinin daha derinlikli anlaşılmasını sağlayacaktır. İlave olarak, konu ile ilgili çalışmalar incelendiğinde, kullanılan ölçüm araçlarının öz-bildirim esasına dayandığı söylenebilir. Bu durum, sosyal beğenirlik yanlılığı gibi metodolojik tehditleri beraberinde getirebilir (Podsakoff ve diğerleri, 2003). Dolayısıyla konu ile ilgili yapılacak çalışmalarda, yönetici değerlendirmeleri, gözlem verileri ve psikofizyolojik ölçümler gibi çok kaynaklı veri toplama stratejilerinin benimsenmesi, araştırmacılara önerilmektedir. Ayrıca yapılacak araştırmalarda, öznel iyi oluşun yaşam doyumunu, olumlu ve olumsuz duygulanım, iş ve özel

yaşam dengesi bileşenleri, ayrı ayrı ele alınarak pozitif örgüt ikliminin bu alt boyutlar üzerindeki özgül etkileri detaylandırılabilir. Böylece, örgüt ikliminin yalnızca iş yaşamına değil, çalışanların bütünsel yaşam kalitesine olan etkisi daha detaylı ve kapsamlı bir şekilde öğrenilebilir (Diener ve diğerleri, 1999). Son olarak, araştırmacıların örgütsel değişim, kriz ortamları, esnek çalışma tarzları ve dijitalleşme gibi yeni çalışma dinamiklerinin örgüt iklimi ile öznel iyi oluş ilişkisini nasıl şekillendirdiği ile ilgili araştırma yapması önerilmektedir (Spreitzer ve diğerleri, 2017).

Pozitif örgüt iklimi ve çalışanların iyi oluş algısı arasındaki ilişki ile ilgili kamu ve özel sektör örgütlerine ve yöneticilerine yönelik de bazı öneriler getirilebilir. Öncelikle katılımcı ve adil yönetim anlayışı benimsenmelidir. Çünkü çalışanların görüşlerinin değer bulduğu, karar alma süreçlerine dahil edildiği bir iklim oluşturmak, öznel iyi oluşu olumlu yönde etkilemektedir (Cropanzano ve Wright, 2001). Yine psikolojik güvenlik ortamı teşvik etmelidir. Çalışanların hata yapma ve eleştirilme korkusu olmadan fikirlerini özgürce dile getirebilecekleri bir ortam, hem örgütsel başarı ve verimliliği hem de bireysel tatmin, memnuniyet ve mutluluğu artırmaktadır (Edmondson, 1999). Liderlik yaklaşımı ve gelişimi programları uygulanmalıdır. Pozitif iklimin oluşmasında etkili olan lider davranışları, örgütsel eğitimlerle desteklenmelidir. Özellikle destekleyici, empatik, adil ve etik liderlik yaklaşımları teşvik edilmelidir (Brown ve Treviño, 2006). İyi oluşu destekleyen uygulamalar kurumsallaştırılmalıdır. Esnek ve özgür hissettiren çalışma şekli, danışmanlık ve mentorluk programları, stres yönetimi, sosyalleşme etkinlikleri gibi uygulamalar, çalışanların psikolojik dayanıklılığını, esenliğini, tatminini ve memnuniyetini artıracaktır (Saks, 2006).

Sonuç olarak, pozitif örgüt ikliminin yalnızca çalışanların öznel iyi oluşunu değil, aynı zamanda örgütsel başarı ve performansını da artıran çok yönlü bir kavram olduğu bilinmelidir. Bu nedenle hem akademik araştırmalar hem de örgütsel uygulamalar, bu pozitif iklim ve öznel iyi oluş kavramlarının bütüncül olarak ele alınmasına katkı sağlamalıdır.

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Okul Öncesi Sınıf Öğretmenlerinin Beden Eğitimi ve Hareket Etkinliklerine İlişkin Görüşlerin Belirlenmesi

Ayşe MORTAŞ KUM

Kıbrıs Sağlık ve Toplum Bilimleri Üniversitesi, Çocuk Gelişimi Bölümü, Güzelyurt-KKTC

ayse.mortas@kstu.edu.tr-0009-0001-0135-4674

Özet

Bu çalışmanın amacı, okul öncesi sınıf öğretmenlerinin beden eğitimi ve hareket etkinliklerine ilişkin görüşlerinin tespit edilerek ortaya koyulması amaçlanmaktadır. Bu amaç dikkate alındığında okul öncesi dönem çocuklarının gelişim ve motor becerilerin kazanılmasında kritik bir dönem olduğu bilinmektedir. Bu dönemde beslenme barınma gibi temel ihtiyaçlarla birlikte hareket ve oyun ihtiyaçları da okul öncesi çocukları için önem arz etmektedir. Ayrıca okul öncesi dönem, 0-6 yaş aralığını kapsayan çocuğun fiziksel bilişsel sosyal ve duygusal olmak üzere birden fazla gelişim alanları açısından son derece önemlidir. Bu çalışmada nitel araştırma yöntemi kullanılmıştır. Nitel araştırma tekniği olan durum tekniği ve gözlem/görüşme tekniği kullanılarak yarı yapılandırılmış sorular ile gerçekleştirilmiştir. Çalışma sonucu ortaya çıkan bulgular, betimsel bir yaklaşım ile ortaya koyulmuştur. Ayrıca mülakat formunda bulunan kapalı ve açık uçlu soruların analiz sürecinde veriler birbirinden ayrı olarak incelenmiştir. Araştırmanın verileri araştırmacılar tarafından hazırlanan ve uzman görüşü doğrultusunda düzenlenen “Yarı Yapılandırılmış Görüşme Formu” ile toplanmıştır. Bu araştırma, Kuzey Kıbrıs Türk Cumhuriyeti’ nin Güzelyurt bölgesinde bulunan toplam 10 okul öncesi sınıf öğretmeni oluşturmaktadır. Araştırmaya katılan okul öğretmenlerine 4 adet açık uçlu soruları yüz yüze sorularak yanıtlamaları sağlanmıştır. Elde edilen bulgular incelendiğinde, Okul öncesi öğretmenleri ile yapılan görüşmeler sonucunda elde edilen bilgiler, beden eğitimi ve spor etkinliklerinin çocukların gelişim alanlarına ve özellikle de hareket ve fiziksel gelişim alanlarına önemli derecede katkı sağladığı görülmektedir. Ayrıca öğretmenlerin çoğu beden eğitimi ve hareket etkinliklerinin okullarda yetersiz olduğunu, genellikle masa başı etkinliklere yer verildiğini belirtmektedirler. Mevcut çalışmanın sonucunda ise okul öncesi öğretmenlerinin görüşleri incelendiğinde fiziksel aktivite ve sporun çocukların gelişimlerine bir bütün olarak etki ettiğinin bulgularına ulaşılmıştır. Ayrıca, öğretmenlerin spor dalında yeteneği olan çocuklar için ev ziyaretleri yaparak aileyi bilgilendirdiklerinin ve aileyi daha kapsamlı kurumlara yönlendirdikleri vurgulanmaktadır.

Anahtar Kelimeler: Okul Öncesi Dönem, Sınıf Öğretmeni, Hareket Etkinlikleri, Beden Eğitimi

Determination of Preschool Class Teachers' Opinions on Physical Education and Movement Activities

Abstract

The aim of this study is to determine and reveal the views of preschool classroom teachers on physical education and movement activities. When this purpose is taken into consideration, it is known that preschool period is a critical period in the development and acquisition of motor skills. In this period, along with basic needs such as nutrition and shelter, movement and play needs are also important for preschool children. In addition, the preschool period is extremely important in terms of multiple developmental areas of the child, including physical, cognitive, social and emotional, covering the 0-6 age range. Qualitative research method was used in this study. It was carried out with semi-structured questions using the case technique and observation/interview technique, which is a qualitative research technique. The findings of the study were presented with a descriptive approach. In addition, the data were analysed separately from each other in the process of analysing the closed and open-ended questions in the interview form. The data of the study were collected with the 'Semi-structured Interview Form' prepared by the researchers and edited in line with the expert opinion. In this research, a total of 10 preschool classroom teachers in Güzeyurt region of the Turkish Republic of Northern Cyprus participated in the study. The school teachers who participated in the research were asked 4 open-ended questions face to face. When the findings obtained are analysed, it is seen that the information obtained as a result of the interviews with pre-school teachers, physical education and sports activities contribute significantly to the developmental areas of children, especially to the areas of movement and physical development. In addition, most of the teachers state that physical education and movement activities are inadequate in schools and that desk-based activities are generally included. As a result of the current study, when the opinions of preschool teachers were analysed, it was found that physical activity and sports affect the development of children as a whole. In addition, it is emphasised that teachers inform the family by making home visits for children who have talent in sports and direct the family to more comprehensive institutions.

Keywords: Preschool Period, Classroom Teacher, Movement Activities, Physical Education

Giriş

Okul öncesi dönemde gelişim ve motor becerilerin kazanılmasında kritik dönemdir. Okul öncesi dönem etki ve nitelik açısından en önemli evredir. Bu evrede beslenme barınma gibi temel ihtiyaçlarla birlikte hareket ve oyun ihtiyaçları da vardır (Bekir,2022). Okul öncesi dönem, 0-6 yaş aralığını kapsayan çocuğun fiziksel bilişsel sosyal ve duygusal olmak üzere birden fazla gelişim alanları açısından son derece önemlidir (Karademir ve Akman, 2021). Okul öncesi dönemde çocuğun gelişim dönemlerinde fiziksel gelişimin büyüme kavramı büyük önem taşımaktadır. Büyüme, hücrelerin miktar ve büyüklük bakımından vücudun hacminin ve yer kapladığı alanın artmasıyla oluşan anne karnından başlayıp ergenlik dönemini kapsayacak şekilde gerçekleşmesidir (Çetin, 2020). Çocuk büyüme sürecini tamamladıkça tüm hareket yeteneklerini tam olarak gerçekleştirmektedir. Bu yetenekleri çevresinde gerçekleşen olayların ve durumların farkına varıp gözlem yapma yeteneği de oldukça gelişebilmektedir (Arslan ve Akoğlan ve Guter,2021).

Bu yeteneklerin temelini oluşturan motor gelişimi okul öncesi dönemde oluşturan alt başlıklarından biri loko-motor becerileri çocuğun yer değişikliğini içeren hareketler yani kaba motor becerileri (yürüme, koşma, atlama, zıplama, sürünme, emekleme v.b) diğer başlıklardan biri olan manipülatif hareketler yani nesne ile ilişkisini geliştiren nesne sürekliliğini ve devamlılığını sağlayan becerileri geliştirmektedir (Çoknaz, 2016). Okul öncesi dönemde fiziksel gelişimin temelinde beden eğitimi ve spor bulunduğu gibi bunların içeriği ve en önemli ögesi hareket eğitimidir. Hareket eğitimi, motor gelişiminin arttıran aktivitelerin deneyimlenmesini sağlayarak gelecekteki önemini ortaya koyar (Özbar,2007).

Okul öncesi dönemde çocukların fiziksel açıdan oldukça hareketli geçirdiği bir evre olduğu bilinmektedir. Ayrıca okul öncesi eğitim döneminde çocuklara uygulanacak olan beden eğitimi ve spor etkinliklerini kapsayan eğitim programının çocuklara duruş, büyük kas ve küçük kas gelişimlerini olumlu yönde desteklenmesi ile yaşam boyu fiziksel gelişim alışkanlığının oluşmasına katkı sağlamaktadır (Özkan,2017). Okul öncesi dönemde spor ve egzersiz programları fiziksel gelişim alışkanlığının oluşması için hazırlanmaktadır. Egzersiz programları çocukların uygun duruş geliştirmelerine yardımcı olmalıdır. Yaşam boyunca büyük ve küçük kasların gelişimini destekleyen temel hareketlerden oluşur. Spor ve egzersiz programları bu programların içinde yer alan etkinlikler sadece fiziksel gelişim alanına değil bunun yanında sosyal-duygusal gelişim alanına da oldukça etkisi büyüktür. Bu etkiler şöyle açıklanabilir. Çocuklara pro-sosyal davranışlar kazandırmada aktif rol almaktadır. Pro-sosyal davranışlar yani empati kurma, yardımlaşma, hoşgörülü olma, paylaşmak gibi olumlu sosyal davranışları

içine alan geniş yelpazeden oluşmaktadır (Yavuz, 2016).

Okul öncesi eğitim çalışmalarında bilişsel yönden de problem çözme, dikkat etme becerilerine, düşünceyi ortak noktada toplama, hayal gücünü yönetebilme gibi bilişsel becerileri de olumlu yönde desteklediğini öne sürmektedir. Bu dönemde beden eğitimi veya hareket eğitiminin bireyin egzersiz ihtiyacını karşılamak, eğlenmek, oynamak, neşelenmek, sosyalleşmek, statü kazanmak ve daha birçok nedenden dolayı tercih edilen ve meslek olarak seçilebilen bir alandır (Heper, 2012). Beden eğitimi ve spor da en önemli becerilerden biri ise temel hareket becerileridir. Temel hareket becerileri en geniş tanımıyla denge, koşma, sıçrama, sekme, fırlatma gibi büyük kas becerilerini temel alan hareketler bütünüdür ve bu becerilerin gelişmesine yönelik spor ve bedensel hareket becerilerini yaşam boyu sürdürülmesi için bireysel ya da grup olarak genellikle rekabete dayalı ve belirli kurallar çerçevesinde gerçekleştirilen hareketlerin tamamıdır (Turan ve Çamlıyer, 2016).

Sporun olmadığı bir hayat hareketsiz bir yaşam şekli olarak düşünülebilir, hareketsiz yaşam ise çocuklarda obezite, astım, dikkat eksikliği ve hiperaktivite bozukluğu gibi birçok hastalığa yol açabilmektedir. Bundan dolayı zamanının çoğunu okulun iç mekânında geçiren çocuk için nitelikli bir bahçe kullanımı çocuğun temel oyun yani beden eğitimi ve spor temelli hareket ihtiyacını karşılama aynı zamanda sağlıklı bir birey olması açısından mutlaka gereklidir (Derya ve Yeşare,2017). Hareketin bu kadar önemli olduğu okul öncesi döneminde buna karşın hareket alanları oldukça sınırlıdır. Hareketin ise en temel faktörü motor gelişimidir. Motor gelişimi tamamlanmadan bireyin aktif olarak hareket etmesi mümkün değildir.

Psikomotor gelişim ise çocuğun gelişimi görünen ve görünmeyen büyümeyi kapsar ve hareket etme ön plandadır. Bebek ile anne arasındaki ilk iletişim bebeğin hareket etmesine dayalıdır. Bu bilgilerden yola çıkılarak hareket ve motor becerileri çocuğun psiko-motor gelişimi üzerinde büyük öneme sahiptir (Yılmaz, 2017). Bireylerin sağlıklı bir yaşam sürmeleri için ilk öncelikle çocuklara sağlıklı bir yaşam sunmakla gerçekleşecektir. Çocuklara öncelikle iyi bir eğitim verilmelidir. Bu eğitimin sağlıklı bir şekilde verilmesi için çocukların yaş gelişim düzeylerini bilmek gerekmektedir. Çocukların eğitiminde çevreyle iletişimde bulunabilecekleri fiziksel aktiviteler ön planda olmalıdır. Birbirinden farklı fiziksel aktivitelerin uygulanması ise çocukların kaba ve ince motor becerilerine etkileri oldukça önemlidir (Orhan ve Ayan,2018).

Günümüzde çocukların en büyük sorunları hareketsiz yaşam ve buna bağlı olarak gelişen solunum dolaşım, kalp-damar hastalıkları ve ortopedik problemler ile obezite olduğu görülmektedir (Şahin ve Usta, 2016). Beden eğitim temelli etkinlikler, okul öncesi dönemden başlayarak bir sonraki eğitim aşamalarında bile en az önem verilen etkinliklerin başında

gelmektedir. Okul öncesi döneme de spor etkinliklerine az önem verilmesinin nedenleri arasında, eğitim kurumlarında beden eğitimi ve spor etkinliklerinin okullarda uygulanabilmesi için çocukların hareket etmelerine hareketin yanı sıra fiziksel aktiviteye yönelik etkinliklerin yapılabilmesi için uygun mekanın olmaması gelmektedir. Ayrıca öğretmenlerin fiziksel aktiviteye ilgi duymamalarıyla birlikte hareket temelli oyunlarına önem vermemeleri, çocukları spora dair oyun ve etkinlikleri severek yaptırmamaları ve okullarda yeteri kadar beden eğitimi öğretmenin olmaması gibi birçok sebep bulunmaktadır (Satman, 2018).

Beden eğitimi ve spor temelli programların düzenli bir şekilde planlanıp uygulanmaması, okul öncesi dönemde çocukların fiziksel gelişimleri açısından oldukça fazla eksiklik oluşturduğu gözlenmektedir. Bu sebeple koşma, atlama, sıçrama, sekme, yakalama, fırlatma gibi temel hareket becerilerinin kazanılmasında, sistematik bir şekilde ve bilinçli bir eğitim uygulanmasına gereksinim duyulmaktadır (Yavuz ve Özyürek, 2018). Çocuk doğası gereği gücünü çevresindekilerle özellikle akranları arasında denemek ister. Böylece çocuk doğada rahatlıkla koşar, zıplar, tırmanır, istediği gibi özgürce dolaşarak oyun sürecine dahil olur. Ayrıca çocuğun temel gelişiminde oyuna olan bu sınırsız ihtiyaç nedeniyle erken çocukluk döneminde yani okul öncesi dönemde çocuğun hayatına giren spor temelli oyun ve etkinlikler bulunmaktadır. Bu tür etkinlikler çocukların kendi akranları ile bir arada olmasını sağlamaktadır. Aynı zamanda kurallara ve kararlara uyma, yenme ve yenilme duygularını tatma gibi deneyimler kazandırmaktadır (Aydoğan, Akyürek ve Akduman, 2015).

Psikomotor gelişim yaşam boyu devam ettiği ve çocuk gelişiminde bir süreç olduğu için; Bir yetişkinle karşılaştırıldığında çocuk sürekli gelişiyor, değişiyor, dönüşüyor; büyüyor Çocuklarda bu döngü nedeniyle; Yetişkinler için normal ve kolay hareketler olan psikomotor becerilerin öğrenilmesi için çocukların zamana ihtiyacı vardır. Çocuklar genellikle yetişkinlerin yaşamları boyunca edindikleri becerileri oyun yoluyla deneyimlemeye çalışırlar. Özellikle okul öncesi çocuklarda büyüme hem fiziksel (boy, kilo) hem de biyolojik (ana organlar) açıdan çok daha hızlı gerçekleşir (Somoğlu ve Albayrak,2023).

Literatür tarandığında literatürde bulunan (Akin, 2015) yılında yayınladığı okul öncesi 60-72 aylık çocukların temel motor beceri gelişiminde eğitsel oyunların etkisi incelendi. Temel motor becerilerine değinmiştir. Fakat beden eğitimi ve spor temelli konulardan pek bahsedilmemiştir. Bununla birlikte literatür taramasında Yavuz ve Özyürek' in 2018 yılında yayınlanmış olan Beden eğitimini ve sporu içeren etkinliklerin okul öncesi döneminde bulunan çocukların ilkel hareketler ile manipülatif becerileri kapsayan hareket becerilerinin üzerine

etkisinin incelenmesinde ise beden eğitimi ve spor etkinlikleriyle ilgili detaylı bilgiye ulaşılamamıştır. Yani beden eğitimi ve spor etkinliklerinin önemli ile ilgili çalışma bulunmamıştır.

Bu bilgilerden yola çıkarak literatür detaylı taranıp incelendiğinde bu konuyla alakalı araştırmaların bulunmadığı gözlenmiştir. Beden eğitimi ve spor temelli hareket etkinliklerinin çocuklardaki önem ve katkıları incelenmiştir. Öğretmenler aracılığıyla belirlenerek veri toplanması amaçlanacak olup, problem durumu belirlenmiştir. Problem durumu hakkında öğretmenlerle yapılacak olan görüşme aracılığıyla spor ve beden eğitimi temelli hareket etkinliklerinin çocuklar üzerindeki etkilerinin önemli olacağı düşünülmektedir.

Araştırmanın Amacı

Okul öncesi dönemini kapsayan yaş aralığı fiziksel gelişim alanındaki en kritik evre olarak tanımlanmaktadır. Bundan dolayı beden eğitimi ve spor etkinlikleri temelli oyunlar, çocukların gelişimlerine olan etkilerini ve önemini inceleyip gözden geçirilmesi araştırmanın genel amacını ortaya koymaktadır. Bu genel amaçtan yola çıkılarak okul öncesi öğretmenlerle görüşme yapılarak spor ve beden eğitimi temelli etkinliklerin incelenmesi bu araştırmanın genel amacını ortaya koymaktadır.

Kuramsal ve Kavramsal Çerçeve

Okul Öncesi Dönemde Spor Etkinliklerinin Önemi

Hareket etkinlikleri temelli olan oyun ve spor, çocuklarda fiziksel gelişim başta olarak sosyal, duygusal, bilişsel olmak üzere birçok gelişim alanlarını destekler (Duman, 2014). Okul öncesi dönemde oyun etkinliklerinin yanında beden eğitimi ve spor etkinliklerinin bulunması bu dönemde beden etkinliklerinin gerek uygun mekanda olmaması gerekse öğretmenlerin beden eğitimi ve spor etkinliklerini temel alan fiziksel aktiviteye ilgisinin az olduğundan kaynaklı olarak yeterince uygulanmadığı söylenebilir. Okul öncesi dönemde çocukların harekete yönlendirilmesinde spor, zorunlu yaşam ihtiyaçlarının en önemlilerindendir. Okul öncesi çocuklarda geliştirilen sportif faaliyetler yaşam boyu devam ettirilebilecekleri etkinlikler olmaktadır. Temel hareket ve lokomotor becerilerin koşma, atlama, fırlatma gibi motor becerilerin edinilmesi bakımından önemlidir (Durukan, Koyuncuoğlu ve Şentürk, 2016)

21. yüzyılda teknoloji ve endüstriyle beraber bireylerin yaşam tarzları ciddi anlamda değişmiştir. Teknolojiyle ulaşım araçları ve modern iletişim imkanları insanların hayatını

kolaylaştırıp imkanlar sağlarken fiziksel aktivitelerde azalma yani hareketsiz bir yaşam oluşturmıştır. Günümüz çağında çalışma saatlerinin azalmasına rağmen insanlar boş zamanlarını sosyal medya evde veya televizyon karşısında geçirmektedirler. Bu durum yeterince fiziksel aktiviteye zaman ayırmadıklarını göstermektedir. Hareketsizliğin yanında beslenme tarzlarının da değişmesiyle birlikte kişilerde farklı sağlık sorunları ortaya çıkabilmektedir. Bu durum sağlıklı yaşam ve fit bir vücut için ve özellikle obezitenin önlenmesiyle fiziksel aktivitenin ne kadar önemli olduğunu göstermektedir (Rüstem,2019). Günlük yaşamda çok fazla egzersiz yapan çocuklar diğer çocuklara göre daha fazla enerjiye sahip olur ve bu şekilde sürekli egzersiz yapan çocukların hastalığa yakalanma riskleri daha azdır (Saleschke, 2017).

Özellikle Covid-19 da pandemi sebebiyle yani son yıllarda çocuk ve genç yada erişkinler fark etmeksizin hareketsiz bir yaşam sebebiyle birçok sağlık sorunları meydana gelmektedir. Özellikle çocuklarda obezitenin sosyal ve psikolojik anlamda birçok probleme yol açtığı görülmektedir. Çocukluk çağında obez olan bireylerin erişkin yaşta da hala obez kalma ihtimalleri oldukça fazla görülmektedir. Bu nedenle obeziteye bir önlem alınmak için öncelikle çocukları hareketsiz yaşamdan kurtararak çocukları spora ve fiziksel aktiviteye yönlendirmek oldukça önemlidir (Işıklar,2021).

Okul Öncesi Dönemde Temel Hareket Eğitimi

Hareket en geniş tanımıyla doğal bir istek ve temel ihtiyaçlar kadar bireyin en önemli ihtiyaçlarından biri olarak görülmektedir. Özellikle çocuklar hareket ederek büyümektedir. Bu yüzden okul öncesi dönemde çocuklara verilecek olan temel hareket eğitimi oldukça önemlidir. Çocuklara eğitimi verilecek olan temel hareketler ise çocuğun basitçe yapabileceği koşma, atlama, emekleme, zıplama gibi fiziksel aktiviteler bütünüdür. Okul öncesi dönemde beden eğitimi etkinliklerine önem verilmelidir. Bu etkinliklere önem verilmesindeki en temel sebep çocukların birden fazla gelişimlerini ilerletmektedir. Beden eğitimine yönelik etkinlikler hazırlanırken özellikle çocuğun yaş ve gelişim düzeyine uygun olup olmadığına bakılması oldukça önemlidir (Ölmez,2018).

Hareket eğitiminin en temel amacı insan yaşamında hareketin bir süreklilik olmasıdır. İnsanlar hayatının her anı harekete ihtiyaç duymaktadır. Çocukların ise hareket gelişimi anne karnından başlar doğduktan sonra ise ilkel reflekslerle görülebilmektedir. Gelişim kavramında olduğu gibi hareket becerileri de basitten karmaşığa olduğu gibi bir yol izlemektedir. Çocukların hareket gelişimi bebeklikte reflekslerle başlayıp ergenliğin sonunda ise tam olarak üst düzey becerilerin olduğu görülmektedir. Yapılan birçok araştırmalar sonucunda ise çocuklar

ne kadar fazla temel hareket becerisinde sahipse ilerde de bir o kadar spor, beden eğitimi veya fiziksel aktiviteye yönelmeleri ve bunu bir alışkanlık haline getirebilmeleri olanağı bir o kadar da fazla olduğu saptanmaktadır (Boz ve Aytar,2012).

Çocuk gelişiminin en temel ögesi olan motor gelişimi hareket kavramıyla etkileşimiyle çocuklarda değişikliğe uğrayan motor performans çıktısı ve fiziksel açıdan birçok farklı yaş düzeylerinde gözlenmiştir. Bunlardan yola çıkarak hareket eğitimi gören çocukların hareket eğitimi görmeyen çocuklara göre boy uzunluğu, vücut ağırlığı, vücut yağ yüzdesi vb. unsurların daha iyi değerlerde bulunduğu gözlenmektedir. Bu yüzden çocuklarda hareket eğitimi oldukça önemlidir. Hareket eğitiminde farklı hareket yapılarını içeren etkinliklerle birlikte çocukların denge, koordinasyon, güç, esneklik, hız çeviklik gibi hareket yetilerine olan katkıları oldukça fazla olduğu bilinmektedir (Canlı, Taşkın ve Kurt,2021).

Temel spor eğitiminde çocukların gelişiminde oldukça önemli olan bilişsel, duygusal ve psikomotor niteliklerin geliştirilmesi, çeşitli spor dallarında temel eğitim de hazırlanan Programların öğretilmesinden iyi verimin alınabilmektedir. Hazırlanan bu programların çocukların yaş düzeylerine uygun şekilde yapılarak onlarında bu antrenmanlar da uygun şekilde ince ve kaba motor gelişimlerini olumlu yönde yapması için hazırlanmıştır. Bu program çocuk için önemli bir rol oynar ve gelişime katkıda bulunur (Satılmış, 2023).

Çocuk ve Spor

Spor, çocuğun zihinsel, sosyal ve fiziksel gelişimi için önemli bir eğlencedir. Okul öncesi dönemdeki çocuklara yönelik sporun, çocuğun fiziksel ve psikolojik yapısı dikkate alınarak, çocuğun fiziksel yapısını ve duygusal durumunu destekleyerek onun, sosyal kuralları öğrenmesinde destekleyici bir oyun yapısında olduğu vurgulanmaktadır (Yücel ve ark, 2015). Çocuklarda temel hareketin gelişimi ile bedende oluşan değişimle beraber becerilerinin gelişmesi, kasların koordineli çalışmasına, vücut farkındalığının oluşmasına ve spor kültürünün oluşmasına olanak sağlamaktadır. Planlı ve amaçlı hareketler, atlama, koşma gibi atletik hareketlerin yanı sıra hız, kuvvet ve dayanıklılık gibi becerilerin gelişimini de desteklemektedir. Bu becerilerin gelişmesine katılan çocuğun spor aktivitelerine katılarak, sosyal becerilerini geliştirme konusunda önemli bir fırsata sahibi olmaktadır. Aynı zamanda spor kurallara uyma, empati, özgüven ve problem çözme becerilerinin de gelişmesine olanak sağlamaktadır. Bu becerilerin yanı sıra sporun sağlığa da faydası vardır (Yıldız ve Çetin 2018).

Spor aktivitesi çocuk ve gençlerin iletişim becerilerini güçlendirmek ve sosyalleştirmek için en önemli araçlardan biridir. Beden eğitiminde yapılan spor hareketleri bireyin kişiliğinin gelişmesinde ve topluma uyum sağlamasında etkili olmaktadır. Beden eğitimi kapsamında yapılan fiziksel aktivite ve spor, bireyin fiziksel, zihinsel, psikolojik, ruhsal ve sosyal gelişimine

olumlu etki yapar. Motivasyonu yüksek ve sağlıklı bir birey olmasına, stresten uzak kalmasına önemli katkı sağlar. Kurallara ne kadar iyi uyulursa puan o kadar yüksek olur (Karataş, Savaş ve Karataş 2021). Spora yönelik tutum hem birey hem de genel olarak toplum açısından önemlidir.

Spor, bireyin beden ve ruhen sağlıklı olması, kurallara ve yarışma standartlarına göre rekabet edebilmesi, yaptığı işten heyecan duyması, rekabet etme ve kazanma arzusunu tatmin edebilmesi için gösterdiği yoğun çabadır (Çiçek, 2019). Sporun varlığı ve doğası toplumsal uyumu bozan, güveni zedeleyen, refah düzeyini azaltan çeşitli etkenlere çare olmaktadır. Spor çocuklar içinde olumlu davranışlar oluşturmaktadır. Çocuklarda sporun hayatlarına katabileceği olumlu davranışlar ile bu kötü davranışları sergilemekten uzak durmaktadırlar. Çocuklar bu sayede sosyal çevreye adapte olma konusunda da sorun yaşamamaktadırlar. Bu durum toplumda oluşan spor kültürünün gelişmesine de etki etmektedir (Kasapoğlu, Öztürk ve Öçal,2020).

Okul Öncesi Dönemde Çocukların Spora Olan İlgilerinde Aile Faktörünün Etkisi

Aile, insanların soyunu ve devamlılığını sağlayan toplumsallaşmanın somut olarak görüldüğü halidir. Karşılıklı ilişkilerin ve bu ilişkiler oluşurken belirli kurallarla devam etmesini sağlayan maddi manevi zenginlikleri nesilden nesile aktarım özelliğini sağlayan bir kurum olarak nitelendirilmektedir. Bunların yanında tarih, sosyoloji, coğrafya, ekonomi gibi birçok bilimin içeriğinde oldukça büyük öneme sahiptir (Akman ve Bastık,2016).

Okul öncesi dönemde ise bireylerin hayatta spor kavramını tanıyabilecekleri kurum ise okullar değil ebeveynlerinin tutum ve davranışlarını oluşturdukları kurumdur. Yani çocukların sporla tanışması ilk olarak ailede başladığı görülmektedir. Ailelerin bu tutum ve davranışlarıyla çocukların spor ve bedensel aktivitelere yaklaşımında büyük öneme sahip oldukları görülmektedir. Sporda ailenin önemi olduğu kadar ailenin gelir düzeyi yani sosyo ekonomik durumu da oldukça büyük önem taşımaktadır. Özellikle bu durum çocukların hangi spor dalını seçecekleri kadar belirleyici bir unsur oluşturmaktadır (Güven ve Öncü, 2006). Ailelerin sporla ilgili olması çocukları da spora olan meraklarını uyandırabilmeleri görülmektedir. Aileler spor ve fiziksel aktiviteye çocuklarını yönlendirerek çocukların becerilerindeki gelişimi sağlamaya, sağlıklarını olumlu etkilemeyi, sorumluluk bilinci kazandırmayı, örnek davranış sergileyebilme gibi birçok katkıları gözlemlenebilmektedir. Ailelerin spora yönlendirmesinde birçok belirleyici faktör bulunmaktadır. Bunlar; uzman eğitimcilerin olup olmadığı, spor sahalarının eve uzaklığı, spor eğitiminin kalitesi, yakın arkadaş çevresi bu faktörler arasında bulunmaktadır (Dinç Sevimli ve Uluöz,2011).

Bedensel gelişim için büyümenin yaşa uygun bir şekilde devam edebilmesi için spor yapma ve spora başlama konusunda en önemli faktör ailedir. Bu konuda bilinçli olan aileler çocuklarını spora yönlendirme de ve çocuklarının fiziksel gelişimlerini sınıf öğretmenleri ile beraber iletişim halinde olduklarından dolayı bu aktivite sayesinde olumlu sonuçlar elde etmektedir. Ailenin yanında bu konuda bilinçli olan okul öncesi öğretmenleri çocukların fiziksel gelişimlerine uygun etkinlik ve spor aktiviteleri yaparak gelişimlerine katkıda bulunmaktadır. Bu açıdan bakıldığında ebeveynlerin ve okul öncesi öğretmenlerin iletişim halinde olmalarının çocukların eksiklerini görüp müdahalede etmede nasıl başarılı oldukları gözlenmektedir (Temur ve Gencer, 2016).

Motor Gelişimini Etkileyen Etmenler

Motor gelişim, anne karnında başlayarak ve doğum sonrasında da gelişimin olduğu dönemlerde devam ettiğinden, farklı özelliklerde ve kapsamda gelişen bir süreci içerse de gelişim ve gelişimin ayrılmaz bir parçasıdır. Çocuğun eğitiminde ebeveyn ve sınıf öğretmeni tarafından desteklenmesi ve uygun şekilde ilerleyerek büyümesin de büyük öneme sahiptir (Dılımulatı,2021). Motor gelişimini etkileyen birçok etmen veya faktör bulunmaktadır. Bu etmenler doğum öncesi, doğum sonrası veya doğum anı olarak sınıflandırmak mümkündür. Fakat bu etmenlerin çoğu genelde anneye bağlı olduğu görülmektedir. Öncelikle annenin hamilelik döneminde olan beslenmesi bununla birlikte zararlı alışkanlıkları yani sigara veya alkol tüketimi oldukça etkilidir. Bunların yanında annenin hamilelikte kullandığı ilaçlar çocuğun tüm gelişim alanını etkilediği gibi motor gelişim alanında da büyük etkiye sahiptir. Motor gelişimine etkisi olan bir diğer öge ise kalıttır. Kalıtım tek başına etkili olabileceği gibi çevreyle olan etkileşimle etki özelliğini daha fazla arttırmaktadır (Çoknaz,2016).

Genetik hastalıkların önlemleri veya teşhisleri anne karnında konulabilse de bir diğer etmen ise tıbbi problemlerdir. Tıbbi problemler bünyesinde cinsel yolla bulaşan hastalıkları barındırmaktadır. Teşhisi konulabilen bu hastalıklar dışında önlemi alınabilse de eksik veya yanlış tanı ve müdahaleden kaynaklanan gebelik teşhis ve tanı da burada oldukça önemli bir faktördür. Doğum öncesi etmenlerin en sonuncusu ise annenin hamilelikte yaptığı ağır bilinçsiz ve fazlaca yaptığı egzersiz olduğu görülmektedir. Doğum esnasındaki en temel faktör ise bebeğin oksijensiz kalması durumudur. Doğum sonrası faktörler ise çocuğun doğduktan sonra motor gelişimi etkileyen faktörler bireysel, çevresel ve fiziksel faktörler olmak üzere üç ana grupta ele alınmaktadır (Gümüşdağ ve Yıldırım,2018)

Pandemi sürecinin Okul öncesi Dönemindeki Çocukların Yaşamına Etkisi

Covid-19 ilk olarak içinde 2019 yılının sonlarında ortaya çıktığı gözlenmektedir. Covid-19 adı verilen virüsle birlikte tüm dünyayı etkisi altına alan bir süreçle dünyanın her yerinde birçok

sektör bu virüs sebebiyle olumsuz etkilenmektedir. En çok etkilenen sektör alanlarının en önemlisi ise eğitim sektörüdür. Eğitimin çok fazla etkilenmemesi için dünyanın her yerinde eğitimde “uzaktan eğitim” adı altında derslerin teknolojik araçlarla yapılması çözüm olarak bulunmuştur. Fakat bu çözümün çocuklara dezavantajları çok fazla olduğu pandemi sürecinde gözlenmektedir (Acar ve ark, 2021). Bu dezavantajların başında gelen sorunlardan biri ise sedanter yaşam yani hareketsiz bir çocukluk olduğu gözlenmektedir. Covid-19 virüsüyle birlikte okul öncesi dönemi yaş aralığında bulunan çocukların kritik bir dönemde olduğundan dolayı hem gelişim alanlarının oyun ve etkinliklerle desteklenmesi hem de sağlıklarının ön planda tutulması gerekmektedir. Bu sebepten dolayı uzaktan eğitimle aileler bilgilendirilerek çocuklarıyla birlikte bu pandemi sürecinde kendi yaşam alanlarında olabildiğince hareket etmeleri gerektiği vurgulanmaktadır. Eğer pandeminin olumsuz etkileriyle birlikte çocukların teknoloji bağımlılığı, psikolojik sorunlar, sağlık sorunlarıyla oldukça etkilendikleri söylenebilmektedir (Yalçınkaya ve ark,2022).

Okul öncesi yaş grubunun kendini virüsten koruyabilmesinin diğer yaş gruplarına oranla daha az olduğu bilinmektedir. İşte tam olarak bu yüzden pandemiden en çok etkilenebilecek yaş gruplarından en önemlisi olduğu vurgulanmaktadır. Covid-9 salgınının bu çocuklar üzerine etkileri çok fazladır. Fakat bu etkilerin temelinde fiziksel gelişimin esas alındığı görülmektedir. Bu etkiler şöyle sıralanabilmektedir; kaygı, korku, panik, hırçınlaşma, sinirlenme, sosyal etkileşimin azalması, okul kurallarına uymada güçlük, beslenme ve yeme alışkanlıklarının değişmesiyle oluşan obezite ve teknoloji bağımlılığı gibi birçok olumsuzluklar sıralanabilmektedir (Yüksel, Hülya veAlbaş,2023).

Okul öncesi dönem çocuklarında oyun ve hareketin yerinin oldukça önemli olmasına rağmen pandemi dönemi ise çocukların fiziksel aktivitelerine olan olumsuz etkisi oldukça net gözlenmektedir. Pandeminin çocukları nasıl etkilediği ile ilgili birçok araştırma yapılmıştır. COVID-19 Pandemi sürecinde okul öncesi çocukların obezite, diyabet ve kardiyovasküler hastalık riskinde artışa yol açabileceği vurgulanmaktadır. Fiziksel aktivitenin ve hareketin pandemiyle birlikte hayatımızdaki konumunu ve önemini oldukça net bir şekilde gözlemlemenin mümkün olduğu görülmektedir (Aral ve ark,2021).

Okul Öncesi Dönemde Uygulanabilecek Geleneksel Oyunların Fiziksel Gelişime Katkıları

Okul öncesi kurumlar ve öğretmenler, geleneksel oyunların eğitim etkinliklerine dahil edilerek kültürel aktarım ve fiziksel aktiviteyi artırıcı özelliklerinden yararlanmalıdır. Çocuk okuldaki bu etkinliklerle toplumu, kültürü, değerleri, gelenekleri ve yaşam tarzlarını öğrenirken, fiziksel gelişimini destekleyerek sağlıklı bir yaşamın temelini oluşturmalıdır.

Geleneksel çocuk oyunlarından bazı oyunlar ve bu oyunların fiziksel gelişime katkıları yer almaktadır (Toksoy, 2010).

Geleneksel oyunlardan en bilinen oyun Beştaş Oyunudur. Beştaş oyunu belli kurallar çerçevesinde taşı hedeften geçirme gibi nesne kontrolü gerektiren becerileri geliştirir. Küçük kas gelişimini destekler ve her oyunda olduğu gibi bu oyunda da dikkat ve konsantrasyon oyunun en önemli unsurlarındandır. Geleneksel oyunlarından önemli olan bir diğer oyun ise Bezirgan Başı oyunudur. Bu oyun çocukların ruhsal, bedensel, toplumsal gelişimlerinde oldukça önemlidir. Yapı bakımından grup mekansal olarak ise açık hava oyunudur. Kalabalık katılımı oynanan bu oyun yarışma temellidir (Toksoy, 2010).

Geleneksel oyunlardan olan el sık selam ver koş etkinliği ise fiziksel gelişim açısından değerlendirildiğinde büyük kasların gelişimini teşvik ettiği, çocukların kurallara uygun koşmasını ve durmasını sağladığı, duruşta vücut dengesini koruyabildiği, büyük kas gelişimine katkı sağladığı görülmektedir (Erçelik,2011). Okul öncesi eğitimde kullanılan oyunlar ve fiziksel gelişime etkisi okul öncesi çağda çocuğun spor bilgi ve becerilerinin desteklenmesi önemlidir çünkü spor sadece fiziksel ve zihinsel yapıyı desteklemekle kalmaz aynı zamanda çocuğun disiplin, özgüven, rekabet ve arkadaşlığı aşılayarak sosyal bir rol kazanmasına da yardımcı olur. Ayrıca bir eğitim etkinliği olarak hareket; ortak hedefleri ifade etme, takdir etme, anlayış, sabır, iş birliği ve sorumluluk becerisi kazandırır ve birey ile toplum arasındaki ilişkiyi güçlendirir (Ergun,2003).

Fiziksel aktivite bireylerin kendi içinden gelen ve temel ihtiyaçları kadar önemli isteklerini oluşturmaktadır. Bununla beraber çocukların sağlığı ve gelişimi açısından oldukça önem arz ettiği görülmektedir. Çocuklar hareket ederek etraflarında olan biteni ve kendilerini tanıyabilmeyi en iyi şekilde anlamlandırabilmektedirler. Bir kişi, zaman ve mekan kavramlarını bunların yanında çevreyi incelemenin yanı sıra, diğer insanlarla iletişim yoluyla da hayatını gözlemleyebilme fırsatı sunmaktadır. Çocuklar hareket yoluyla sınırlarının ve güçlü yönlerinin farkına vararak duygusal ve fiziksel bağlantıyla baş etmeyi öğrenebilir. Bu farkındalık fiziksel-motor ve zihinsel-ruhsal süreçlerin uyumu ve birleşimi ile ilgilidir. Hareket ve dolayısıyla spor, insani gelişme sürecinin temel ön koşuludur. Egzersiz yapmak bilişsel, duygusal ve ruhsal etkileri insan gelişimine önemli ölçüde katkıda bulunur (Orhan,2019).

Fiziksel Aktivitenin Çocuk Üzerindeki Faydaları

Fiziksel aktivitenin sağlığımızı olan yararlarını 3 temel başlıkta inceleyebiliriz. Bunlardan birincisi ve en önemlisi bedensel sağlığımız üzerine etkileridir. Bedensel sağlığa olan etkilerinin temelinde kas ve iskelet sistemine olan yararları ve diğer vücut sistemlerine (dolaşım, solunum,

boşaltım vb.) olan yararlarından bahsedilebilir. İkinci temel başlığımız ise ruh sağlığı ve sosyal gelişim üzerine etkileridir (Şenbakar,2021). Bu başlık ise daha çok fiziksel aktivitenin çocukların kendi akranlarıyla iletişim ve ilişki becerilerini ele almaktadır. Son başlığımız ise gelecekteki yaşantımız üzerine etkileridir. Aslında başlıkta da vurgulandığı üzere çocukluk çağında yapılan fiziksel aktivitenin sadece o süreçte değil ilerleyen zamanlarda bile daha sağlıklı yaşlanmayı ele almaktadır (MEB,2014).

Fiziksel aktivite günlük işlerde bireylerin hareket etmeleri ve enerji harcamaları olarak tanımlanabilmektedir. Spor yapan çocukların yapmayan çocuklara göre daha sağlıklı ve enerji dolu oldukları görülmektedir. İleriki yaşlarında yani orta yaşlılık veya yaşlılık dönemlerin de bireylerin daha sağlıklı bir hayat sürdürebilmeleri oldukça önemlidir. Çocukluk döneminde hatta bebeklik döneminden itibaren yaş ve gelişim düzeyine uygun bireylerin fiziksel aktiviteyi hayatlarının merkezlerine almaları sağlanmaktadır (Satman,2018). Çocukluktan itibaren fiziksel aktivite çocuklara olumlu davranış biçimleri, yeterli ve dengeli beslenmeyi, stresle baş etme gibi önemli davranışlar kazandırır. Çocukların düzenli ve sürekli olarak hareket halinde olmaları ve bunun yanında fiziksel aktiviteyi hayatlarının her alanında yapabilmek özellikle okul öncesi dönemden başlayarak çocukların sağlıklı bir yaşam oluşturmalarında temel oluşturduğu gözlemlenebilmektedir.

Bu nedenle çocuklar olabildiğince erken spora başlatılması büyük önem arz ettiği gözlemlenmektedir. Düzenli olarak spor yapan çocuklarda kronik hastalıklara yakalanma oranları spor yapmayan çocuklara göre daha düşük olduğu birçok araştırma aracılığıyla bilinmektedir (Canlı,2021). Fiziksel aktivitenin yapılmasının öneminin yanında ne kadar yapıldığı da çok önemlidir. Bireylerin yaş ve gelişim düzeylerine göre haftada kaç saat yapmaları uzmanlar tarafından belirlenmektedir. Bunun aksine fazla yüklenmede özellikle çocuklarda bilinçsizce yapılan ağır egzersizler sonucu çocuklarda belirli sağlık sorunlarına yol açabildiği görülmektedir. Bu bilgilerin yanında teknolojinin de hayatımıza girmesiyle 19.yy dan başlayarak bireylerde sedanter bir yaşamın oldukça arttığı gözlemlenmiştir. Fiziksel aktivitenin önemiyle birlikte içeriği de oldukça önemlidir. Yani fiziksel aktivite kendi arasında ikiye ayrılır. Birincisi yapılandırılmamış; temelinde hareket içeren daha basit günlük işleri esas almaktadır. İkincisi ise yapılandırılmış fiziksel aktivitedir. Yapılandırılmış; genelde okulda uyguladığımız beden eğitimi ve spor dersini temel alan voleybol, basketbol, futbol gibi faaliyetleri oluşturmaktadır (Öz,2021).

Okul Öncesi döneminde Fiziksel aktivite seçiminde dikkat edilmesi gerekenler

Çocukların sağlıklarını korumak ve onları hayata aktif olarak katılmalarını sağlamak için fiziksel aktivite temelli hareket ve oyunlar çocukların gelişimlerinin vazgeçilmez parçasıdır.

Sağlıklarının korunmasının yanında hayat kalitelerini arttırmak için fiziksel aktivite seçilirken şu noktalara dikkat edilir; çocuğun yaş-gelişim düzeyi, çevreyle gelen akran grubu, fiziksel olarak aktiviteye uyumluluğu, kilosu, istekli olması, etkinliği eğlenceli bulması, kolay olması gibi etkenlere dikkat edilmesi gerekmektedir. Bunların yanında planlanan aktiviteler ve oyunlar belirli özellikleri içermelidir. Bunlar; fiziksel aktivite, düzenli ve devamlı olmalıdır bunların yanında uygun yoğunluk ile sürede olmalıdır (MEB,2014).

Fiziksel uygunluk, yaşamımız boyunca yaptığımız hareketleri zorlanmadan yapabilme yeteneği olarak tanımlanmaktadır. Fiziksel uygunluk temel olarak ikiye ayrılabilir: sağlık ve performans. Çocuğun sağlık durumunun öğrenilmesi ileride yaşanabilecek sağlık sorunlarının önlenmesi açısından önemli bir faktördür. Çocuğun fiziksel gelişimine uygun şekilde ve kendini zorlamadan yapabileceği yaş düzeyine uygun fiziksel aktivitelerin seçilmesi onun gelişimine olumlu yönde katkı sağlar (Salman, Sarı ve Mirzeoğlu, 2018).

Sporun etkinliklerinin sosyal gelişim alanına etkileri

Spor çocuğun sosyal, duygusal ve fiziksel gelişimi için önemli etkinliklerden biridir. Okul öncesi dönemde ise spor çocuğun fiziksel yapısını ve duygusal durumunu destekleyecek aynı zamanda toplumsal kuralları öğrenmesine destek sağlayacak bir etkinlik formatında olması gerekmektedir. Çocukların akranlarıyla olan iletişim ve duygu durumlarının yanında kendilerini tanımalarını sağlayan da gene spordur. Spor çocukların kendilerini sadece kimlik anlamında değil aynı zamanda yaş gelişimlerine göre hangi hareketi yapıp yapamayacaklarının fark edebilmeleri için çocuklara kendini tanıma imkanı da sağlamaktadır (Yıldız ve Çetin, 2018). Günümüzde bireylerin fiziksel, bilişsel, duygusal en önemlisi sosyal gelişimine teşvik etmenin en etkili yollarından biridir. Beden eğitimi ve Spor, insanların kendilerini ifade edebilecekleri bir ortam bulmalarına ve dolayısıyla toplumsal sürece katılmalarına olanak sağlar. Beden eğitiminde, hareket eğitiminin yanı sıra insanlara kişisel ve sosyal kimliğe ve bir gruba ait olma duygusu kazandırdığı için sosyalleşmeyi teşvik eden bir kavramdır. (Duman,2020).

Sosyalleşme kısaca toplumsallaşma yani toplumla iç içe bütünleşme anlamına gelmektedir. Sporun en büyük ve en önemli etkilerinin sosyal gelişime olan etkisi yadsınmamaktadır. Sosyalleşme bireyin karakter oluşumunu toplumla bütünleşmesinin ve bunların yanında topluma uyum sağlamasını sağlamaktadır. Bu noktada spor ve sosyal gelişim ayrılmaz bir bütün olduğu görülmektedir. Beden eğitimi ve sporu içeren aktiviteler bireylerin yaşamlarını birçok yolla etkilediği görülmektedir (Şahin ve Şahin, 2020). En çok etkilenen yaş grubu ise okul öncesi dönemi yaş aralığı olduğu görülmektedir. Spora katılımının çocuklara sosyal açıdan yararları şunlardır; grup sporlarıyla yapıldığı takdirde çocuklarda sağladığı iş birliği içinde çalışma isteği, çocukların karakter yapılarının oluşumu, çocuklardaki düzenli ve sistemli

bunların yanında azim gibi duyguları canlı tutma ve en önemlisi çocuğun cesaretlendirilmesi gibi özellikler çocuklara yararları olarak açıklanabilmektedir (Karataş ve ark,2021).

Çocuğun fiziksel aktivite ve spora ne kadar ilgisi olursa ve bu alanda ne kadar aktif olursa kendi akranlarıyla veya insanlarla olan iletişimlerinin o kadar güçlü olduğu yadsınamaz bir gerçek olduğu vurgulanmaktadır. Yetişkinlerde olduğu gibi çocuklarda da spor bireysel veya takım halinde oynanabildiği görülmektedir. Yapılan etkinlikler eğer bireysel bir spor temelli faaliyetlerse çocuklarda sosyal gelişim açısından yararları grup halinde yapılan etkinliklere veya faaliyetlere göre farklılık gösterdiği görülmektedir. Örneğin bireysel yapılan spor temelli etkinlikler çocuklarda özgüveni, haklarını savunabilmeyi, sorumluluk duygularını kazandırırken grup halinde yapılan spor temelli etkinlikler çerçevesinde ise empati kurmayı, işbirlikçi şekilde oynama gibi sosyal gelişim alanlarına etkileri farklılaştığı görülmektedir (Teke ve Karakuş, 2022).

İlgili araştırmalar

Bu bölümde yapılan araştırmalar hakkında okul öncesi dönemdeki çocuklara yönelik spor etkinliklerine ve fiziksel aktivite içeren yurtiçi ve yurtdışı çalışmalarına yer verilmiştir. Aşağıda verilen araştırmalar spor ve beden eğitimi içeren alanlara ve okul öncesi yaş grubuna uygun düzeyde uygulanmıştır. Aşağıda bulunan araştırmalar benzer konu çerçevesinde olduklarından dolayı özetlenerek yazılmıştır.

Yurtiçi araştırmaları

Bağ ve Ay (2017) tarafından yapılan araştırmada okul öncesi öğretmenlerinin öğretmen yeterliklerine ilişkin öğretmen ve okul müdürlerinin görüşlerini ve buna bağlı olarak hizmet içi eğitim ihtiyaçlarını ortaya koymaktır. Ayrıca okul müdürlerinin okul öncesi eğitimcilerinin yeterliliklerini farklı değişkenlerin nasıl etkilediğine ilişkin görüşleri incelenmiştir. Bu çalışmada karma yöntem yaklaşımı kullanılmıştır. Araştırmada örneklem grubu, 57 okul öncesi öğretmeni ve 20 okul müdüründen yani toplamda 77 kişiyle görüşülerek veri toplanmıştır.Yapılan çalışma sonucunda ise Milli Eğitim Bakanlığında çalışan okul öncesi öğretmenlerinin nitelikleri hakkında öğretmenlerin kendilerini tüm gelişim alanlarında yeterli gördükleri sonucuna ulaşılmıştır.

Karaman (2020) yaptığı çalışmada okul öncesi eğitim kurumlarında oynatılan fiziksel etkinliğe dayalı oyunların çocukların psikomotor gelişimi üzerine etkisi incelenmiştir. Bu çalışmanın evrenini okul öncesi bünyesinde bulunan 3-6 yaş arasında olan kız ve erkek çocuklar oluşturmaktadır. Yapılan bu araştırmanın örneklemine ise 2018-2019 akademik yılı içinde Nevşehir ilinin Acıgöl ilçesinde hizmet veren nene hatun anaokulunda okuyan 41 öğrenciden veriler incelenmiştir.Öğrencilerle oynanan oyunların psikomotor gelişimindeki farklılıklara

bakan bu çalışmada, kontrol gruplu ve ön test-son test modeliyle deneysel bir yöntem kullanılmıştır. Sonuç olarak deney grubu ile kontrol grubu arasında yapılan karşılaştırmada oynanan oyunlar sonucunda durarak atlama, uzun atlama, dinamik ve statik denge, hız, tenis topu atma testlerinde, tırnak kuvvetlerinde anlamlı bir farklılık gözlenmiştir.

Özyürek ve Akduman, (2015) yapmış olduğu araştırmada, okul öncesi dönem çocuklarının spora ilişkin görüşleri incelendiği gözlenmektedir. Bireyin ne kadar erken sporla tanışırsa o kadar sağlıklı bir yaşam sürebileceği öne sürülerek tartışılmaktadır. Araştırma nitel olarak ele alınmaktadır. Nitel olarak çalışılan bu araştırma yarı yapılandırılmış sorularla bulgular bölümünü desteklenmiştir. Çalışma grubunu ise anaokuluna devam eden 3-6 yaş grubu 24 okul öncesi yaş grubundaki çocuklar oluşturmaktadır. Bu araştırmanın sonucunda, çocuklarla bireysel olarak görüşülmüş ve beden eğitimi ve spor gibi temel kavramlarını algılayamadıkları, yorum yapamadıkları, bilgilerinin olmadıkları gözlenmiş bu yönden geliştirilmesi gerektiği belirtilmiştir.

Arslan, (2021) bu çalışmada ortaokul beden eğitimi öğretmenlerinin spor etiğine ilişkin görüşleri incelenmiştir. Bu çalışmada nitel araştırma uygulanmıştır. Araştırma da beden eğitimi öğretmenlerinin spor etiğine ilişkin görüşleri araştırıldığı için nitel araştırmanın yorumlayıcı fenomenolojik deseni uygulanmıştır. Fenomonolojik desen olan bu kavram araştırmanın derinlemesine ve ayrıntılı şekilde incelenmesini sağlamaktadır. Veri toplanma aracı olarak ise görüşme formu kullanılmıştır bu form toplam 9 sorudan oluşmuştur. Çalışma grubu 2019 yılında Ankara da milli eğitimi bakanlığına bağlı 9 farklı ortaokuldan 4 erkek öğretmen 10 kadın öğretmenden yani toplam 14 beden eğitimi öğretmeninden oluşturulmaktadır. Yapılan çalışma sonucunda ise araştırmaya katılan katılımcıların genellikle spor salonu, spor yapma, spor alışkanlığı, spor bilinci ve spor kültürü olarak ulaşılmıştır. Hepsinin hem fikir olduğu tek bir ortak konu vardır bu konu ise her okul da spor salonu olması gerektiğinin ve spor salonunun önemini oluşturmaktadır.

Hayber (2022) tarafından yapılan bu çalışmada okul öncesi öğretmenlerinin kurumlarında yaşadıkları sorunlar elen alınmıştır. Bu araştırma nicel olarak uygulanmıştır. Araştırma da veri toplama aracı olarak yarı yapılandırılmış soru formu uygulanmıştır. Soru formu konunun içeriğine uygun olarak kapsadığı alanlar temel alınarak uzman görüşünden şekillendirmesi online şekilde araştırmacılara sunulmuştur. Araştırmaya 62 okul öncesi öğretmeni katılmıştır. Araştırmanın sonucunda 26 soru sorulmuş ve soruların cevapları tablo şeklinde sunulmuştur. Çalışma sonucunda öğretmenlerin büyük çoğunluğu yöneticilerin okul öncesi kurumlarına yeterli desteği verdiğini yarı ise öğretmenlerin üzerinde yöneticilerin baskısının olmadığını

dile getirmiştir. Bir kısım öğretmenlerin cevapları ise yöneticilerin velilerin memnuniyetinin önemli olduğunu belirtmiştir.

Yavuz ve Özyürek (2018) tarafından yapılan araştırmada Beden eğitimi ve spor etkinliklerinin okul öncesi dönem çocuklarının hareket becerileri üzerine etkisinin olduğu incelenmektedir. Okul öncesi dönemde bulunan çocuklarla uygulanan beden eğitimi temelli oyuna yönelik olan spor etkinliklerinin çocukların fiziksel gelişimi için spor etkinliklerinin temel hareket becerileri üzerindeki gelişime olumlu yöndeki etkisini incelemek esas alınmıştır. Bu araştırma nicel olarak yapılmıştır. Araştırmanın Modeli, ön test-son test kontrol gruplu deneysel desende tasarlanmıştır. Çocukların hareket becerilerinin belirlenmesinde bazı motor testlerden yararlanılmıştır. Sonuç olarak oyunların spor üzerine yapılarak birçok gelişim alanlarına hitap ederek fiziksel gelişimlerine olumlu yönde etki etmekte ve çocuğu aktif kılmaktadır.

Karaman (2020) tarafından yapılan bu araştırmada okul öncesi eğitim kurumlarında oynatılan fiziksel etkinliğe dayalı oyunların psikomotor gelişimi üzerine etkisi incelenmiştir. Okul öncesi anaokulu ve kreşlerde oynatılan fiziksel etkinliğe dayalı oyunların çocukların kaba motor becerileri ile ince motor becerilerine olan gelişimi üzerine etkisini incelemektir. Bu çalışmanın evreni, okul öncesi eğitim kurumlarına devam eden tüm 3-6 yaş arası erkek ve kız çocukları oluşturmaktadır. Çalışmanın örneklemini 2018-2019 eğitim öğretim yılları arasında Nevşehir ili Acıgöl ilçesinde bulunan Nene Hatun Anaokuluna kayıtlı, Beden Eğitimi derslerine katılmasında bir engeli bulunmayan ve okula düzenli devam eden 41 öğrenci oluşturmaktadır. 8 haftalık oyunların, psikomotor gelişim farklılıkları incelenirken bu çalışmada kontrol gruplu ve ön test – son test desenli deneysel yöntem uygulanmıştır. Ön test ve son test analizleri için bağımlı örneklem t-testi kullanılmıştır. Yapılan bu araştırma sonucunda deney grubu ile kontrol grubu karşılaştırılarak oynanan oyunlar sonucunda deney grubu spor üzerine birçok terimlerin uygulamayla test aşamasından geçerek anlamlı farklılık tespit edilmiştir.

Uçan, Buzdağlı ve Ağgön (2018) yapılan bu araştırmada çocuklarda sporun fiziksel uygunluk üzerine etkisinin incelenme yapılmıştır. Amaç, spora katılan çocukların fiziksel formlarını tespit ederek, kendilerinin ve spora katılmayan çocukların fiziksel durumlarını ortaya koymaktır. Yapılan bu araştırmaya 7-10 yaşlarında spor yapan 120 kız, 145 erkek ve spor yapmayan 177 kız, 159 erkek olmak üzere toplam 601 öğrenci katılmıştır. Bu araştırma nitel olarak yapılmıştır. Araştırmanın evrenini Erzurum merkezde öğrenim gören 7-10 yaş grubunda öğrenim gören ilkokul öğrencileri (1-4 sınıflar), örneklemini ise Erzurum merkezde öğrenim gören ilkokul öğrencileri oluşturmaktadır. Yapılan araştırma sonucunda ise Çocukları spora veya egzersize yönlendirmenin çocukların fiziksel kondisyonunun gelişmesinde önemli bir

faktör olduğu belirlenmiştir. 7-10 yaş arası kız ve erkek çocukların benzer fiziksel özelliklere sahip olmasına rağmen, erkeklerin genel olarak performansa bağlı fiziksel uygunluk testi puanlarının daha iyi olduğu tespit edilmiştir.

Yılmaz (2021) tarafından yapılan çalışmada tenis sporuyla uğraşan çocukların spora yönelmesinde ailenin rolü ve önemi araştırılmıştır. Bu araştırma nitel olarak araştırılmıştır. Yapılan çalışmada gözlemsel araştırma türü olan, Aydın Gençlik ve Spor İl Müdürlüğü ve Aydın Engin Arslan Tenis Kulübü kortlarında tenis oynayan 3-12 yaş aralığında 352 öğrenci ile yapılmıştır. Yapılan araştırma sonucunda ise Öğrencilerin tenis oynamaya yönlendirilmesinde hem maddi kaynakların hem de aileden gelen manevi desteğin çok önemli etkisinin olduğu tespit edilmiştir.

Elter (2021) tarafından yapılan bu çalışmada. Okul öncesi dönemindeki 60-72 aylık çocukların okul olgunluğu ile fiziksel ve duygusal gelişimi arasındaki ilişkisi ele alınmaktadır. Bu çalışma nitel olarak ele alınmıştır. Araştırma Bursa İli Nilüfer ilçesinde bulunan Özel Bursa Balat İlkokulu ve Özel Bursa Best Anaokulunda okumakta olan 103 öğrenci ile yapılmıştır. Yapılan bu çalışmaya katılarak destek olan çocukların yaş aralığı 60-72 aydır. Araştırma sonucunda; 60-72 aylık çocukların genel okul olgunluğu ile fiziksel gelişimi arasında bir miktar pozitif ilişki bulunmuştur. Katılımcıların fiziksel özellikleri geliştikçe genel okul olgunlukları da artmaktadır. Okula hazırlık ile duygusal gelişim arasında pozitif ve istatistiksel olarak anlamlı bir ilişki bulunmuştur.

Ballı ve Altınöz (2022) tarafından yapılan çalışmada Türkiye’de okul öncesi çocuklara sunulan motor beceri uygulamalarının belirlenmesi ve sonuçlarının araştırılması amaçlanmıştır. Bu çalışma nicel olarak yapılmıştır. Yapılan bu çalışmada bilimsel araştırma yöntemlerinden olan alan yazın taraması kullanılmıştır. Bilimsel araştırma yöntemi olan alan yazısı taraması için Okul öncesi çocukları, motor egzersizler, hareket kalıpları, temel motor beceriler ve bunların kombinasyonları gibi anahtar kelimeler seçildi. Tarama sonucunda elde edilen sonuçlar için motor beceri programları kullanılıyorsa 3-7 yaş arası çocuklar ve Türkiye’deki çalışmalar bu taramaya dahil edilmektedir. Bu araştırma sonucunda ise Türkiye’de farklı motor becerilere yönelik az sayıda uygulama olmasına rağmen bu tür çalışmaların çeşitliliğinin ve alana katkısının ümit verici olduğu açıktır.

Ulucan ve Yarımkaya (2015) tarafından yapılan çalışmada çocuklarda hareket eğitimi programının motor gelişim üzerine etkisi incelenmiştir. Bu çalışma nicel olarak yapılmıştır. Yapılan bu çalışmada Amaç hareket eğitimi programının çocukların hareket gelişimini etkileyip etkilemediğini incelemektir. Araştırmanın evreni Türkiye’de düzenli bir şekilde spor aktiviteleri yapan 4-6 yaş arası çocuklardan oluşmaktadır. Araştırmanın örneklem grubunu ise Hacı

Sabancı Ortaokulu Anaokulunda okumakta olan toplam 40 öğrenci ile yapılmıştır. Ankara Keçiören Hacı Sabancı Ortaokulu anaokulunda öğrenim görmekte olan 20 öğrenci deney grubu olarak, 20 öğrenci ise kontrol grubu olarak katıldı. Bu araştırma sonucunda ise Hareket eğitimi programının 4-6 yaş grubu öğrencilerin motor gelişim düzeyinde anlamlı bir farklılığa etkisinin olduğu gösterilmiştir. Bu bağlamda hareket eğitimi programının çocukların hareket gelişimine olumlu etkisi olduğu tespit edilmiştir.

Yurtdışı araştırmaları

Baydilek (2015) tarafından yapılan çalışmada Japonya’da Okul Öncesi Eğitim hakkında genel bilgilerin araştırılması amaçlanmıştır. Bu araştırma nitel bir çalışma olarak planlanmıştır. Gözleme dayalı bir araştırma olarak yapılandırılmıştır. Japonya da 2015-2016 eğitim öğretim yılları arasında birbirine paralel olan ikili bir erken çocukluk eğitimi ve bakımı sistemine sahip olan anaokulları doğumdan altı yaşa kadar olan gündüz bakım merkezleri incelenmiştir. Çeşitli araştırmacıların çalışmalarının yanı sıra, yoğun olarak Japonya’nın kendi resmi makamlarının yayınları ve makaleleri incelenmiş ve bu incelemeler doğrultusunda ülkede okul öncesi eğitim sisteminin genel özellikleri derinlemesine incelenip araştırılmıştır. Sonuç olarak Japonya’nın eğitim sistemini büyük değişikliklere maruz bırakmamaya özen gösterilmiştir. Okul öncesi eğitim döneminde çocuğunun eğitimiyle ilgili olarak tüm dünyada faaliyet gösteren kuruluşların sistemleri ve bunun yanında yaygınlaşan eğitim yaklaşımları Japonya tarafından takip edildiği gözlenmiştir.

Karen (2017) tarafından yapılan çalışmada çocuk gelişimi için egzersizin önemi ve fiziksel aktivitenin desteklenmesi Almanya da bulunan Hardt Vakfı’ndaki anne-çocuk grubunun pratik örneğini kullanarak açıklanması esas alınmıştır. Çocuklar dünyaya geldikten sonra kendi başlarına yaşayamamaları doğrudan gözlenmektedir. Tek başlarına yetememelerinden dolayı motor gelişimi ileriki yaşları için oldukça önemli olduğu gözlenmektedir. Bir kişinin genel gelişimi için hareketin çocuklar için ayrılmaz bir bütün olduğu görülmüştür. Bu çalışmanın sonucunda tek bir gelişim alanı yanı sıra birçok gelişim alanına etkisi olduğu gözlenmektedir. Güvensiz yaşam koşullarındaki genç anneler, çocukların temel bakımını üstleniyor olduklarından dolayı bunalmış genç anneleri ve çocukları fiziksel aktiviteye yönlendirecek motive edecek bir spor temelli oyun etkinliklerinin bulunması gerektiği gözlenmektedir.

Frey ve Mengelkamp (2007) tarafından yapılan çalışmada spor ve egzersizin anaokulu çocuklarının gelişimine etkileriyle eğitimin araştırılması konu olarak esas alınmıştır Erken ve orta çocukluk döneminde, ilerideki gelişim süreci üzerinde kalıcı etkisi olan temel beceriler geliştirildiği bilinmektedir. Bu çalışmada veriler Düzenli olarak spor yapan çocukların motor, bilişsel ve sosyal-duygusal becerilerinin spor yapmayan çocuklara göre daha iyi gelişip

gelişmediği sorusuna yanıt vermek için yaşları 3 ile 6 arasında değişen 2.279 anaokulu çocuğu değerlendirilmiştir. Çocuklara yönelik gözlem formunun geliştirilmesi amacıyla toplanan örneklem Temel beceriler motor, bilişsel ve sosyal gelişim alanlarında geliştirilip bu da daha sonraki gelişim süreci üzerinde kalıcı bir etkiye sahip olduğu görülmektedir. Bu çalışmanın sonucunda Almanya'da egzersiz, oyun ve eğlencenin yapıldığı anaokulları veya okullar bulunmadığı gözlenmektedir. Sunulan çalışmanın örneği ve ilk sonuçları bunun yanında Sorunun cevabıyla sonuçların tartışılması makaleyi sonlandırmaktadır.

Sheikh, Safania ve Afshari (2011) tarafından yapılan araştırmanın amacı, seçilen motor aktivitelerin temel hareketlerin gelişimine etkisini belirlemektedir. İran'ın Tahran şehrinde 5 ve 6 yaşlarında erkek ve kız çocukları için belirlenen evren grubu Tahran'da bulunan tüm anaokulları olarak belirlendi. Daha sonra kişisel anket kullanılarak birbiriyle uyumlu(20 erkek ve 20 kız) yani toplam 40 çocuk örneklem olarak belirlendi.T- testi kullanılarak sonuçlar gözden geçirildi ve analiz edildi. Araştırmanın sonucunda, seçilen motor aktivitelerin her ikisinde de dinamik denge, motor hız ve kuvvet üzerinde anlamlı etkiye sahip olduğunu gösterdiği belirlenmektedir. Cinsiyet ve erkek çocuğun koordinasyonu üzerinde anlamlı bir etkisi olmasa da kızlar üzerinde anlamlı bir etkisi olduğu gözlenmektedir. Sonuç olarak, seçilen motor aktivitelerin motor gelişimine önemli etkisinin olduğu bu çalışmayla açık bir şekilde gözlenmiştir.

Bjelica, Popovic ve Petkovic, (2013) tarafından yapılan çalışmada Okul öncesi dönem çocuklarının fiziksel aktivite düzeyine ilişkin ebeveynlerin tutumlarının analizi edilmektedir. Ebeveynlerin fiziksel aktiviteye ilişkin tutumlarının izlenmesi ve içgörü yoluyla öğretmenlerin çalışması Karadağ'daki okul öncesi kurumlara giden çocuklar Okul öncesi kurumlardaki çocukların ne kadar aktif olduğunu tahmin etmek için, bunların hepsi ebeveynlerinin tutumlarına dayanmaktadır. Araştırmanın yöntemi ebeveynlerin ses ve ses düzeyine ilişkin tutumlarının değerlendirilmesidir. Araştırma modelinin türü nicel araştırma olarak tasarlanmıştır. Sınava girenlerin örneği Karadağ'ın tüm şehirlerinden okul öncesi çocukların 1356 ebeveyninden oluşuyordu. Araştırmanın sonucu olarak okul öncesi çocukların fiziksel aktivite düzeylerinin belirgin bir şekilde azalma eğiliminde olması nedeniyle zihinsel gelişimin tamamı üzerinde mümkün olduğu kadar en uygun etkiyi sağlamak için yoğunlaştırmaya ihtiyaç olduğu yadsınamamaktadır. Özellikle gelişimlerinin en hassas olduğu bu dönemde çocukların fiziksel gelişimi olduğu belirlenmektedir. Bunu başarmak için öğretmenin konumu ve rolünün analizinin yanı sıra öğretmenler için teşvik edici bir ortam yaratılması gerekmektedir. Mesleki gelişimlerini ve kalıcı gelişmelerini sağlamak, motive etmek ve teşvik etmek özellikle önemli araştırma sonucunu oluşturmaktadır.

Schenkelberg, (2019) tarafından yapılan çalışmada gelişimsel yetersizliği ve gecikmeleri olan Okul Öncesi Dönem Çocuklarının Fiziksel Aktivitesi araştırılmıştır. Okul öncesi çağda olan 3-5 yaş arası çocuklarda fiziksel aktivite davranışı ve ilişkili ilişkiler, engelliliğin belirlenmesi ve müdahalesi konusunda bilgi edinmek oldukça önemlidir. Araştırma içeriğinde ise Okul çağındaki engelli çocukların davranışsal ve sosyal ve fiziksel çevresel özellikleriyle anlamlı düzeyde ilişkili olduğunu göstermektedir. Araştırmada 34 engelli çocuğun davranışları ve okul öncesi çocukların sosyal ve fiziksel çevresel özellikleri incelenmiştir. Böylelikle gelişimsel yetersizliği olan okul öncesi çocuklarda gözlenen faktörler. Sonuçlara bakıldığında, belirli bireysel düzeydeki ve çevresel düzeydeki faktörlerin önemli ölçüde ilişkili olduğunu göstermiştir. Yapılan bu çalışma sonucunda ise engelli çocuklarda fiziksel aktiviteyi engellilik özellikleriyle ve fiziksel ve sosyal ortamlarla ilişkili olduğu tespit edilmiştir.

Yöntem

Araştırma Modeli

Bu araştırmada nitel araştırma yöntemlerinden biri olan görüşme tekniği ile yapılmıştır. Nitel araştırma, insana ait olan kişisel özelliklerin farklı ve gerçekçi doğasına odaklanmaktadır (Baltacı, 2019). Nitel araştırma, kelimeleri, fikirleri veya deneyimleri algılamak amacıyla sayısal olmayan verileri (örneğin metin, video ya da ses vb.) bütünü ve incelemesini içermektedir. Dolayısıyla nitel araştırmada özellikle gözlem, yorumlar ve analizler önemli safhada yer alır (Yıldırım ve Şimşek, 2021). Bu amaç doğrultusunda çalışmada nitel araştırma yöntemlerinin bir çeşidi olan fenomenoloji deseni kullanılmıştır. Fenomonoloji deseni bireylerin bir olguya yönelik yaşanmış deneyimlerinin araştırılması ve yorumlanmasına olanak tanımaktadır (Saki Sabah ve Öksüz, 2013).

Evren- Örneklem

Araştırma evrenini KKTC’de bulunan okul öncesi öğretmenleri oluşturmaktadır. Örneklem grubu ise KKTC’nin Lefkoşa ilçesinde bulunan “Günüşiği Kreş ve Anaokulunda” görev alan 8 okul öncesi öğretmeni araştırmanın örneklem grubunu oluşturmaktadır.

Veri Toplama Süreci

Yarı-yapılandırılmış Görüşme Formu, araştırmacı tarafından hazırlanacaktır. Öğretmenler tarafından gözlemlenen çocuklara beden eğitimi ve hareket etkinliklerinin çocuklar üzerindeki etkileri ve öğretmenlerinde buna ilişkin görüşleri incelenecektir. Öğretmenlerin görüşleri alınırken öğretmenlere açık uçlu sorular sorulacaktır. Sorulacak olan sorular aşağıda yer almaktadır.

Bulgular

Tablo 1: Spor etkinlikleri ve beden eğitimi faaliyetleri ile ilgili okul öncesi öğretmenlerin Görüşleri

Tema	Kod	f	%
Spor etkinliklerinin etkileri	Birçok gelişim alanı	4	40%
	Kaba motor beceriler	2	20%
	Sosyal-duygusal beceriler	2	20%
	Fiziksel gelişim	2	20%
Toplam		10	100%

Araştırmanın birinci alt amacı “Spor etkinlikleri ve beden eğitimi faaliyetleri ile ilgi düşünceleriniz nelerdir?” şeklinde. Bu alt amaç dikkate alındığında sorular yöneltilerek sonuçlar elde edilmiştir. On katılımcıdan dördü, birden çok gelişim alanına etki ettiğinde bahsetmişlerdir. On kişinin ikisi sadece motor beceri üzerinde olumlu etkilerinden kalan dört kişiden ikisi sosyal- duygusal beceriler diğer iki kişi ise fiziksel gelişim becerileri alanına değinmiştir.

Görüş bildiren okul öncesi öğretmenlerine ilişkin ifadeler aşağıda verilmiştir.

“Okullarda çocukları jimnastiğe gittiklerinde ince ve kaba motor becerilerinin gelişimlerinin hızla ilerlediğini gözlemlerim. Hareketli oyun etkinliklerinde çocukların bedensel ve zihinsel olarak gelişim düzeylerini doğrudan etkilediğini gördüm. Hareketli oyun etkinliklerine örnek verilecek olursa denge oyunları, top oyunları, parkur oyunlarını örnek verebilirim.” (Öğretmen, 1)

“ Hareketli oyun etkinlikleri kapsamında çocukların atlayarak zıplayarak parkur oyunlarında tüm vücutlarını aktif kullanarak özellikle motor gelişimlerine çok büyük bir etkisi olduğunu söyleyebilirim. Sporu çocuğun tüm gelişim alanlarına hitap edecek şekilde severek, eğlenerek yani oyun yoluyla dikkatlerini çekmeye çalışırım.” (Öğretmen, 5)

“Sporu çocuklara parkurlar veya yarışmalar şeklinde eğlenceli hale getirebilirim. Aynı zamanda bu etkinlikleri dramalaştırarak çocukların oyun sürecine aktif olarak katılımını sağlayabilirim. Çocukların aktif katılımlarını sağlayabilmek için aile ile işbirliği çerçevesinde çocukların sporu sadece okul içinde değil hayatlarına almaları ile ilgili bilgilendiririm. Hayatlarında sürekliliği sağlamak için aile büyük ve önemli faktör olduğunu gözlemlerim.” (Öğretmen, 8)

Yukarıdaki görüşleri veren öğretmenlerin okullarda verilen beden eğitimi temelli spor etkinliklerinin yeterliliği konusunda okul öncesi öğretmenlerinin birçoğu çocukların gelişim alanına etkisi olduğunu düşünmektedir. Görüşlerin genelinde en çok psiko-motor becerilerine etkisinin oldukları gözlenmiştir. Bunun yanında fiziksel, bilişsel, sosyal yani birçok gelişim alanına da vurgu yapan öğretmenler görüşleri analiz edilmiştir.

Tablo 2: Spor etkinlikleri yaparken çocukların duygu durumlarına ilişkin bulgular

Tema	Kod	f	%
Aile katılımı	Sosyal-duygusal gelişim	5	50%
	Özbakım	3	30%
	Bilişsel gelişim	1	10%
	Tüm gelişim alanları	1	10%
Toplam		10	100%

Araştırmanın ikinci alt amacı ‘Spor etkinlikleri yaparken çocukların duygu durumları nasıldır?’ şeklindedir. Katılımcılardan on kişiden beşi aile katılımının çocukların sosyal ve duygusal becerilerine etkisinden bahsetmiştir. Katılımcılardan üçü özbakım becerilerininikalan iki katılımcıdan biri tüm gelişim alanlarına diğeri ise bilişsel gelişime etkilerini kapsayan ifadeler kullanmıştır.

Görüş bildiren okul öncesi öğretmenlerine ilişkin ifadeler aşağıda verilmiştir. “*Bazı aileler çocukların koşup terlememesini ve hasta olmamasını isterler. Fakat biz ailelere bu konuya açıklık getiririz. Aksine çocukların kendilerini sevmelerini topluma katılmalarını ve insanlarla iletişimlerini oldukça etkileyen en önemli faaliyetin hareketi kapsayan sporu vurgularız. Spora teşvik konusunda aileleri bilinçlendiririz. Özellikle kaynaştırma öğrencilerinde spora yatkınlığı ve ilgisi olan öğrenciler için okul dışında da ilgisi her ne ise o konuda destek görülmesi gerektiğini söyleriz.*” (Öğretmen, 3)

“*Aile katılımı açıkçası özbakım gelişim alanı ile birlikte yani özbakım becerilerine ve birçok gelişim alanına etkisi olduğunu düşünüyorum. Çünkü aile katılımında dil gelişimi de desteklenir. Aile ile çocuğun veya çocuğun kendi akranlarıyla da iletişimde de oldukça olumlu gelişim gözlemleriz. Öğretmenlerin motivesi kadar ailenin de desteği önemlidir. Evde bu motivenin ve desteğin devamlılığı önemlidir.*” (Öğretmen, 7)

“*Motivasyonlarını arttırıcı davranışlarda bulunuyorum. Yaptıkları ve başardıkları her davranışın sonucunda bir ödüllendirme yaparak onların özgüvenleri yani sosyal- duygusal gelişim alanlarına destek sağlıyorum. Çocukların kendilerini ve kendilerinde bulunan*

yetenekleri keşfedici yöntemlerde bulunmak onların kişilik gelişimleri ve kimlik kazanmalarında aktif rol alacağına da değinmeden geçmek istemeyeceğimi belirtmek isterim.” (Öğretmen,9)

Yukarıda görüşleri veren öğretmenlerin çocuklar üzerinde aile katılımının çocuğun en çok hangi gelişim alanına etkisinin olduğu sorusu sorularak öğretmenlerden yanıt alındı. Alınan yanıtlarda en çok çocuğun sosyal ve duygusal gelişim alanına etkisinin olduğu görüşüne varıldı. Bu görüşe ilişkin öğretmenlerden örneklerle açıklandı. Çocukların neden en çok sosyal ve duygusal alanına gelişiminin etkilendiği cevaplarla sonuca varılmıştır.

Tablo 3: Beden eğitimi ve Spor etkinlikleri gibi faaliyetleri geliştirmek için neler yapılması gerektiğine ilişkin bulgular

Tema	Kod	f	%
Teşvik edici yöntemler	Aile katılımı	6	60%
	Ödül	2	20%
	Motive	1	10%
	Cesaretlendirme	1	10%
Toplam		10	100%

Araştırmanın üçüncü alt amacı ‘Beden eğitimi ve Spor etkinlikleri gibi faaliyetleri geliştirmek için neler yapılması gerektiğini düşünüyorsunuz?’ şeklindedir. Katılımcılardan on kişiden altısı aile katılımıyla ailenin de çocuğu spora teşvik etmesi yanıtı alınmıştır. Kalan dört kişiden ikisi başardığı veya gayret ettiği davranışlarda ödül kullanarak çocuğa pekiştireç sunularak çocuğun ilgisini çekmek istendiği kalan bir kişi ise çocuğu cesaretlendirerek özgüven sağlamak gerektiği en son katılımcı ise çocuğu motive edici davranışlar yanıtı alınmıştır.

Görüş bildiren okul öncesi öğretmenlerine ilişkin ifadeler aşağıda verilmiştir.

“Spora yatkınlığı olan çocuklar gözlemlendiğinde aile ile konuşulup okul dışında faaliyetlere katılımın desteklenmesi oldukça önemlidir. Aile, öğretmen ve çocuk işbirliği içerisinde bir ekip halinde yatkınlığı bulunan çocukların sporu daha da sevip zevk alması da bir o kadar önemlidir. Bunların yanında tüm gelişim alanlarına da etki ve öneminden kaynaklı çevik bir sporcu temellerinin atılması mümkün diye düşünebiliriz.” (Öğretmen,2)

“Aile katılımının çocuğun her eğitim alanında önemli olduğunu biz eğitimciler bu alanda da vurgulayabiliriz. Sporun çocuğun sadece okulla yeterli olmadığı yadsınamaz bir gerçektir. Sadece okulda gerçekleşen fiziksel aktivitenin yeterli olmayacağı spor ailenin de desteğiyle çocuğun hayatının merkezinde olması gerektiğini düşünürüm. Günümüz teknoloji çağı sebebiyle hareketsiz yaşamdan çocuklarımızı uzak tutmak biz ebeveyn ve öğretmen işbirliğiyle

olumlu sonuçlar doğurması oldukça mümkündür.” (Öğretmen,4)

“Öncelikle aileyle görüşme yaparım. Ailenin de çocuğu desteklemesini sağlarım. Belli bir yönde bir ilgisi veya merakı varsa bunun sadece okul içinde kalmaması gerektiğini düşünürüm. Bu yüzden önce aileyle görüşürüm. Yönlendirebileceğimiz donanımlı bir kurum varsa öneride bulunabilir. Daha çok işi bilen insanlardan eğitim alması gerektiği görüşünü savunurum. Öğretmeni olarak okulda onun ilgisini çekecek etkinlikler veya oyunlarda planlamaya özen gösteririm.” (Öğretmen,6)

Yukarıda görüşleri veren öğretmenlerin spora yatkınlığı bulunan çocuklara yönelik teşvik edici yöntemlerin neler olduğu ile ilgili sorular yöneltilmiştir. Yanıtlar analiz edildiğinde ise ortaya çıkan cevapların geneline bakıldığında en büyük etkenin aile katılımı olduğu görülmektedir. Birkaç öğretmenin yanıtlarında ise ödül kavramı yanıtı verilmiştir. Ödülün neler olabileceği konusunda iki öğretmende çocuğu cesaretlendirici davranışlar yapılarak çocuklara onay vererek onları teşvik etmeyi sağladıkları açıklanmıştır.

Sonuç

Öğretmenlerin kişisel bilgilerinin çocukların günlük hareket ihtiyaçlarının karşılanması üzerindeki etkisi bu çalışmada incelenmiştir. Araştırmada elde edilen bulgular neticesinde okul öncesi sınıf öğretmenlerinin beden eğitimi ve spor etkinliklerinin çocukların sadece fiziksel gelişimlerinin değil birçok gelişim alanına katkıda bulunulduğunu açıklamaktadır. Sınıf öğretmenleri çocukların hareketli oyunlar ile tüm vücutlarını aktif bir şekilde kullanarak özellikle kaba motor ve ince motor gelişimlerine çok büyük bir etkisi olduğunu görülmektedir. Spor ile tüm bedensel hareketlerini koordineli bir şekilde kullanarak, gelişimlerini sürekli hale getirip sporu çocuklara aşılacak istedikleri sonucuna ulaşılmıştır. Çocuklara sporu daha keyifli hale getirebilmek için parkurlar ve yarışmalar yarışmalar düzenlemektedirler.

Araştırmamız da çocukta fiziksel aktivitenin yaşam boyu sürdürülmesinde sınıf öğretmenin desteğinin yanı sıra ailenin de destek ve teşviki de önemli bir rol oynamaktadır. Bazı aileler çocuklarının spor da yorulup terlemesini istememektedir. Bu konu da sınıf öğretmenleri aileler ile iletişim halinde olup sporun çocuğun gelişimi için ne kadar önemli olduğunu açıkça anlatmaktadırlar. Bu konuda okul öncesi sınıf öğretmenleri aileye ev ziyaretleri düzenleyerek çocuğun evde ebeveynler ile hangi sportif faaliyetlerde bulunduğunu gözlemlemektedir. Gözlemlerini aile ile paylaşan sınıf öğretmenler aile iletişimde güçlü olmasına dikkat etmektedirler. Çalışmamızda okul öncesi sınıf öğretmenlerinin spora yatkınlığı olan çocukların ailesi ile görüşülüp aileyi çocuklarının sporda olan yeteneğini hakkında bilgilendirerek çocuğu daha kapsamlı bir eğitim kurumuna gitmelerini için yönlendirdikleri amaçlanmaktadır. Aile ve okul işbirliği, güzel duygu ve düşüncelerin netleşmesine yardımcı olmaktadır. Yeterli spor

kültürüne sahip aileler, çocuklarını okul öncesi ve okul çağında spor yapmaya teşvik ederek birçok anormal davranışın önüne geçmektedir.

Bağcı ve kaya, 2022 tarafından yapılan çalışmada okul öncesi dönemde çocukların fiziksel aktivitelerinin artırılmasında geleneksel oyunların rolünün önemi vurgulanmaktadır. Geleneksel oyunların içeriğinde fiziksel aktivitenin yeri incelenmiş olup, okul öncesi dönemde aktif oyunların önemine değinilmektedir. Okul öncesi öğretmenlerinden çocukları beden eğitimi ve spor etkinliklerini çocuklara daha keyifli hale getirecek oyunlar ile yapmaktadır. Geleneksel oyunların öğrenmeyle birleştirilmesinin fiziksel gelişimde gözlenebilecek olumlu etkileri ortaya çıkmaktadır. Yapılan çalışmayla karşılaştırıldığında ise çalışmamız kapsamında geleneksel oyunlar sadece içerik olarak ele alınarak bu geleneksel oyunların çocuğun gelişim alanlarına olan katkılarından da bahsedilmiştir.

Xiang, Lowy ve McBride'in (2002) tarafından çalışmasında, sınıf öğretmenlerinin beden eğitimi ve spor dersinin, eğitime karşı olumsuz tutuma sahip olanların geçmişten gelen olumsuz deneyimlerin de olduğu tespit edilmiştir. Araştırmadan elde edilen diğer bulgular, spor salonlarına ve aktivitelere erişimde fiziksel aktiviteye katılımın önemli bir rol oynadığını ancak öğretmen adaylarının çoğunun daha önceki okul deneyimlerinde bu tür fırsatlara sahip olmadığını göstermektedir. Birçok ulusal ve uluslararası literatürde spor salonu kullanımının kişinin fiziksel aktiviteye katılımı üzerinde olumlu etkisi olduğu vurgulanmaktadır. Bu çalışma literatürde tarandığında çalışmamız kapsamında beden eğitimi ve sporun sadece fiziksel aktiviteye olan etkisinden değil sosyal-duygusal, fiziksel, bilişsel, dil gibi birçok gelişim alanları ve becerileri de konu aldığı bir çalışma oluşturulmuştur.

Çalışmamız doğrultusunda okul öncesi dönemde motor gelişimin açık bir gelişim olduğu ve bu dönemde çocukların çeşitli program ve etkinliklerle desteklenmesinin çocuğun gelişimini ve özellikle motor gelişimini destekleyebileceği ileri sürülebilir. Okul öncesi dönem çocukların kaba ve ince motor becerilerini öğrenmeleri için önemli bir dönemdir. Okul öncesi sınıf öğretmenleri bu dönemde çocukların ince ve kaba motor gelişimlerini geliştirebilecek spor etkinlikleri yapmaktadır.

Çalışmamız sonuncunda ise şu bulgulara ulaşılmıştır. Okul öncesi sınıf öğretmenlerinden alınan bilgiler doğrultusunda beden eğitimi ve spor etkinliklerinin çocukların motor gelişimleri için çok önemli olduğunun vurgulamaktadırlar. Sınıf öğretmenlerimizin Çocukların fiziksel gelişimlerini desteklemek amacıyla yaptıkları etkinlikler büyük önem arz etmektedir. Sınıf öğretmenlerimiz çocukların yaşlarına ve gelişim düzeylerine uygun şekilde etkinlik yaparak çocukları başarı konusunda da motive etmektedirler. Park alanında grup şeklinde yaptıkları spor etkinlikleri sayesinde çocuklar arasında etkileşimini arttığının çocukların daha sağlıklı ve zinde

Öneriler

Araştırmanın bu bölümünde elde edilen bulgular doğrultusunda aşağıda belirtilen maddelerle önerilere yer verilmiştir;

Beden eğitimi ve spora yönelik faaliyetler gün içerisinde bu tür faaliyetlere ayrılan süre arttırılmalıdır.

Okul öncesi kurumlarla çeşitli spor kulüplerinin işbirliği sağlanarak spora yatkınlığı olan çocukların bu kulüplere yazılmaları sağlanmalıdır.

Okul öncesi kurumlarda beden eğitimi ve spor temelli etkinliklerin yapılabileceği uygun fiziki şartlarda salon temin edilmelidir.

Okul öncesi kurumlarında görev alan öğretmenlerin çeşitli kurslara giderek beden eğitimi ve spor alanında temel bilgi ve beceri kazandırma yoluna gidilmelidir.

Okul öncesi kurumlarda beden eğitimi ve spor temelli hareket-oyun etkinliği kapsamında materyal eksikliğinin giderilmelidir.

Beden eğitimi ve spora ilişkin hareket-oyun etkinlikleri kapsamında aile katılımıyla çocukların aktif katılımı sağlanabilir.

Okul öncesi kurumlarında beden eğitimi ve spor faaliyetlerinin çeşitli müzik aletleri ile zengin içerik oluşturulabilir.

Aileler, çocuklarının oyun ve hareket eğitimi ile çok yönlü (fiziksel, sosyal-duygusal, zihinsel bilişsel v.b) gelişeceği hususunda seminer ve toplantılarla bilinçlendirilmelidir.

Okul öncesi eğitim kurumlarında beden eğitimi ve spora yönelik yıllık planlarında, çocukların daha çok oyunla eğitilmelerine olanak sağlayacak programlara yer verilmelidir.

Okul öncesi eğitim kurumları kapsamında beden eğitimi ve spor öğretim programları planlanırken kazanım ve göstergeler dikkate alınarak yeniden değerlendirilmelidir.

Kaynakça

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7-11 Yaş Arası Çocukların Katıldıkları Boş Zaman Aktivitesi Hakkında Görüşleri

Arzu AKAR GENÇER

Kırklareli Üniversitesi, Sağlık Bilimleri Enstitüsü, Çocuk Gelişimi

Nergiz KILIÇ

Kırklareli Üniversitesi, Sağlık Bilimleri Enstitüsü, Çocuk Gelişimi

Mail: nergizkilic77@gmail.com

Orcid No: 0009-0005-8627-4591

Özet

Katılım hakkı çocukların kendisini ilgilendiren her konuda görüşlerini bildirmesini ve bu görüşlerin yetişkinler tarafından dikkate alınmasını ayrıca karar alma sürecinde çocuğun da aktif rol almasını içermektedir. Katılım hakkı, sadece belli konularla sınırlı değildir. Çocuğu ilgilendiren her konuda çocuğun görüşünün alınma hakkı vardır. Çocuğun katılım hakkını öğrendiği ilk ortam ailesidir. Görüşüne önem verilen ortamda büyüyen çocukta kendini ifade etme becerisi ve karar verme becerisi gelişir. Bu çalışmada katılım hakkı çerçevesinde çocukların boş zaman aktivitelerini nasıl değerlendirdikleri, boş zaman aktivitelerini neye göre seçtikleri gibi konularda çocukların düşüncelerini doğrudan çocuklardan almak amaçlanmıştır. Bu amaç doğrultusunda Mayıs 2023-Kasım 2024 yılları arasında yaşları 7-11 arasında değişen, boş zaman aktivitesine devam eden toplam 13 çocuktan yarı yapılandırılmış görüşme formu ile veriler toplanmıştır. Toplanan veriler, temel analiz yönteminin alt boyutundan olan betimsel analiz yöntemi ile analiz edilmiştir. Toplanan verilerden 4 kategori oluşturulmuştur. Bu kategoriler “Gideceği aktiviteye karar veren kişi, Aktiviteye karar verme süreci, Gitmek istediği aktiviteler ve gitmeme sebebi, Gittikleri aktivitelerde değiştirmek istedikleri” olarak belirlenmiştir. Araştırma sonucunda çocukların ifadeleri göz önüne alındığında boş zaman aktivitelerine başlamaları çocukların kararları ile gerçekleşmekte ancak bazı çocukların kararlarının alınmadığı da görülmektedir. Çocukların boş zamanlarını spor, sanat, etüt gibi etkinliklerle değerlendirmekten hoşlandıklarını ve çocukların aktivitelerle karar verirken arkadaşlarından etkilendikleri veya başarılı olmak istedikleri için, ödevlerini bitirmek için bir aktiviteye gitmeyi tercih ettikleri bulgulanmıştır. Ayrıca çocuklar gittikleri aktivitelerde çevresel düzenlemeler yapmak istemektedirler. Çevresel düzenlemeler yapılırken çocukların görüşleri alınabilir çünkü çocuklar çevreleriyle ilgili sorunlarla ilgilenmektedirler ve aktif bir şekilde kullandıkları alanlarla ilgili görüş bildirme hakkına sahiptirler. Çocukların görüşlerinin çocuklardan alındığı bu tür araştırmalar ile çevre düzenlemesi, eğitim ve öğretim politikaları çocukların aktif katılımına olanak verecek şekilde şekillendirilmesine yardımcı olabilir.

Anahtar Kelimeler: Çocuk Katılımı, Boş Zaman, Aktivite, Orta Çocukluk

Children’s Perspectives on Leisure Time: An Analysis Through the Lens of Participation Rights

Abstract

The right to participation includes children expressing their views on all matters concerning them, having these views taken into account by adults, and actively taking part in decision-making processes. This right is not limited to specific topics; children have the right to be consulted in all matters affecting them. The first environment where children learn about their right to participation is the family. Children who grow up in an environment where their opinions are valued develop skills in self-expression and decision-making.

This study aims to directly gather children’s perspectives on how they evaluate their leisure time activities and how they make decisions when choosing these activities, within the framework of the right to participation. For this purpose, data were collected from 13 children aged between 7 and 11 who regularly participated in leisure activities, using a semi-structured interview form between May 2023 and November 2024. The collected data were analyzed using the descriptive analysis method, which is a sub-dimension of basic qualitative analysis. Four categories were identified from the data: “The person who decides on the activity,” “The decision-making process,” “Preferred activities and reasons for not participating,” and “Suggestions for changes in current activities.”

The results indicate that children generally decide for themselves when it comes to starting a leisure activity, but in some cases, their opinions are not taken into account. The children expressed that they enjoy engaging in activities such as sports, arts, and study sessions during their leisure time. They also reported that they are influenced by friends, motivated by success, or prefer to join activities to complete homework. Additionally, children expressed a desire to make environmental adjustments in the activities they attend. Since children are interested in issues related to their surroundings and actively use these spaces, their opinions should be considered in environmental planning. Studies like this, which center children’s voices, can contribute to shaping educational policies and environmental regulations in a way that supports children’s active participation.

Keywords: Child Participation, Leisure Time, Activity, Middle Childhood

Giriş

Birleşmiş Milletler Çocuk Hakları Sözleşmesi'nin birinci maddesine göre on sekiz yaşına kadar her birey 'çocuk' olarak tanımlanmaktadır. Sözleşme ülkemizde 1990 yılında kabul edilmiş ve 1995 yılında yürürlüğe girmiştir (Akarca, 2011). Çocuk Hakları Sözleşmesinin dayanağı olan temel ilkeler vardır. Bunlar; yaşama, korunma, gelişme ve katılım hakkıdır (Kobat, 2009). Çocukların katılım hakkı, sözleşmede 'Her çocuk, görüşlerini serbestçe ifade etme, kendisini ilgilendiren her konuda görüşlerinin dikkate alınmasını isteme hakkına sahiptir. Herkesin çocukları dinleme, onların fikirlerini öğrenme ve onlara saygı gösterme sorumluluğu vardır.' şeklinde tanımlanmıştır (UNICEF, 2004). Katılım hakkı; çocuğun kendini ilgilendiren her alana, mekâna, olaya dahil olmasıdır (Erbay, 2016). Çocuğun haklarını öğrendiği ilk çevre ailesidir. Çocuğun ilk yıllarında mikro sistemi içerisinde yer alan okul ve ailesidir. Ancak aile ve okul ortamlarında da çocuğun katılım hakkını teslim edilmesi için değiştirilmesi gerekenler vardır (Save The Children, 2010). Ailede karar verme süreçlerinde çocuğun katılım hakkının teslim edilmesi konusunda yapılan araştırmada, aileler çocuklarının karar verme veya görüş bildirmeye yönelik hakları olduğunu düşünmemektedirler (Akyol, 2020). Yapılan başka bir araştırmaya göre çocukların katılım hakkı teslim edilmiş görünse bile, çocukların kendi hakkında karar alabilmesi için yetişkinin seçtiği ortamda ve belirlediği türde (yazı, resim gibi) düşüncelerini ifade etmesi beklenmektedir (Emilson & Folkesson, 2006; LeFrancois, 2007).

Yetişkinlerin çocuk adına karar aldığı bu katılım, Hart'ın (2016) katılım merdivenine göre 'gerçek katılım değildir'. Gerçek katılımdan bahsetmek için çocuğun bilgilendirildiği, saygı duyulduğu basamaklar olan dördüncü-sekizinci basamaklarında bulunulması gerekmektedir. Çocukların kendi yaşamlarında söz sahibi olmadığı ilk üç basamak onların güçsüz hissetmesine sebep olmaktadır (Hart, 2016). Günümüz ebeveynlerinin çocuk adına karar aldığı bu tutum 'Helikopter ebeveynlik' olarak tanımlanmaktadır. Helikopter ebeveynler, çocuklarının eğitiminde ve diğer sosyal alanlarda müdahaleci olabilmektedir bunun sebebi ebeveynin kendisine göre çocuklarına fayda sağlamaktır (LeMoyne & Buchanan, 2011). Yapılan bir araştırmaya göre Türkiye'deki annelerin %30'u babaların ise %15'e yakını helikopter ebeveyn tutumuna sahiptir (Yılmaz, 2020). Kaplan Annenin Zafer Marşı (Chua, 2016) kitabında da bahsedildiği gibi çocukları için neyin iyi olacağına bazen çocukların düşüncelerine bile danışmadan karar verilmektedir çünkü ebeveynler "çocuk için her zaman en iyisini ben bilirim" bakış açısına sahiptirler. Bu tutum ise okul çağındaki çocukları olumsuz olarak etkileyebilmektedir. Erikson'ın psikososyal gelişim evrelerinden 'Başarıya karşı Başarısızlık' dönemine denk gelen bu dönemde eğer çocuk başarısızlık duygusu ile dönemi

bitirirse ilerleyen dönemlerde zorlanabilmektedir (İnanç, Atıcı & Bilgin, 2015). Başarma çocukların özgüven duygularını geliştirirken, başarısızlık çocukların özgüvenlerini zedeleyebilmektedir (Senemoğlu, 2018, s. 79).

Çocukların katılım hakkı, öncelikle içinde bulundukları mikrosistem olan ailede teslim edilmelidir çünkü çocuklar katılım hakkı ile ilgili ilk tecrübelerini aileleri ile ev içinde deneyimlemektedir. Çocukların katılım hakkına yönelik yapılan araştırmalarda çocukların oyun ve eğitim haklarına vurgu yaptıkları; ancak çok azının katılım hakkına yönelik ifadelerde bulunduğu sonucuna ulaşılmıştır (Ersoy, 2011; Şenol & Akyol, 2017; Yazıcı & Baydar, 2015). Literatür incelendiğinde Avcı ve Gençler'in (2017) ve Akyol'un (2020)'un ailelerin bakış açısıyla çocukların katılım hakkını inceledikleri ve Koçyiğit (2014), LeFrancois (2007), Davies, Waters, & Fraser (2025), Alminde, (2024), çocukların bakış açısıyla katılım hakkının araştırıldığı bulunmuştur. Yapılan bu çalışmada ise çocukların kendi yaşamlarına dair görüşlerinin alınması, boş zaman aktivitesi hakkında düşüncelerini öğrenilmesi, boş zaman aktivitelerinde kendilerini nasıl hissettiklerinin anlaşılmasının doğrudan çocuklardan öğrenilmesi açısından önem taşımaktadır.

Yöntem

Bu çalışmada çocukların boş zaman aktivitesine başlarken ve devam ederken çocuklara katılım hakkının teslim edilip edilmediğini öğrenmek ve çocukların bu konudaki bakış açılarını ele almak amaçlanmıştır. Bu amaç doğrultusunda toplanan veriler, temel analiz yönteminin alt boyutundan olan betimsel analiz yöntemi ile analiz edilmiştir. Betimsel analiz, verilerin derinlemesine incelenmesi ve doğru bir şekilde sunulması için kullanılan bir tekniktir. Araştırmacı, bu yöntemi kullanarak verileri olduğu gibi sunmuş ve herhangi bir yorum katmamıştır. Betimsel analizde amaç, elde edilen verilerin kesinlik ve objektiflik içinde, okuyucuya neyin, nasıl ve hangi bağlamda gerçekleştiği hakkında bilgi vermektir (Sönmez & Alacapınar, 2019).

Katılımcılar

Tablo 1: Katılımcıların özellikleri

	<i>Katılımcı</i>	<i>Yaşı</i>	<i>Gittiği aktiviteler</i>	<i>Aktiviteye devam ettiği süre</i>
1	Emir	7.5	Futbol	5 hafta
2	Elif	8	Etüt	2 ay
3	Ceren	8.5	Piyano ve Voleybol	Voleybol: Birkaç ay Piyano: 3 yıl
4	Eray	8.5	Etüt	3 yıl
5	Zeynep	9	Karate, Bale, Piyano, İngilizce	Karate: Birkaç ay Piyano: 4 yıl İngilizce: 3 yıl Bale: 6, 5 yıl
6	Yağız	9	Halk oyunu ve Judo	Judo: 3 ay Halk Oyunları: 3 yıl
7	Hayal	9	Kuran kursu	Birkaç ay
8	Yağmur	10	Dans, İngilizce, Piyano	Dans: 2 yıl Piyano: 5 yıl İngilizce: 1 yıl
9	Ahmet	10	Etüt	1 yıl
10	Damla	11	Etüt, Voleybol	Etüt: 3 ay Voleybol: 3 ay
11	Arif	11	Futbol, Kuran kursu	Futbol: 8-9 Ay Kuran kursu: 11 ay
12	Aybüke	11	Masa tenisi	4 yıl
13	İnci	11	At binicilik ve Voleybol	At binicilik: 5 yıl Voleybol: Birkaç ay

Katılımcılar uygun örnekleme tekniği ile 7-11 yaş arasında, aktif olarak boş zaman aktivitesine devam eden ve özel gereksinimi olmayan çocuklardan seçilmiştir. Araştırmadaki çocukların farklı cinsiyete, yaşa, kültüre sahip olmasına ve farklı aktivitelere devam etmesine dikkat edilmiştir.

Sonuçlar

Çocuklarla yapılan görüşmeler sonucunda, çocukların gözünden boş zaman aktivitelerine yönelik görüşleri 4 kategori altında toplanmıştır. Bu kategoriler “*Gideceği aktiviteye karar veren kişi, Aktiviteye karar verme süreci, Gitmek istediği aktiviteler ve gitmeme sebebi, Gittikleri aktivitelerde değiştirmek istedikleri*” olarak belirlenmiştir.

Kategori 1: Gideceği aktiviteye karar veren kişi

Çocukların ifadeleri “Ben, babam ve ben, annem” başlıkları altında toplanmıştır. Bulgular çoğunlukla çocukların gideceği aktiviteye çocukların kendilerinin karar verdiğini göstermektedir. Çocukların “ben” başlığına örnek ifadeleri: İnci (11) “*Voleybolu seviyorum evde oynuyorum işte anneme dedim ‘Beni voleybola yazdırır mısınız?’ dedim sonra işte o şekilde oldu.*” Damla (11); “*Tabletimden voleybol maçlarını izliyorum, Eda’dan, Vargas’tan şey alıyorum yani örnek alıyorum. Ben de diyorum ki ‘Acaba ben de yapsam birazcık elimden ne geçer ki’ dedim. Benim annemin arkadaşı da kızını yazdırmış, dedi ki annemin arkadaşı ‘Sen*

de İnci'yi voleybola yazdırır mısın?’ dedi, annem de ‘Olur’ dedi. Öyle işte, ben seviyorum voleybolu.” Çocukların, gidecekleri aktiviteye karar verirken medyadan etkilendiği görülmektedir. Bu ifade, medyanın hayatımızdaki önemi ve bizi etkilemesine dair örnek olarak verilebilir. Çocuklar, internetten gördüğü kişileri rol model olarak gideceği aktiviteye karar verebilmektedir. Bu da aslında medyanın çocukların hayatındaki yerini göstermektedir. Az da olsa bazı çocukların gideceği aktiviteye annelerinin tek başına karar verdiği görülmektedir. Çocukların “annem” başlığına örnek ifadeleri olarak: “*Annem. Ben istemiyorum da*” Ahmet (10), “Annem” demiştir. Annelerin, çocukları yerine karar vermesi helikopter ebeveyn tutumu ile alakalıdır. Çocuklar, nedenini bilmeden veya istemeden aktiviteye gitmektedirler. Yılmaz (2020), araştırmasında bulgularda olduğu gibi anneler, babalardan daha fazla çocuklar hakkında karar almaktadır. Bu durum çocukların boş zaman aktivitelerinde de aynı şekildedir. Bu nedenle çocuklar, istemedikleri veya ilgisini çekmeyen aktivitelere gidebilmektedir.

Kategori 2: Aktiviteye karar verme süreci

Çocukların, aktiviteye karar verme süreci kategorisine örnek ifadeleri: Arif (11), “*Kuran kursuna arkadaşım gidiyordu, onunla gitmek istedim. Futbol kursunda da ilk başta böyle bir hep futbolcu olmak istiyorum falan, olay için çabalayıp orada lisans alıp öyle bir yaş takımlarına girmek istiyordum. Mesela bir tane arkadaşım var o da futbol kursuna gidiyordu lisans aldı o da ve Kırklareli’nde U-11 takımında mı U-12 takımında mı ne oynuyor ve maçlara falan katılıyorduk maçlarına yani onun gibi olmayı isterim*” diye kendini ifade etmektedir. Yağız (9), “*Dans kursuna arkadaşım dedi ‘Gel’. O, gidiyordu onla beraber gitmek istedim. Sordular ‘Gitmek ister misin?’ ben de ‘evet’ dedim*”. Çocukların, bu yaş döneminde arkadaşlarından etkilendiği araştırmanın önemli sonuçlarından biridir. 11 yaş ergenliğe geçiş sürecidir ve ergenlikte arkadaş ortamı daha da önem kazanmaktadır (Berk, 2015, s.16). Çocuklar birlikte boş zamanlarını değerlendirecek aktivitelerde bulunurlar (İnanç, Bilgin & Atıcı, 2015, s. 272). Bu da gidecekleri aktiviteyi seçerken arkadaşıyla zaman geçireceği şekilde seçim yaptığını göstermektedir.

Bazı çocukların ise aktiviteye neden gittiği konusunda bilgisi yoktur Ahmet (10), bu “*bilmiyorum*” şeklinde kendini ifade etmektedir. Bu bulgu, çocukların kendi yaşamlarına aktif katılımının hala teslim edilmediği göstermektedir. Çocukların aktiviteye gitme sebeplerinden biri de ödevlerini bitirmek ya da derslerinden başarılı olmak. Elif (8), “*Eve gidince ödevlerim yük oluyordu o yüzden*” cevabı ile ödevlerin fazlalığını ifade etmektedir ve Yağmur (10), “*İngilizcede çok iyi olmadığım için başladım*” cevabı ile başarılı olmak için aktiviteye

başladığını ifade etmiştir. Bu ifadelerden yola çıkarak çocukların, ilkokula başladığı bu dönemde onlara verilen ödevlerden dolayı veya başarılı olma baskısından kaynaklı yeterince oyuna zaman ayıramadıkları düşündürmektedir. Eray (8,5), aktiviteye katıldığı saatin uzun olmasına yönelik şu şekilde eleştiri de bulunmuştur “*Kursu erken bitirirdim*”.

Kategori 3: Gitmek istediği aktiviteler ve gitmeme sebebi

Gitmek istediği aktiviteler kategorisi “Sanat, yok, spor, etüt” başlıkları altında toplanmıştır. Çocukların, bu kategoriye örnek ifadeleri şu şekildedir: Yağmur (10), “*Ben voleybolla gitmek isterdim*, Emir (7,5) “*Şu an 1 kurs 2 kursu ya da bu 3 kursa gitmek istiyorum şu an voleybol oynamayı da biraz biliyorum, basketbol oynamak istiyorum.*” İfadeler incelendiğinde spora gitmek isteyen çocukların cinsiyet açısından bir farklılık göstermediği görülmektedir. Her iki cinsiyette sporla ilgilenmektedir. Aybüke (11), sanat ve spora yönelik aktivitelere gitmek istediğini şu şekilde ifade etmiştir “*Voleybol olabilir müzik olabilir onun gibi şeyler, resim olabilir.*” Çocuklar, küçük yaştan itibaren aktiviteler ile ilgilenmektedirler. Zeynep (9), 4 aktiviteye devam etmekte ve 2,5 yaşından itibaren baleye gitmektedir. Aktiviteyi gitmeye karar veren kişi olarak “ben” ifadesini kullanmıştır. “*Hepsini ben istemiştin. Arkadaşlarımdan yine hem görüp istemiştin hem de bunların başarabileceğini düşünüp istemiştin.*” bu da aslında çocukların küçük yaştan itibaren ilgi alanına yönelik aktivitelere yönelebildiğini göstermektedir.

“*Peki neden gitmiyorsun?*” kategorisi “Bilmiyorum, Zamanım yok, Bulunduğum şehirde iyi bir kurs yok, Başlayacağım, Gittiğim kursta iyi olmak istiyorum, memnun kalmadım” başlıkları altında toplanmıştır. Çocukların gitmeme sebebi kategorisinde örnek ifadeleri: İnci (11), hangi aktiviteye gitmek istediği ve gitmeme sebebi hakkındaki düşüncelerini aşağıdaki şekilde ifade etmiştir: “*Baleye, cimnastiğe gitmek istiyorum çok seviyorum ama Yalova’da pek böyle güzel bir yer olmadığı için gitmiyoruz*”, Emir (7,5) öncelikle gittiği aktivitede başarılı olduktan sonra başka bir aktiviteye devam etmek istediğini şu şekilde ifade etmiştir: “*Daha çünkü annemlere söylemedim. Bir de futbolu ne zaman bitireceğimi bağlamaya çalıştım çünkü futbol kaç yaşına kadar gidebildiğimi bilmiyorum. Hocam bi’de iyi, çok büyük olunca büyüyünce iyi olanları takımını alıyormuş. Şimdi futbolcu olacağım için başka bir kursa gitmek istemiyorum şu an. Bunlar hayalini kurduğum. Dünyaca ünlü bir futbolcu olmak için de futbola gidiyorum.*” Yağız (9), başka bir aktiviteye devam etmek için zamanı olmadığını şu şekilde ifade etmiştir; “*(...) Zamanım hiç yok. Bir de ödevleri yetiştiriyorum, zor yetiştiriyorum normalde.*”

Kategori 4: Gittikleri aktivitelerde değiştirmek istedikleri

Çocukların gittikleri aktivitelerde değiştirmek istedikleri kategorisinde çocukların çevresel düzenlemeler yapmak istediği, bazı çocukların ise hiçbir değişiklik yapmak istemediği bulgulanmıştır. Örneğin; Ahmet (10) çevresel düzenlemeler yapmak istediğini şu şekilde ifade etmiştir; *“Her yeri bir boyardım yani güzelce sonra öğretmenler arardım sonra müdür arardım öyle ve sınıfların sandalyelerini değiştirdim, sıralarını, tahtalarını yazı tahtasını.”* Yağız (9): *“Ben yani oradaki oyun alanı var daha güzel büyük olmasını isterdim. (...) Top halat gibi şeyler koyardım.”* Çocuklar gittikleri aktivitelerde oyun da oynayabilecekleri yerler inşa etmek istemektedirler. Yağız (9), *“Oyun alanı var daha güzel büyük olmasını isterdim”*. Oyun alanlarını daha kullanışlı ve estetik olarak daha güzel görünecek şekilde düzenlemek istemektedirler. Ayrıca bazı çocuklar değişiklik yapmak istemediğini şu cümlelerle ifade etmiştir; Ceren *“Hiçbir şeyi değiştirmezdin.”*, Emir *“Bir şeyi değiştirmezdin çünkü değiştirsem kurs bozulurdu.”*

Tartışma ve Sonuç

Araştırmaya katılan çocukların konuya ilişkin görüşleri incelendiği çocukların katılım gösterdiği boş zaman aktivitesine karar veren kişinin çoğunlukla çocukların kendileri olduğu görülmektedir. Hart (2016)’ın katılım merdivenine göre çocukların kendi hakkında karar almaları gerçek bir katılım olarak ifade edilmektedir. Ortaya çıkan bu sonuç Avcı ve Gençler (2017) ile Gökçe, Keçeci & Yıldız, (2019) çalışmalarında da çocukların katılımlarının bu noktada olduğunu vurgulamış ve bu yönüyle literatür ile bulgunun örtüştüğü görülmektedir. Ebeveynler, çocukların yapılandırılmış serbest zaman aktivitelerine gitmesini, parkta oyun oynamalarından daha güvenli bulmaktadır ve bu aktivitelerin çocukların özgüvenlerini ve arkadaşlık ilişkilerini güçlendirdiğini düşünmektedirler (Gökçe, Keçeci & Yıldız, 2019; Aydın, Şahan, Yüksel, & Güneş, 2024; Mahoney & Stattin, 2000). Akyol (2020) yaptığı araştırmada ebeveynlerin, çocukları için sosyal aktivitelerin artırılması gerektiğini vurguladıkları bulmuştur.

Öne çıkan ikinci önemli bulgu olarak çocukların gideceği aktiviteye karar verirken arkadaşının gittiği aktiviteyi dikkate aldığı ve başarılı olmak için aktiviteyi seçtiği görülmektedir. Çocuklar bu dönemde Ericson’ın kuramına göre ‘başarıya karşı başarısızlık’ dönemindedir ve akademik olarak, sosyal olarak başarılı olmak çocukların özgüvenleri için önemlidir (Senemoğlu, 2018, 79) ve çocuklar orta çocukluk döneminde arkadaşlık ilişkilerine

önem vermektedir (Berk, 2015, ss.499-500). Bu dönemde olan çocuk, arkadaşlarından kolayca etkilenebilmekte ve akranlarının düşüncelerine yetişkinlerin düşüncelerinde daha fazla değer vermektedir (İnanç, Bilgin & Atıcı, 2015, s.194). Çocuklar gittikleri aktiviteler hakkında arkadaşları ile paylaşım yapmaktan hoşlanmaktadırlar (Cohen, 2008, aktaran Öztürk & Kutlu, 2017). Ayrıca aktiviteye neden gittiğini bilmeyen çocukların olması çocuğun boş zaman aktivitesi hakkında karar alma hakkı olmadığını gösterir.

Çocukların “aktivitelerde neleri değiştirmek isterdin” kategorisindeki ifadeleri incelendiğinde bir kısmı hiçbir şeyi değiştirmek istemezken diğer bir kısmı çevrede bulunan ve kendilerini rahatsız eden birtakım şeyleri değiştirmek istemişlerdir. Mesela çevresinde gözüne hoş gelmeyen alanları boyamak istemesi gibi. Hart (2016), çalışmalarında da görüldüğü üzere çocuklarımızın çevreye karşı sorumluluk sahibi olmasını istiyorsak çevresel konularda eleştiri yapan çocuklar yetiştirmemiz gerektiğini ve bunun içinde 2-3 yaşından itibaren çocukların çevresel konularda planlama ve tasarımla ilgilenmesi gerektiğini vurgular. Özdemir’in (2019), gönüllü lise öğrencileri ile yaptığı çalışmada görüldüğü üzere çocuklar çevresel düzenlemelere aktif bir şekilde katılmak istemektedirler ve çevreleri ile ilgili kararları akranlarıyla birlikte alabilmektedir. Jansson (2015), 6-11 yaş arası çocukların yerel oyun alanına yönelik bakış açılarını incelemiştir ve çocukların oyun alanına yönelik görüşleri şu şekildedir; farklı şekillerde de kullanabilecekleri ve kendini zorlayacak oyun ekipmanları tercih etmektedirler.

Sonuç olarak, çocukların ifadeleri göz önüne alındığında boş zaman aktivitelerine başlamaları çocukların kararları ile gerçekleşmekte ancak bazı çocukların kararlarının alınmadığı da görülmektedir. Bu yüzden aileleri çocuk katılımı hakkında daha fazla bilgilendirmek gerekmektedir. Bu doğrultuda okullarda aileleri bilgilendirmeye yönelik projeler yapılabilir. Çocukların çevreleri ile ilgili değiştirmek istediği şeyler vardır. Çevresel düzenlemeler yapılırken çocukların görüşleri de alınabilir çünkü çocuklar çevreleriyle ilgili sorunlarla ilgilenmektedirler ve aktif bir şekilde kullandıkları alanlarla ilgili görüş bildirme hakkına sahiptirler. Kısaca;

1. **Çocukların katılım hakkı desteklenmelidir:** Çocukların boş zaman aktivitelerine karar verme sürecinde fikirlerini ifade etmesi desteklenmelidir.

2. **Aileler, çocuk katılımı konusunda bilinçlendirilmelidir:** Çocukların karar alma sürecine katılımının önemi hakkında ailelere yönelik bilgilendirme çalışmaları yapılmalıdır.

3. **Çocukla iletişim için çocuk dostu iletişim yöntemleri kullanılmalıdır:** Çocukların kararları alınırken kendilerini rahat hissettikleri bir ortamda ve çocuğun yaşına uygun iletişim yöntemleri tercih edilmelidir.

4. **Etkinlikler erişilebilir hale getirilmelidir:** Çocukların ilgi alanlarına hitap edecek etkinlikler düzenlenmeli ve bu etkinlikler her çocuk için ulaşılabilir olmalıdır.

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Okul Öncesi Eğitim Kurumlarındaki Öğretmenlerin Otizm Spektrum Bozukluğu ve Erken Müdahale Eğitimine İlişkin Görüşlerini Belirleme Konulu Araştırmaların İncelenmesi

Ayşe MORTAŞ KUM

Simay DOĞAN

Kıbrıs Sağlık ve Toplum Bilimleri Üniversitesi, Çocuk Gelişimi Bölümü, Güzelyurt-KKTC

ayse.mortas@kstu.edu.tr-0009-0001-0135-4674

Özet

Bu araştırmanın amacı, okul öncesi eğitim kurumlarındaki öğretmenlerin otizm spektrum bozukluğu (OSB), erken müdahale programlarına ve kaynaştırma eğitimine ilişkin görüşlerinin belirlenmesi konusu oluşturmaktadır. Erken çocukluk dönemi 0-6 yaşları kapsayan, hayatın temelini oluşturan erken çocukluk eğitiminin başlangıç noktası ve gelişimin en hızlı olduğu kritik bir dönemi kapsamaktadır. Erken çocukluk dönemi her açıdan gelişimsel sürecin en hızlı olduğu dönemdir. Bu süreçte risk altındaki çocukların erken süreçte tanılanmaları ve erken müdahale sürecine uygun olarak eğitim almalarının, daha sonraki gelişim sürecine ilişkin öğrenme süreci ve davranış örüntüleri üzerinde büyük etkileri olduğu görülmektedir. Bu araştırma sürecine Kuzey Kıbrıs Türk Cumhuriyeti'nin Güzelyurt ilçesinde bulunan bir okulda yürütülmüştür. Bu okulda bulunan öğretmenlerin hepsi gönüllü katılmayı kabul eden on okul öncesi öğretmeniyle gerçekleştirilmiştir. Verilerin toplanması süreci ise yarı-yapılandırılmış görüşme yöntemiyle edinilmiştir. Ayrıca, araştırma için hazırlanan görüşme soruları, özel eğitim alanında uzman 3 öğretmenlerin görüşleri dikkate alınarak hazırlanmıştır.

Araştırmanın bulguları incelendiğinde, öğretmenlerin bir bölümü otizm spektrum bozukluğu olan çocukların kaynaştırma eğitimine alınmalarının sorun yarattığını belirtmişlerdir. Bu sorunların başında, gölge öğretmen eksikliği, otizmin düzeyi, yapılandırılmış ortamın sağlanamaması, sınıf mevcudu olarak belirtilmiştir. Bu araştırmanın sonucunda ise, öğretmenlerin bir bölümü ise erken müdahalenin otizmlili çocuklar ve kaynaştırma öğrenciler için gerekli olduğunu belirtmiştir. Bir diğer sonuç ise, otizm spektrum bozukluğu bulunan çocuklara erken müdahalenin, iletişim becerileri, sosyal ilişkiler, duyuşsal uyaranlara tepki ve toplumsal yaşam kalitesi gibi konularda olumlu geri dönütler alındığını göstermektedir. Sonuç olarak, bu çalışma otizm spektrum bozukluğu olan bireylerde erken müdahalenin önemini vurgulamaktadır. Erken müdahale programlarının çocukların gelişimleri üzerindeki etkileri ve ailelere sunduğu destekler için önemli bir rol oynadığı gözlemlenmiştir.

Anahtar kelimeler: Okul öncesi, otizm, erken müdahale, özel gereksinimli birey, kaynaştırma eğitimi.

A Review of Research on Determining the Views of Teachers in Preschool Education Institutions on Autism Spectrum Disorder and Early Intervention Education

Abstract

The aim of this study is to determine the views of teachers in preschool education institutions on autism spectrum disorder (ASD), early intervention programmes and inclusive education. Early childhood period covers 0-6 years of age, the starting point of early childhood education that forms the basis of life and a critical period in which development is the fastest. Early childhood is the period when the developmental process is the fastest in every aspect. In this process, it is seen that the identification of children at risk in the early process and receiving education in accordance with the early intervention process have great effects on the learning process and behaviour patterns related to the later development process. This research process was conducted in a school located in Güzelyurt in the Turkish Republic of Northern Cyprus. It was carried out with ten preschool teachers in this school, all of whom agreed to participate voluntarily. The data were collected through semi-structured interviews. In addition, the interview questions prepared for the research were prepared by taking into account the opinions of 3 teachers who are experts in the field of special education.

When the findings of the study were analysed, some of the teachers stated that inclusion of children with autism spectrum disorder in mainstreaming education created problems. These problems were stated as lack of shadow teachers, level of autism, lack of structured environment and class size. As a result of this study, some of the teachers stated that early intervention is necessary for children with autism and mainstreaming students. Another result shows that early intervention for children with autism spectrum disorder provides positive feedback on communication skills, social relationships, response to sensory stimuli and quality of social life. In conclusion, this study emphasises the importance of early intervention in individuals with autism spectrum disorder. It was observed that early intervention programmes play an important role for the effects on children's development and the support they offer to families.

Key words: Preschool, Autism, Early Intervention, Individual With Special Needs, Inclusive Education.

Giriş

Bu araştırma ‘okul öncesi eğitim kurumlarındaki öğretmenlerin otizm spektrum bozukluğu (OSB), erken müdahale programlarına ve kaynaştırma eğitimine ilişkin görüşlerinin belirlenmesi konusu oluşturmaktadır. Erken çocukluk dönemi 0-6 yaşları kapsayan, hayatın temelini oluşturan erken çocukluk eğitiminin başlangıç noktası ve gelişimin en hızlı olduğu kritik bir dönemi kapsamaktadır (Erkan, 2023). Bu dönemde çocuğun ileriki dönemlerde beceri

ve performans düzeyini etkileyecek öğrenme ve davranış örüntülerinin temelleri atılmaktadır. Bu temelde dil becerileri ile zihinsel, sosyal, duygusal ve motor becerilerin kazanılması bu kritik dönemde gerçekleşmektedir (Erkan, 2023). Erken çocukluk deneyimleri çevresel faktörlerden etkilendiğinden erken çocukluk döneminde sunulan hizmetlerin kalitesi bireyler ve toplum üzerinde kısa ve uzun süreli etkileri bulunmaktadır. Bu yüzden çocuğun bu dönemde yeterli beslenme ve etkileşimde bulunabildiği, çocuğun gelişiminin desteklendiği bir ortamda bulunması fayda sağlamaktadır. Erken çocukluk döneminde yetersiz beslenme, fiziksel sorunlar, toplumsal faktörler, öğrenme imkanlarının sağlanamaması gibi güçlükler sebebiyle bu dönemdeki çocuklar gelişimsel açıdan farklılık yaşamakta ve yeteneklerini sergileyememektedir (Erkan, 2023). Çocukların, sosyal, duygusal ve davranışsal becerileri akademik ve sosyal açıdan okulda başarılı olabilmek, öğretmenleri ve akranlarıyla ilişkileri yürütebilmek için önkoşul beceriler olduğu fakat birçok bireyin sahip olmadan okula başladığı görülmektedir. Bu kişisel neticeler maliyetin ve sosyal hizmetlere olan ihtiyacın çoğalmasına, yoksulluğun kuşaktan kuşağa aktarılmasına sebep olmaktadır (Erkan, 2023).

Alına eğitimler tüm hayatımıza yarar sağladığı gibi erken çocukluk döneminde alanında donanımlı birer eğitimciyle verilen doğru etki edici eğitimler yaşam boyu öğrenme için önemli bir başlangıcı sağlayacaktır. Bu durumda erken çocukluk çağında ebeveynlere ya da çocuklara aktarılan donanımlı eğitim hizmetleri özellikle gelişimsel yetersizliği olan ya da risk altında olan bireyler için daha çok önem teşkil etmektedir (Erkan, 2023). Özel eğitim hizmetlerinden faydalanan çocukların sosyal- duygusal ve bilişsel yetenekleri ile okula hazırlık yeterliliklerinin ön plana çıkarıldığı tanımlanmıştır (Erkan, 2023).

Okul öncesi eğitimde, özel ihtiyaç sahibi çocukların tüm gelişimsel eksiklikleri azaltarak gelişimi hız kazandırmak, okul öncesi eğitim alacak döneme geldiğinde eğitim alanlarından faydalanma ihtimalini arttırmak ve ebeveynlerin yaşamakta oldukları duygusal, psikolojik ve toplumsal sorunları en aza indirmek amaçlanmaktadır (Güneş-Akgül, 2023). Bireysel yetersizlikler gelişimsel gecikme ve eğitimsel açıdan yetersizlik, akranları ile gözle görülür derecede farklılık gösteren ve özel eğitime ihtiyaç duyan bireylerdir. Bu bireylerin bağımsız yaşam alışkanlıklarını en iyi dereceye getirmeyi hedefleyen bireysel olarak düzenlenen, sistemsal olarak devam eden, özen gösterilerek değerlendirilen öğretim hizmetlerinin tümü olarak tanımlanan özel eğitim programlarından yararlanmaları sağlanmalıdır. Yetersizliği bulunan bireyleri birinci derece aile fertlerinden ve yakın çevreden bağımsızlaştırılarak toplum ile kaynaşmalarının sağlanması gerekmektedir (Güneş-Akgül, 2023). Buradan hareketle Uluslararası araştırmalar okul öncesi dönemindeki çocukların yüksek etkenli eğitimler veya

hizmetlerden faydalanmalarının önem derecesini belirlediğinden erken çocukluk dönemi eğitimi birçok ülkenin ilgi odağı olmuştur (Erkan, 2023). Türkiye’ de ilk erken eğitim uygulamaları 1982 yılında İstanbul’ da yaşamakta olan maddi geliri ve eğitim seviyeleri düşük olan ebeveynlerin çocuklarına ev veya kurum merkezli sürdürülen ‘‘ anne eğitim programı’’ ve ‘‘ bilişsel gelişimi destekleme programıyla yürütölmeye başlanmıştır (Erkan, 2023).

Başka bir gelişme ise 1997 yılında ‘‘ özel eğitim yası’’ ile okul öncesi dönemi eğitim programlarına duyulan hassasiyet artış göstermiştir. Dünya genelinde uygulanan ve bilimsel açıdan doğrulanmış birden fazla erken çocukluk eğitim programı artan ilgiyle birlikte Türkçeye uyarlanmış ve kullanımların geçerlilik, güvenilirlik faaliyetleri yapılmıştır. Türkçeye uyarlanan erken müdahale programları risk altındaki çocuklar için düzenlenmekte ve bu uygulamalar ev merkezli, kurum merkezli ya da ev-kurum merkezli olarak uygulanabilmektedir (Erkan, 2023). Özel eğitim hizmetleri yönetmeliğine göre; kaynaştırma eğitimi özel eğitime ihtiyaç duyan çocukların, eğitimlerine yardımcı eğitimler de eklenerek, yetersizlik durumu olmayan akranları ile resmi ve özel; okul öncesi, ilköğretim, orta öğretim ve yaygın öğretim kurumlarında öğretimlerine devam etmeleri esasına dayanan özel eğitim kurumlarıdır, biçiminde belirtilmektedir. Bu açıklamada uygulanmakta olan yalnızca özel gereksinimli bireylerin bir arada olmaları değil, aynı zamanda bireylerin durumlarına ve düzeylerine göre planlanmış destek eğitim hizmetlerine ilişkin ön çalışmaların gerekliliğı vurgulanmaktadır (Edt; Gürsel, 2004).

Kaynaştırma eğitime başlamadan önce sınıf düzeninin bireylerin ihtiyaçlarına cevap verecek düzeyde programlanması gerekmektedir (Kırcaali-iftar, 2010). Kaynaştırma eğitimi her okulun vermesi gereken bir eğitim olmakla birlikte özel eğitime gereksinim duyan, risk altında bulunan, bireysel yetersizliğe sahip bireyler için gerekli düzenlemeler yapması ve çocukların okula değil, okulun çocuklar için bir düzen ve uyum içinde eğitim sağlaması gerekmektedir (Kırcaali-İftar, 2010). Buradan yola çıkarak kaynaştırma sınıflarına bakıldığında fiziksel yetersizlik, sosyal yetersizlik ve iletişimsel yetersizliklerden, belirli aralıklarla kişilerin kaynaştırma eğitime karşı tavırlar ya da bilgi eksikliğinin sebep olduğı bazı problemlerin göröldüğü gözlenebilmektedir (Güneş Akgöl, 2023).

Kaynaştırma eğitiminin memnun edici düzeyde başarıların elde edilememesi ile ilgili alan yazına bakıldığında bu sebeplerin birçok başlık altında toplandığını aktarmaktadırlar (Uşun, 2023). Buna göre; negatif eğitimci tutumları, öğretmenin etkili sınıf yönetimini sağlayamaması, elverişli personel ve destek ekibinin olmaması, genel ve özel eğitimin farklı kavranması, fiziksel ortamın eksikliği gibi dört temel engel türü mevcuttur. Bu engeller kaynaştırma

eğitimin sağlıklı ve yararlı ilerleyişini engellerken, en önemlisi de negatif öğretmen tutumlarının en çok etki eden sebeplerden olduğu vurgulanmaktadır (Uşun, 2023).

Yapılan çalışmalar göz önünde bulundurulduğunda Türkiye’ de yapılan tez ve makale çalışmaları özel eğitim, okul öncesi ve erken müdahale programları ile ilgili farklı çalışmaların mevcut olduğu görülmektedir. tezlerde farklı inceleme desenlerinin kullanıldığı, bazılarının ev merkezli bazılarının kurum merkezli bazılarının da hem ev hem kurum merkezli devam edildiği, farklı yaş grupları ile çalışıldığı ve bazı tez çalışmalarında ebeveynlerinde de dahil edildiği görülmektedir. Yapılan bu çalışma Türkiye’de erken çocukluk döneminde yapılmış olan lisansüstü ve doktora tezleri sistematik olarak araştırılmış ve uygulanan müdahaleler açısından kapsamlı bir bakış açısı geliştirmek amaçlanmıştır.

Yöntem

Bu bölümde; Okul öncesi eğitim kurumlarındaki öğretmenlerin otizm ve erken müdahale eğitimine ilişkin yapılan araştırmanın yöntemi, verilerin toplanması ve veri toplama araçlarına ilişkin bilgilere yer verilmiştir.

Araştırmanın Modeli

Okul öncesi eğitim kurumlarında görev alan öğretmenlerin otizm ve erken müdahale eğitimine ilişkin bilgi düzeylerinin incelenmesinin amaçlandığı bu çalışmada nitel araştırma yöntemlerinden fenomenoloji kullanılmıştır. Fenomenoloji, bireylerin kendi deneyimlerini, algılarını ve yaşantılarını ön plana çıkarmayı amaçlayan bir araştırma desendir.

Verilerin Toplanması

Araştırmanın verileri, araştırmacı tarafından oluşturulan yarı-yapılandırılmış görüşme soruları ve katılımcı gözlemi kullanılarak toplanmıştır. KKTC bölgesinde Lefkoşa ve Güzelyurt olmak üzere iki bölgede toplam 10 öğretmen ile görüşülerek veriler elde edilmiştir.

Bulgular

Okul öncesi ve özel eğitim kurumlarındaki öğretmenlerin otizm spektrum bozukluğu ve erken müdahale eğitimine ilişkin görüşlerini belirleme konulu araştırmaların incelenmesi adlı çalışmamıza 10 öğretmen dahil edilmiştir. İlerleyen bölümde öğretmenlerin konuyla ilgili görüşlerine ait bulgulara yer verilmiştir.

Okul öncesi öğretmenlerin görüşlerinin belirlenmesi

Görüşme yapılan öğretmenler ‘’ OSB olan çocuklar ve erken müdahale ‘’ temasında görüşlerini ifade etmişlerdir. Erken müdahale hakkında düşüncelerinin yarı-yapılandırılmış

görüşmeler aracılığıyla sorulmuş 10 katılımcının görüşleri sıralanmıştır. Aşağıda Tablolarda temalara ilişkin frekans ve yüzde dağılımları yer almaktadır.

Erken müdahale uygulamaları hakkında elde edilen bilgiler doğrultusunda öğretmenlerin erken müdahale hakkında problem davranışı teşhis etme, erken tanı ve tedavi, ilgili kurumlara yönlendirme ve aile iş birliği sağlanması gerektiği görüşündedirler.

Tablo 1: *Erken müdahale uygulamaları hakkındaki düşünceleriniz nelerdir?*

Tema	F	%
Erken müdahale		
50 Problem davranışı teşhis etme,	5	
Erken tanı ve tedavi		
İlgili kurumlara yönlendirme	2	20
Aile iş birliği	3	30
Toplam	10	100

Araştırmaya katılan öğretmenlerin ½ ‘si problem davranışı teşhis etme, erken tanı ve tedavinin en önemli bölümü olduğu görüşündedirler. Öğretmenlerin 2/10’u erken müdahalenin ilgili kurumlara yönlendirme konusunda aynı fikirdedirler. Öğretmenlerin 3/10’u erken müdahalenin aile iş birliği ile gerçekleşebileceği görüşündedirler.

Erken müdahale hakkında öğretmenlerin görüşleri aşağıda yer almaktadır.

“ Çocukların oldukça erken bir şekilde problem davranışlarının teşhis edilmesi. Eğitim süreçlerine başlanması. ” (Öğretmen, 1)

“Çocuklar ne kadar erken başlarsa terapi ve eğitimlerine o kadar hızlı yol kat ettiklerini görüyorum. Kurum içerisinde de dışarıda da etkileri mevcut.” (Öğretmen, 4)

“Erken müdahale küçük yaş grubunun gelişim düzeylerine göre çocuklara verilen bir eğitimidir.” (Öğretmen, 6)

“Eğer çocuğu öğretmen sınıf ortamında gerçekten erken müdahaleye ihtiyaç duyacak bir pozisyonda görülse ilgili mercilere veya veliye onu ileterek müdahaleyi başlatmış olursunuz.” (Öğretmen, 10)

Tablo 2: *Erken müdahalenin bireyin gelişimine etkileri*

Tema	F	%

Etkiler

Kısıtlayıcı davranışların azaltılması	1	10
Hızlı gelişim düzeyi	2	20
Aile iş birliği	1	10
Tedavi sürecinin iyileştirilmesi	6	60
Toplam	10	100

Araştırmaya katılan öğretmenlerin 6/10 ‘u tedavi sürecinin iyileştirilmesi ile erken müdahalenin etkililiğini arttırdığı konusunda aynı fikirdedirler. Öğretmenlerin 2/10’u ise hızlı gelişim düzeyinin etkililiği hakkında görüşlerini bildirmişlerdir.

“Erken müdahalenin etkilerini” ele alan temada erken müdahale uygulayan öğretmenlerin bireyin gelişiminin ne düzeyde ilerlemeler sağladığını ve akranlarıyla uyum içerisinde devam edebilme seviyesine ulaştığına ilişkin bilgiler aktarmışlardır. Görüşme yapılan öğretmenlerin bir kısmı erken müdahale uygulamaları uygularken, bir kısmı uygulamamaktadır. Uygulamayan öğretmenler aile ile iş birliği sağlayarak yönlendirmelerde bulunmaktadır.

Erken müdahalenin bireyin gelişimine etkileri hakkında örnek ifadeler aşağıda yer almaktadır.

“Erken müdahale özellikle erken yaşlarda başladığında eğitim süreçleri çok daha hızlı ve verimli geçtiği gözlemlenir. Özellikle bazı durumlar çocukların hayatlarında fazlası ile kalıcı olabilmektedir. Erken müdahale ile bu durumu olabildiğince azaltıyoruz.” (Katılımcı,1)

“Erken müdahale çok önemlidir. Özellikle özel gereksinimli bireylerde ne kadar erken yaşta teşhisi, tanısı konulursa eğitim ile kısa sürede normal akranlarının seviyesine ulaştırılabilir. Bu yüzden önemlidir.” (Katılımcı,2)

“Bir ayda olacak ilerlemeyi erken müdahale olmadığı zaman ve yaş ilerlediği zaman 3 aya veya 6 aya çıkabiliyor. Bu sebeple her zaman erken yaşta fark edilmesi sorunların daha hızlı halledilmesini sağlamaktadır. Çünkü gelişimde hızlı bir şekilde ilerleme göstermektedir.” (Katılımcı 4)

Erken müdahale bireyin gelişimi için çok önemlidir. Şöyle, örneğin çocukta bir kronik hastalık varsa veya genetiklerinden gelen bir hastalık varsa anca bunu tanımlayabiliyoruz. Tedavi sürecini kolaylaştırıyor. Tanının gecikmesi çocuğun ağırlaşması ve tedaviyi daha zorlaştırıcı olabildiğini önlemiş oluyoruz aynı zamanda. (Katılımcı 6)

Erken müdahale uygulamalar hakkında elde edilen veriler doğrultusunda öğretmenlerin erken müdahale uygulamaları hakkında bireyselleştirilmiş program, aile iyileştirme programı, özel eğitim programı, duyu terapisi ve dil terapisi eğitimlerinin alınması gerektiği görüşündedirler.

Tablo 3: Ne tür erken müdahale uygulamaları uyguluyorsunuz?

Tema	F	%
Uygulamalar		
Bireyselleştirilmiş program	1	10
Aile iyileştirme programı	1	10
Yoğunlaştırılmış özel eğitim programı	1	10
Duyu terapisi, dil terapisi	1	10
Uygulamıyorum	6	60
Toplam	10	100

Araştırmaya katılan öğretmenlerin 6/10'u erken müdahale uygulamalarını uygulamadıklarını bildirmektedirler. Öğretmenlerin 1/10'u erken müdahale uygulamaları kapsamında bireyselleştirilmiş program uygulamakta olduğunu bildirmektedir. Öğretmenlerin 1/10'u ise yoğunlaştırılmış özel eğitim programını uygulamakta olduklarını ifade etmişlerdir.

Öğretmenlerin erken müdahale uygulamalarına verdikleri örnek görüşler aşağıda yer almaktadır.

“Aslında her öğrenci için farklı bir erken müdahale uyguluyoruz. Her öğrencinin ihtiyaçları farklıdır. Yapılan değerlendirmeler ile bireyselleştirilmiş program belirlenir. Kişisel olarak uyguluyoruz. Sabit bir programımız yok.” (Katılımcı, 1) *“Öncelikle ailelere iyileştirme programları uyguluyoruz. Çocukların 8-9 aylıkken normal gelişimini gösteremeyip dönen cisimleri seyretme, TV karşısında sallanma, parmaklarını normal gelişim sürecinin dışında hareket ettirmelerini aile fark edip çocuk psikiyatrisine götürmeleri gerekir. Erken yaşta otizmliler oldukları belirlenmeli ve eğitimlerine başlanılmalı. Daha sonra yoğunlaştırılmış bireysel eğitim veriliyor.”* (Katılımcı, 2)

Duyu terapisi, dil terapisi uygulamaktayım. (Katılımcı 4)

Öncelikle yaşına uygun yapılan klasik testler var. Yapılan testler sonucunda elde edilen bulgular ışığında ilgili eğitimler veriliyor. Özellikle göz kontağı, sosyalleşme, kendi iç dünyasına kapanmamasını amaçlamaktayız. (Katılımcı 5)

‘ ‘Bakanlığımızla görüşürüz. Böyle bir erken Denver gelişim testi var. Bakanlığa gider aile çocukla birlikte orda o test yapılır. Okulumuzda özel eğitim öğretmeni de olsa oda gözlemleyerek dahada başka yerlere yönlendiririz.’’ (Katılımcı, 7)

Erken müdahale eğitimleri hakkında elde edilen bilgiler doğrultusunda öğretmenlerin erken müdahale eğitimi hakkında üniversite dersleri, hizmet içi eğitim, rehberlik araştırma servisi ve oyun terapisi eğitimleri ile desteklenmesi gerektiği görüşündedirler.

Tablo 4: Erken müdahale ile ilgili eğitim aldınız mı?

Tema	F	%
Eğitim		
Üniversite derslerinin katkısı ve uygulaması	6	60
Hizmet içi eğitim	1	10
Rehberlik araştırma servisleri	1	10
Oyun terapisi	1	10
pedagojik formasyon	1	1

Araştırmaya katılan öğretmenlerin 6/10’u üniversite derslerinin katkısı ve uygulaması çerçevesinde aldıkları eğitimin olarak bildirmişlerdir. Öğretmenlerin 1/10’u hizmet içi eğitimin sağlamış olduğu faydalardan bahsetmektedir.

Erken müdahale kapsamında aldıkları eğitimler hakkında öğretmenlerin görüşleri aşağıda yer almaktadır.

“Ben mezun olalı baya oldu. Erken müdahale ile ilgili bir eğitim almadım. Meslek hayatım boyunca tecrübe ederek kazandım. Okul hayatımda belirli dersler içerisinde bahsedilmişti fakat ayrıca bir erken müdahale eğitimi almadım””. (Katılımcı 1)

“Üniversitede derslerimizde erken müdahale uygulamaları almıştık. Daha sonra meslek hayatımda çeşitli hizmet içi eğitimlere katıldım. Rehberlik araştırma servisleri tarafından yüz yüze ve online eğitimlere katıldım”. (Katılımcı 2)

“Üniversitede özel eğitim adı altında bir dersimiz vardı. Üniversite dışında bakanlığın uyguladığı konferanslardan öğrendiğim kadarıyla öğrendiğimiz bilgiler”. (Katılımcı 8)

“Erken müdahale uygulamaları ile ilgili üniversite döneminde derslerimizin içeriğinde vardı. Orda zaten görmüştük. Daha sonrasında kitaptan ve farklı kaynaklardan kendimi geliştirmeye çalıştık”. (Katılımcı 6)

Erken müdahale uygulamaları hakkında elde edilen bilgiler doğrultusunda öğretmenlerin kaynaştırma eğitimi hakkında rahatsızlık düzeyi ve etkileri, rol model alma, dil gelişimi, gölge öğretmen ve yapılandırılmış ortam sağlanması gerektiği görüşündedirler.

Tablo 5: Kaynaştırma eğitimi hakkında düşünceleriniz neler?

Tema	F	%
Kaynaştırma		
Rol model alma	1	10
Rahatsızlık düzeyi ve etkileri	5	50
Dil gelişimi	1	10
Gölge öğretmen	2	20
Yapılandırılmış ortam	1	10
Toplam	10	100

Araştırmaya dahil edilen öğretmenlerin ½'si rahatsızlık düzeyi ve etkilerinin en önemli bölüm olduğu görüşündedirler. Öğretmenlerin 2/10'u kaynaştırma eğitiminde gölge öğretmen gerekliliği konusunda aynı fikirdedirler. Öğretmenlerin 1/10'u ise yapılandırılmış ortam eşliğinde kaynaştırma eğitiminin verilmesi gerektiği görüşündedir.

Erken müdahale kapsamında kaynaştırma eğitimi hakkında öğretmenlerin görüşleri aşağıda yer almaktadır.

“Düzey olarak uygunsa kesinlikle kaynaştırma almaları gerektiğini düşünüyorum. Çünkü en çok problem yaşadıkları durum iletişim olduğu için kaynaştırma programına kesinlikle alınmaları gerekiyor. Tabi otizmin düzeyi de etkiliyor. Düzeyi uygunsa kaynaştırma programına alınmaları gerektiğini düşünüyorum”. (Katılımcı 1)

“Bildiğimiz üzere bunun düzeyleri var ve iyi düzeyde olanların kesinlikle kaynaştırma sınıflarına gitmeleri gerektiğini düşünüyorum. Sosyal hayatları karışık onlar için de çok iyi olur. Dil gelişimleri açısından da çok iyi olacağını düşünüyorum”. (Katılımcı 4)

“Detaylı bilgi sahibi olmamakla beraber, otizmin dereceleri olduğunu biliyorum. Uygun derecelerin uygun gün ve saatlerde veya tam gün şeklinde kaynaştırılmasında birçok yarar olabilir. Birçok seferde otizmlili öğrenciyle karşılaştım ve güzel ayrıldık. (Katılımcı 8)

Sonuç

Bu araştırmada Kuzey Kıbrıs Türk Cumhuriyeti Lefkoşa ve Güzelyurt bölgesinde devlete bağlı okullarda çalışan okul öncesi öğretmenlerinin sınıflarında bulunan OSB'li çocuklar ve

erken müdahale uygulamaları hakkında görüşlerinin belirlenmesi amaçlanmıştır. Araştırma sorularına cevap bulmak amacıyla okul öncesi eğitim kurumlarında çalmakta olan on okul öncesi öğretmeni ile yarı-yapılandırılmış görüşme soruları eşliğinde görüşmeler yürütülmüştür. Düzenlenen içerik analizi sonucunda ‘‘ Erken müdahale hakkında düşünceleriniz nelerdir, erken müdahale bireyin gelişimini nasıl etkilemektedir, etkileri nelerdir, otizm' li çocuklara ne tür erken müdahale uygulamaları uyguluyorsunuz, lisans eğitimi sırasında ya da öğretmenlik sırasında erken müdahale uygulamaları ile ilgili nasıl bir eğitim aldınız, OSB' li bireylerin kaynaştırma sınıflarında eğitim görmeleri hakkında düşünceleriniz nelerdir’’ konu başlıklarından oluşan beş ana tema belirlenmiştir.

Elde edilen veriler sonucunda, öğretmenlerin büyük bir çoğunluğunun erken müdahale konusunda yeterli düzeyde eğitim almadıkları tespit edilmiştir. Bu bağlamda, öğretmenlerin erken müdahale uygulamalarını kullanma ve bu alandaki bilgi eksikliklerini giderme konusundaki yetersizliklerine işaret etmektedir. Erken müdahale eğitiminin eksikliği, öğrencilerin ihtiyaçlarını karşılayacak destek sağlama potansiyelini kısıtlayabilir. Bu sebeple, öğretmenlerin erken müdahale konusunda daha kapsayıcı ve sürekli eğitim programlarında yer alması gerekmektedir. Erken tanı ve müdahalede yaşanan gecikmeler, öğretmenlerin erken müdahale konusunda eğitim almamaları, bireylerin gelişimsel ihtiyaçlarının erken fark edilmesinde ve uygun görülen müdahalenin zamanında başlatılmasında gecikmelere sebep olabilir.

Öğretmenler OSB' de erken müdahalenin özellikle erken yaşta fark edilerek öğrencinin eğitim sürecine dahil edilmesi ile sürecin daha hızlı ve verimli geçtiğini vurgulamışlardır. Öğretmenler OSB'li bireylerin kısıtlayıcı davranışlarını, tekrarlayıcı davranışlarını erken yaşta gözlemlediklerinde uygulamakta oldukları eğitimi daha bilinçli uygulayarak en aza indirdiklerini belirtmişlerdir. Öğretmenler süreci takip ederken aile ile iş birliğinin önemini de vurgulamışlardır. OSB her bireyde farklı belirtiler ve düzeylerde görülebilmektedir. Bu sebeple öğretmenler her birey için özel ihtiyaçlarına ve özelliklerine uygun şekilde tasarlayıp uyguladıklarını belirtmişlerdir.

Araştırmamızda elde edilen veriler, öğretmenlerin büyük bir çoğunluğunun OSB' li bireylerin kaynaştırma eğitimi almaları gerektiğini savunduğunu ifade etmektedir. Bu bulgular, kaynaştırma eğitiminin OSB' li çocukların sosyal ve akademik açıdan becerilerinin gelişiminde önemli bir katkı sağladığını göstermektedir. Öğretmenler, kaynaştırma eğitimi sayesinde OSB' li çocukların topluma kazandırıldığı, akranlarıyla iletişim kurabildiğini, sosyal açıdan becerilerinin arttığı ve toplum ile uyum içerisinde devam edebildiğini belirtmişlerdir. Ancak,

öğretmenler eğitim sürecinde gerekli kaynak ve desteklerin sağlanması gerektiğini de dile getirmişlerdir. Kaynaştırma eğitimi sürecinde zorluklar da dikkate alınmalıdır. Öğretmenlerin belirttiği üzere, sınıflarda öğrenci sayısının çokluğu, kaynakların yetersizliği ve aile desteğinin olmaması durumunda öğretmenler kaynaştırma sürecinin etkili bir şekilde yürütmekte zorlanabilmektedirler.

KKTC’ de kaynaştırma eğitimi gölge öğretmen eşliğinde devam ettirilmektedir. Her öğrenci için gölge öğretmen sağlanamadığından birçok öğrenci eğitimden mahrum edilmektedir. Sonuç olarak, öğretmenlerin OSB’ li çocuklar için kaynaştırma eğitiminin gerekliliğini savunmaları, çocukların daha iyi bir eğitim almalarını ve topluma kazandırılmaları açısından önemli bir adımdır. Ancak, kaynaştırma eğitiminin etkili şekilde devam edilmesi için ihtiyaç duyun kaynaklar sağlanmalıdır. Bunların yanı sıra öğretmenlerin bir kısmı OSB’ nin derecesine bağlı olarak kaynaştırma eğitiminin her zaman uygun olmadığını vurgulamışlardır. Bu öğretmenler, ağır düzeyde OSB’ li çocukların kaynaştırma eğitiminde yeteri düzeyde verim alamayabileceğini ve bu durumun hem OSB’li çocuğun hem de normal gelişim gösteren öğrenciler için verimli bir ortam sağlanamayacağını belirtmişlerdir. Her öğrencinin bireysel farklılığı bulunmakta, eğitim sürecinde bireysel farklılıkların göz önüne alınması gerektiği vurgulanmaktadır. Literatür çalışmalarında elde edilen sonuçlara yönelik alan yazısı aşağıda belirtilmektedir. Araştırmalarda OSB ve kaynaştırma eğitime yönelik bilgilere değinilmiştir.

Elde edilen veriler, çalışmaya katılan öğretmenlerin büyük çoğunluğunun erken müdahale eğitimini almamış olduğunu ortaya koymaktadır. Bu durum, öğretmenlerin birçoğunun erken müdahale konusunda yeterli eğitimden eksik olduğunu belirtmektedir. Erken müdahale eğitimi, bireylerin gelişimlerini gözlemlemek, özel gereksinimlerini fark etmek ve gereksinimlere uygun eğitimler düzenlemek için büyük bir öneme sahiptir. Ancak, çalışmamızın sonuçlarına bakıldığında, öğretmenlerin erken müdahale alanında eğitim almadıkları ve bu sebeple erken müdahale konusunda bilgi ve beceri düzeylerinin yetersiz olduğu görülmektedir.

Bu durum, eğitim sürecinde erken müdahale eğitiminin önemine ve alandaki eksikliklerin giderilmesi gerektiğine işaretler. Özellikle, eğitimcilerin erken müdahale kapsamında daha donanımlı ve nitelikli eğitim programlarına katılmaları ve sürekli olarak bu konular güncellenmelidir. Sonuç olarak, eğitimcilerin erken müdahaleye dair bir eğitim almamış olmaları, bireylerin erken yaşta gelişimsel gereksinimlerini sağlamak ve yeteneklerini en iyi düzeye getirmek için engel oluşturmaktadır. Bu sebeple, eğitim sistemimizin, eğitimcilerin erken müdahale hakkında bilgi ve yeteneklerini güçlendirmeye yönelik stratejik yaklaşımlar geliştirilmelidir. Çalışmada elde edilen sonuçlara yönelik alan yazın aşağıda belirtilmektedir.

Araştırmada OSB ve kaynaştırma eğitime yönelik bilgilere yer verilmiştir. (örn., Sert, 2018) yapmış olduğu çalışmada OSB olan bireylerle çalışan eğitimcilerin, motor gelişim, iletişim ve sosyal beceri eğitimi, akademik gelişimi, dil ve iletişim becerilerinin eğitimi, cinsel eğitim gibi alanlarda çeşitli zorluklar yaşadıklarını ifade etmektedirler. Buna ek olarak öğretmenler, OSB olan bireylerin eğitimi ile ilgili herhangi bir şekilde ders görmediklerini ve OSB olan bireylerin eğitimi hakkında yardıma gereksinimlerinin olduğunu, öğretmen eğitim programlarında OSB, dil ve iletişim becerileri bu tür alanlarda derslere ve hizmet içi eğitimlere daha çok destek sağlanması gerektiğini devamlı olarak belirtmişlerdir. (örn., Burak & Ahmetoğlu, 2019), yürüttüğü çalışmada, çocukların mevcut yerleştirme ortamlarına uygunluğunun, zihinsel düzeylerine göre değişkenlik gösterdiğini ifade etmektedir. Buna ek olarak, OSB' li çocukların tanı almış olup olmaması ve zihinsel seviyeleri, öğretmenlerin kaynaştırma konusundaki görüşlerini etkileyen önemli faktörler olarak belirtilmiştir. (örn., Akkaya ve Güçlü, 2018) alan yazınca edinilen bilgilere göre, görev yapan okul öncesi öğretmenlerin; kaynaştırma eğitimi konusunda nitelikli bilgiye sahip olmadıkları, sınıfın fiziki koşullarının ve büyüklerinin nitelikli bir eğitim için elverişli olmadığı, hem çalıştıkları kurumdan hem de ailelerden yeterince yardım alamadıkları gibi bazı zorlukları vurgulamışlardır.

Araştırmanın sonucunda, öğretmenler sahip oldukları bilgileri kullanarak okul öncesi eğitim programına uygun düzenlemeler yapmaya çaba gösterdiklerini ancak sınıf ortamının yeterince elverişli olmaması ve materyal eksikliğinden dolayı sorunlar yaşadıklarını ifade etmişlerdir. Verilen bilgiler çalışma yapmakta olduğum öğretmenlerin düşüncelerini desteklemektedir. Alan yazında yapılan çalışmalardan elde edilen bulgular ile tutarlı olduğu ortaya koyulmaktadır.

Kaynakça

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Çalışanların Pozitif Psikoloji Algılarının Duygusal, Mental Ve Fiziksel İyi Oluş Algıları İle İlişkisi

Doç.Dr.Muhammet Hamdi Mücevher

Isparta Uygulamalı Bilimler Üniversitesi, muhammetmucevher@isparta.edu.tr, ORCID no: 0000-0002-3474-5073, TÜRKİYE

Özet

Bu çalışma, çalışanların pozitif psikoloji algılarının duygusal, zihinsel (mental) ve fiziksel iyi oluş algılarıyla olan ilişkisini incelemeyi amaçlamaktadır. Pozitif psikoloji, bireylerin psikolojik sağlamlıklarını, güçlü yönlerini, erdemlerini ve olumlu karakter özelliklerini temel alarak bireysel gelişimlerini desteklemeyi amaçlayan güncel bir yaklaşımdır. Örgüt yaşamında, çalışanların pozitif psikoloji algısına sahip olması; örgütsel aidiyet, iş tatmini, motivasyon, genel yaşam memnuniyeti ve kalitesi gibi faktörler üzerinde belirleyici bir rol oynamaktadır. Bu bağlamda, çalışanların pozitif psikolojiye dair algılarının, onların stres yönetimi ve olumlu duygu düzeyi gibi duygusal esenlikleri, odaklanma, zihinsel yorgunluk, bilişsel işlevsellik gibi mental sağlık durumları ve enerji düzeyi ve sağlık algısı gibi fiziksel iyi oluşları ile anlamlı düzeyde ilişkili olduğu varsayılmaktadır.

Bu varsayımlardan hareketle çalışma, ilgili literatüre dayalı olarak kavramsal bir çerçeve sunmakta ve söz konusu ilişkilere dair kuramsal açıklamalar yapmaktadır. Bulgular, iş yaşamında pozitif psikolojiyi destekleyen ve teşvik eden bir örgütsel iklimin yaratılmasının, çalışanların çok yönlü iyi oluş durumlarını kuvvetlendireceğini ve pekiştireceğini işaret etmektedir. Özellikle liderlik tarzı, örgütsel destek algısı ve olumlu örgüt kültürü gibi değişkenlerin bu ilişkide aracılık rolü oynayabileceği düşünülmektedir. Elde edilen sonuçlar, örgütlerin insan kaynakları politikaları ve iş yeri uygulamalarında pozitif psikoloji ilkelerine daha fazla yer vermesi gerektiğine vurgu yapmaktadır. Bu doğrultuda çalışma, örgütlerde sürdürülebilir çalışan refahı için pozitif psikoloji temelli yaklaşımların önemini vurgulamaktadır.

Anahtar Kelimeler: Pozitif Psikoloji, Duygusal İyi Oluş, Mental İyi Oluş, Fiziksel İyi Oluş

The Relationship Between Employees' Perceptions of Positive Psychology and Their Emotional, Mental, and Physical Well-Being

Abstract

This study aims to examine the relationship between employees' positive psychology perceptions and their emotional, mental and physical well-being. Positive psychology is a current approach that aims to support the individual development of individuals based on their

psychological resilience, strengths, virtues and positive character traits. In organizational life, employees' perception of positive psychology plays a determining role on factors such as organizational belonging, job satisfaction, motivation, general life satisfaction and quality. In this context, it is assumed that employees' perceptions of positive psychology are significantly related to their emotional well-being such as stress management and positive emotion level, mental health states such as focus, mental fatigue, cognitive functioning and physical well-being such as energy level and health perception.

Based on these assumptions, the study presents a conceptual framework based on the relevant literature and provides theoretical explanations regarding the relationships in question. The findings indicate that creating an organizational climate that supports and encourages positive psychology in business life will strengthen and reinforce the multifaceted well-being of employees. It is thought that variables such as leadership style, perception of organizational support and positive organizational culture may play a mediating role in this relationship. The results obtained emphasize that organizations should give more place to positive psychology principles in their human resources policies and workplace practices. In this direction, the study emphasizes the importance of positive psychology-based approaches for sustainable employee well-being in organizations.

Keywords: Positive Psychology, Emotional Well-being, Mental Well-being, Physical Well-being

Giriş

Günümüz örgütlerinde ve iş yaşamında çalışan esenliği, doyumu, memnuniyeti, refahı ve iyi oluşu gibi konular, sadece örgütsel başarı, performans ve verimlilik açısından değil; aynı zamanda çalışanların psikolojik, duygusal, mental ve fiziksel bakımdan sağlıklarının ve dengelerinin sağlanması açısından da kritik bir öneme sahip olmuştur (Bakker ve Demerouti, 2007; Diener ve diğerleri, 1999). Bu kapsamda, pozitif psikoloji yaklaşımı, bireylerin olumlu deneyimlerine, güçlü yönlerine ve psikolojik dayanıklılıklarını odak noktasına alarak yönetim ve organizasyon alanında ve örgütsel davranış araştırmalarında önemli bir paradigma değişimine sebep olmuştur (Seligman ve Csikszentmihalyi, 2000). Pozitif psikoloji yaklaşımının temel amacı, bireylerin yalnızca psikolojik sorunlarının çözümü değil; aynı zamanda yaşam tatmini, öznel iyi oluş ve anlamlı yaşam gibi olumlu deneyimlerin artırılmasıdır (Fredrickson, 2001). Bu bağlamda, çalışanların pozitif psikolojiye ilişkin algılarının duygusal, mental ve fiziksel iyi oluş boyutlarıyla olan ilişkisi hem bireysel düzeyde hem de örgütsel düzeyde kritik neticeler doğurabilecek bir araştırma konusudur.

Bu kapsamda, araştırmanın temel amacı, çalışanların pozitif psikoloji algılarının onların duygusal, mental ve fiziksel iyi oluş algıları üzerindeki etkisini açıklamak ve bu boyutlar arasındaki ilişkileri bütüncül bir bakış açısıyla değerlendirmektir. Bu çalışmanın özgün yanı, pozitif psikoloji kavramını, sadece bir örgütsel davranış ve tutum kalıbı olarak değil; çalışanların çok yönlü iyi oluş algılarıyla doğrudan ilişkili bir psikososyal etken olarak ele almasıdır. Yazında, genellikle pozitif psikoloji unsurları olan umut, iyimserlik, öz yeterlik ve dayanıklılık gibi boyutların iş tatmini, tükenmişlik veya örgütsel aidiyet (Luthans ve diğerleri, 2007; Avey ve diğerleri, 2009; Youssef ve Luthans, 2007) gibi örgütsel değişkenlerle olan ilişkileri incelenmiş olmakla birlikte, bu boyutların çalışanların çok yönlü iyi oluş boyutları ile olan bütüncül ilişkileri sınırlı düzeyde ele alınmıştır. Dolayısıyla bu çalışma, söz konusu literatür boşluğunu doldurmayı hedeflemektedir.

Pozitif psikoloji, çalışanların psikolojik kaynaklarını ortaya çıkaran, duygusal dayanıklılıklarını artıran ve olumlu örgütsel davranışları teşvik eden bir zemin sunmaktadır (Seligman, 2011; Luthans, 2002). Örneğin, çalışanların iş hayatına dair pozitif bakış açıları, onların duygusal dengeyi sürdürmelerini, stresi daha etkin yönetebilmelerini ve pozitif ilişkiler kurmalarını kolaylaştırmaktadır (Fredrickson, 2004). Aynı şekilde, çalışanların olumlu duygular deneyimlemesi, onların bilişsel esnekliğini ve sorun çözme becerilerini artırarak zihinsel iyi oluşunu desteklemektedir (Isen, 2000). İlave olarak, pozitif duygular fizyolojik yansımaları da sebep olmakta, uyku kalitesi, bağışıklık sistemi ve genel sağlık algısı üzerinde de olumlu etkiler oluşturabilmektedir (Pressman ve Cohen, 2005). Bu yönlerden değerlendirildiğinde, çalışanların pozitif psikolojiye yönelik algılarının, duygusal, mental ve fiziksel iyi oluşlarını doğrudan etkileyen bir faktör olduğu varsayılabilir.

İyi oluş kavramı, genel manada, bireyin yaşamından memnun olması, olumlu duygular yaşaması ve işlevsel bir hayat sürdürebilmesi ile ilgilidir (Ryff ve Keyes, 1995). Çalışanlar için ise iyi oluş kavramı, sadece psikolojik sağlıkla ilişkili değil, aynı zamanda iş ortamındaki sosyal destek, değer ve anlam arayışı, iş yükü, kontrol algısı ve liderlik yaklaşımları gibi birçok etkenle ilişkilidir (Warr, 2007). İyi oluşun alt boyutlarından olan duygusal iyi oluş, bireyin pozitif duygular deneyimleme ve negatif duyguları düzenleyebilme kapasitesiyle ilgilidir (Diener ve diğerleri, 1999). İyi oluşun bir diğer alt boyutu olan mental iyi oluş ise bireyin bilişsel kapasitesi, motivasyon ve dikkat seviyesi ile ilişkili olup iş başarısı ve performansı üzerinde doğrudan etkilidir (Keyes ve Haidt, 2003). İyi oluşun bir diğer alt boyutu olan fiziksel iyi oluş ise beden sağlığına ilişkin algılar, fiziksel enerji durumu ve kronik stresin fizyolojik etkileri

gibi unsurları kapsamaktadır (Ganster ve Rosen, 2013). Bu üç boyut, çalışanların mutluluğunu, yaşam kalitesini ve iş tatminini şekillendirmekte kritik öneme sahiptir.

Çalışanların bu üç iyi oluş boyutuna yönelik algılarının oluşmasında, örgüt içi psikolojik iklimin, liderlik tarzlarının, iş-yaşam dengesinin ve bireysel pozitif psikolojik kaynakların etkili olduğu söylenebilir (Luthans ve diğerleri, 2007; Bakker ve Demerouti, 2007). Ancak bu algıların, çalışanların pozitif psikolojiye ilişkin genel tutumlarıyla nasıl şekillendiği konusu, hâlâ yeterince aydınlatılamamıştır. Özellikle Türk yönetim kültürü bağlamında, kültürel unsurların, örgütsel işleyiş ve normların ve iş yaşamı dinamiklerinin bu ilişkiyi nasıl etkilediği üzerine kısıtlı sayıda çalışma bulunmaktadır (Aydın ve Şimşek, 2020; Tüzün ve diğerleri, 2021). Dolayısıyla bu çalışma, hem örgütsel açıdan pozitif psikoloji-iyi oluş etkileşimini açıklamayı, hem de konunun muhatapları açısından çalışan esenliği, tatmini ve refahını artırmaya dönük stratejik öneriler sunmayı amaçlamaktadır.

Sonuç olarak, çalışanların pozitif psikoloji algıları ile duygusal, mental ve fiziksel iyi oluş algıları arasındaki ilişkinin açıklanması hem bireysel sağlığın desteklenmesi hem de örgütsel devamlılık bakımından kritik seviyede öneme sahiptir. Bu bağlamda elde edilecek sonuçlar, örgütsel başarı ve gelişim, insan kaynağının etkin yönetimi, yönetim-liderlik süreçlerinin daha sağlıklı şekillenmesine katkı yapacaktır. Ayrıca çalışanların mutluluğunu ve tatminini odak noktasına alan örgüt kültürünün yeşermesini teşvik edecektir.

Çalışanların Pozitif Psikoloji Algıları

Pozitif psikoloji, bireylerin güçlü yönlerine, kişilik özelliklerine, erdemlerine ve yaşamın anlamlı yönlerine odaklanarak onların daha tatmin, mutlu, motive, üretken ve dengeli bir yaşam sürmelerini amaçlayan bir yaklaşımdır (Seligman ve Csikszentmihalyi, 2000). Seligman (2011)'in geliştirdiği PERMA (Positive Emotions, Engagement, Relationships, Meaning, Accomplishment) modeli, pozitif psikolojinin temel boyutlarını olumlu duygular, bağlılık, ilişkiler, anlam ve başarı olarak belirlemektedir. Bu model, bireyin sadece psikolojik değil aynı zamanda sosyal, duygusal ve fiziksel anlamda da gelişimini kapsamaktadır.

Bireylerin olumlu duygular, karakter güçleri, kişilik özellikleri ve erdemler üzerine yoğunlaşan bir psikoloji dalı olan pozitif psikoloji (Seligman, 2011), çalışma yaşamında, çalışanların değer, anlam, performans, başarı, aidiyet ve iyilik hali gibi unsurlar yoluyla daha tatmin edici bir iş deneyimi yaşamalarını desteklemektedir (Fredrickson, 2001). Pozitif psikoloji algısı, çalışanların örgütte destek, işin anlamı, olumlu liderlik, umut, iyimserlik, dayanıklılık ve öz yeterliği kapsayan psikolojik sermaye gibi öğelerin varlığını ne derece

hissettiğine ilişkin bir olgudur (Luthans ve diğerleri, 2008). Pozitif psikolojik algıya sahip çalışanlar, iş yaşamında daha az tükenmişlik yaşamakta, buna karşılık daha fazla örgütsel bağlılık hissetmekte ve duygusal anlamda daha dengeli bir performans sergilemektedirler (Fredrickson, 2004).

Çalışanların pozitif psikoloji algısı ise onların örgütsel yaşamda karşılaştıkları olumlu deneyimlere, değer odaklı süreçlere ve psikolojik kaynaklara verdikleri anlamla şekillenmektedir. Pozitif örgütsel davranış literatürü, çalışanların umut, iyimserlik, öz yeterlik ve dayanıklılık alt boyutlarından oluşan psikolojik sermaye (PsyCap) düzeylerinin örgütsel bağlılık, başarı ve performans üzerinde güçlü etkiler oluşturduğunu ortaya koymaktadır (Avey ve diğerleri, 2011; Luthans ve diğerleri, 2007).

Pozitif psikolojinin alt boyutlarına sırasıyla değinmekte yarar vardır. Umut, bireyin amaç ve hedeflerine ulaşmak için uygun yollar ve taktikler geliştirmesi ve bu yolları kullanabilme motivasyonu olarak tanımlanmaktadır (Snyder, 2002). Umut düzeyi yüksek çalışanların iş doyumu, memnuniyeti ve görev performansları da yüksektir (Youssef ve Luthans, 2007). İyimser bireyler ise stresli durumlarda daha etkin başa çıkma stratejileri geliştirebilirler (Scheier ve Carver, 1985). Bu özellik, iyimser çalışanların iş yerinde tükenmişlik düzeylerini azaltmakta ve örgütsel sadakatlerini güçlendirmektedir (Taris ve diğerleri, 2010). Öz-yeterlik ise bireyin belirli bir görevi başarıyla yerine getireceğine dair inancını ifade etmektedir (Bandura, 1997). Öz-yeterlik düzeyi yüksek çalışanların yeni görev ve zorluklara daha kolay adapte oldukları, uyum kabiliyetlerinin daha yüksek olduğu ve değişimlere karşı daha esnek davrandıkları saptanmıştır (Stajkovic ve Luthans, 1998). Son olarak psikolojik dayanıklılık, bireyin stresli koşullar karşısında toparlanma ve bu koşulların üstesinden gelme kapasitesini ifade etmektedir. Çalışanların yüksek psikolojik dayanıklılıkları, özellikle kriz durumlarında örgütsel devamlılığı sağlamak açısından önemlidir (Bonanno, 2004).

Çalışanların Duygusal İyi Oluş Algısı

Duygusal iyi oluş, olumlu duyguların baskın olduğu, bireyin yaşam tatmininin yüksek, stres seviyesinin ise yönetilebilir düzeyde olduğu bir durumu yansıtmaktadır (Diener ve diğerleri, 1999; Fredrickson, 2001). Bireylerin olumlu duygularının baskın olduğu, yaşamdan haz aldığı ve hayatını anlamlı bulduğu bir duygusal durumu ifade eden duygusal iyi oluş (Ryff ve Singer, 1998), iş ortamında, çalışanların kendilerini psikolojik olarak güvende hissetmesi, pozitif iş ilişkileri oluşturabilmesi ve etkin stres yönetimi yapabilmesi ile ilgilidir (Diener ve diğerleri, 2010). Duygusal iyi oluş, çalışanların iş yerindeki motivasyonlarını, yaratıcı ve

yenilikçi düşünce kapasitelerini ve ilişkisel bağlarını doğrudan etkilemektedir (Wright ve Cropanzano, 2000). Duygusal iyi oluşu yüksek çalışanlar, örgütsel vatandaşlık davranışlarını daha sık sergilemekte ve örgütsel çatışmaları daha iyi ve etkin yönetebilmektedir (Lyubomirsky ve diğerleri, 2005).

Çalışanların Mental (Zihinsel) İyi Oluş Algısı

Mental iyi oluş, bireyin anlam ve değer bulma, yaşam amacı oluşturma, kendini geliştirme ve yaşamdan tatmin olma süreçlerini içermektedir (Keyes, 2002; Ryff, 1989). Zihinsel iyi oluşu yüksek çalışanlar, bilişsel uyum ve esneklik, karar alma kapasitesi açısından daha iyi durumdadır (Huppert, 2009). Farkındalık temelli stres azaltma uygulamaları, zihinsel iyi oluş düzeyini artırmaktadır, özellikle bilgi yoğun ortamlarda bilişsel yükün azaltılmasına olanak tanımaktadır (Brown ve Ryan, 2003).

Bireylerin zihinsel berraklığı, odaklanması, sorun çözme yeteneği ve mental esnekliği gibi boyutlarla ilgili bir kavram olan mental iyi oluş (Keyes, 2002), çalışanların bilişsel becerilerini sağlıklı bir şekilde kullanabilmeleri ve karar alma süreçlerinde etkin olabilmeleri bakımından oldukça önemlidir. Zihinsel iyi oluşu teşvik eden bir iklim oluşturan pozitif psikoloji algısı ise çalışanların kendilerini daha değerli, önemli, yeterli ve öğrenmeye açık hissetmelerini sağlamaktadır (Schaufeli ve Bakker, 2004).

Çalışanların Fiziksel İyi Oluş Algısı

Fiziksel iyi oluş, bireyin bedensel sağlığını koruyabilme, işlevselliğini sürdürebilme ve yaşam enerjisini yüksek tutabilme kapasitesi ile ilgilidir (WHO, 2006). Örgütsel ortamlarda, ergonomik destek, düzenli egzersiz imkânları ve beslenme programları fiziksel iyi oluşu desteklemektedir (Proper ve van Mechelen, 2008). Fiziksel iyi oluş düzeyinin artması, iş devamsızlıklarını azaltmakta, çalışan tatmini ve memnuniyetini artırmakta ve çalışan aidiyetini kuvvetlendirmektedir (Cooper ve Cartwright, 1994; Kelloway ve Day, 2005).

Bireylerin beden sağlığı, enerjik olma durumu ve iş yüküyle başa çıkabilme yeteneklerini kapsayan fiziksel iyi oluş (WHO, 2001), sadece hastalık durumu değil, aynı zamanda sağlıklı bir yaşam tutumu benimsemesiyle ilişkili bir kavramdır. Pozitif psikoloji, çalışanların fiziksel sağlığını koruması için de destekleyici unsurlar sağlamaktadır. Örgüt içinde sağlıklı beslenmeye, spora ve dengeli çalışma saatlerine fırsat tanınması bu kapsamda değerlendirilebilir (Quick ve diğerleri, 1997).

Çalışanların Pozitif Psikoloji Algısının Çalışanların İyi Oluş Algıları İle İlişkisi

Pozitif psikoloji algısı, duygusal, zihinsel ve fiziksel iyi oluşun bütünsel olarak

yeşermesini ve gelişmesini sağlamaktadır (Snyder ve Lopez, 2007). Örgüt yaşamında, psikolojik sermaye ve olumlu duyguların varlığı, çalışanların tüm iyi oluş boyutlarında olumlu yönde etki oluşturmaktadır (Avey ve diğerleri, 2011). İyi oluşun boyutlarından olan duygusal iyi oluş, pozitif duyguların ve psikolojik güvenliğin artmasıyla gelişmektedir. İyi oluşun bir diğer boyutu olan zihinsel iyi oluş ise bilişsel kapasite ve yaratıcılığın desteklenmesiyle beslenmektedir. İyi oluşun başka bir boyutu olan fiziksel iyi oluş ise dengeli bir yaşam tarzının teşvik edilmesiyle sürdürülebilir duruma gelmektedir (Bakker ve Demerouti, 2007). Pozitif psikolojinin sağladığı psikolojik sermaye, bireylerin tüm iyi oluş boyutlarını desteklemektedir. Özellikle PERMA modeli, her bir iyi oluş unsuruna karşılık gelen psikolojik kaynakları tanımlamaktadır (Seligman, 2011).

Pozitif psikoloji algısı yüksek çalışanlar, daha fazla olumlu duygular üretmekte, olumsuz duyguları dönüştürebilme kapasitesine sahip olmaktadır (Tugade ve Fredrickson, 2004; Fredrickson, 2001). Umut, iyimserlik ve öz yeterlik gibi kaynaklar, duygusal düzenlemeyi kolaylaştırmaktadır (Avey ve diğerleri, 2009).

Bunun yanında psikolojik sermaye unsurları, zihinsel dayanıklılığı artırmakta ve stres faktörlerine karşı bilişsel esnekliği ise güçlendirmektedir (Luthans ve diğerleri, 2007). Özellikle yaşam anlamı ve içsel motivasyon gibi boyutlar, mental iyi oluşun ana unsurları arasında yer almaktadır (Ryff ve Singer, 1998).

Son olarak pozitif psikoloji, stres yükünü azaltarak fizyolojik sistemlerin işlevini olumlu yönde etkilemektedir. İyimser kişilerde kardiyovasküler sağlık düzeyinin daha yüksek olduğu, bağışıklık sisteminin daha güçlü çalıştığı tespit edilmiştir (Pressman ve Cohen, 2005; Steptoe ve diğerleri, 2005).

Görüldüğü üzere çalışanların pozitif psikoloji algısı, iyi oluşun tüm boyutlarını güçlendiren bir tetikleyici rol üstlenmektedir (Bakker ve Demerouti, 2007; Harter ve diğerleri, 2002). Bu bağlamda, örgütsel aktörlerin, çalışanların pozitif psikoloji algı seviyelerini artıracak stratejiler geliştirmesi gerektiği ifade edilebilir.

Sonuç, Tartışma ve Öneriler

Günümüz iş yaşamında, çalışanların sadece iş performansları değil, aynı zamanda ruhsal, zihinsel ve fiziksel iyi oluşları da önem kazanmıştır (Diener ve diğerleri, 2018). Bu bağlamda pozitif psikoloji, çalışanların potansiyel yeteneklerini açığa çıkarmalarını sağlayan, anlamlı bir yaşam sürmelerini teşvik eden ve psikolojik mutluluklarını destekleyen bir disiplin

olarak öne çıkmaktadır (Seligman ve Csikszentmihalyi, 2000). Pozitif psikolojinin çalışanlar tarafından algılanma düzeyi, çalışanların iş doyumu, iş performansı, örgütsel aidiyet gibi çeşitli çıktılarına etkilediği gibi, genel iyi oluş durumları üzerinde de belirleyici bir unsur olabilmektedir (Luthans ve diğerleri, 2007). Bu araştırmada çalışanların pozitif psikoloji algılarının duygusal, mental ve fiziksel iyi oluş algıları üzerindeki etkileri bütüncül bir çerçevede ele alınmıştır. Bu çalışma, çalışanların yalnızca iş başarısı ve performansları açısından değil, aynı zamanda psikolojik dayanıklılık, duygusal denge, mental sağlık ve fiziksel refah açısından da pozitif psikoloji unsurlarına ne derece gereksinim duyduğunu göstermektedir.

Pozitif psikoloji algısının çalışanların duygusal iyi oluş algısını güçlendirdiğine dair yazında güçlü bulgular vardır. Pozitif duyguların stresle başa çıkma, duygusal dayanıklılık ve olumlu bireylerarası ilişkiler kurma açısından fonksiyonel olduğu birçok çalışmada vurgulanmaktadır (Tugade ve Fredrickson, 2004; Fredrickson, 2001). Umut, iyimserlik, öz yeterlik ve psikolojik dayanıklılık gibi pozitif psikolojik kaynaklar, çalışanların duygusal sıkıntılar ve zorluklar karşısında daha dirençli olmalarını ve olumsuz duygusal durumların daha rahat üstesinden gelmelerine olanak tanımaktadır (Luthans ve diğerleri, 2007). Bu bağlamda, örgütsel ortamda pozitif psikolojiye dair güçlü bir algı hisseden çalışanların, duygusal dengeyi sürdürebildikleri ve pozitif duygulanım seviyelerinin arttığı söylenebilir.

Yazında konu ile ilgili bir diğer önemli bulgu ise pozitif psikoloji algısının mental (zihinsel) iyi oluş algısı üzerinde belirgin bir etkiye sahip olmasıdır. Pozitif psikolojik yaklaşımlar, bireylerin sorun çözme becerilerini, dikkat kapasitelerini, bilişsel esnekliklerini ve uyum kabiliyetlerini artırmaktadır (Keyes ve Haidt, 2003; Isen, 2000). Bilhassa psikolojik sermaye alt boyutlarından olan umut ve öz yeterlik, bireylerin amaç ve hedef belirleme, stratejik düşünme ve bilişsel zorlukların üstesinden gelme gibi konularda daha yüksek bir algıya sahip olmalarını sağlamaktadır (Avey ve diğerleri, 2010). Netice itibarıyla, çalışanların zihinsel sağlıkları sadece psikolojik sorunların olmaması ile değil; aynı zamanda pozitif psikolojik özelliklerin varlığıyla da şekillenmektedir.

Yazında, ayrıca pozitif psikoloji algısının fiziksel iyi oluş algısı üzerinde de önemli etkileri olduğu vurgulanmaktadır (Pressman ve Cohen, 2005). Pozitif duyguların bağışıklık sistemini güçlendirdiği, stres hormonlarının etkilerini azalttığı ve kronik hastalıklara karşı bireyleri koruduğu aktarılmaktadır. İş hayatında, stresin azaltılması, çalışanların fiziksel sağlık algısını doğrudan etkilediği bilinmektedir. Pozitif psikoloji algısı yüksek olan çalışanlar, iş-

yaşam dengelerini daha iyi kurmakta, sağlıklı yaşam alışkanlıklarını daha fazla uygulamakta ve fiziksel enerji seviyelerini daha yüksek hissetmektedir (Ganster ve Rosen, 2013).

Konuyu kapsamlı bir şekilde ele aldıktan sonra konunun muhatapları ve uygulayıcıları için bazı önerilerde bulunulması yerinde olacaktır. Bu çalışma, kavramsal bir bütünlük içerisinde pozitif psikoloji ile iyi oluş boyutları arasındaki ilişkiyi ortaya koymayı kendine amaç edinmiştir. Gelecek çalışmalarda, şükran, anlamlılık ve affedicilik gibi pozitif psikoloji unsurlarının iyi oluş üzerindeki farklı etkileri karşılaştırmalı olarak incelenebilir. Sağlık, eğitim, üretim, kamu hizmetleri gibi farklı sektörlerde çalışan bireyler üzerinde benzer çalışmalar yapılarak sektörel değişkenlikler analiz edilebilir. Nitel araştırma tasarımlarıyla çalışanların pozitif psikolojiye dair öznel algıları derinlemesine incelenebilir. Ayrıca kültürel unsurların pozitif psikoloji ve iyi oluş ilişkisine etkisi araştırılarak, kültürlerarası karşılaştırmalar yapılabilir (Hofstede, 2001).

Çalışanların pozitif psikoloji algılarının, genel iyi oluş durumlarının önemli bir belirleyicisi olduğunu ortaya koymayı amaç edinen bu çalışma, duygusal, zihinsel ve fiziksel iyi oluşun, birbiri ile ilişkili ve bir bütün olduğunu, pozitif psikoloji kavramı altında birbiriyle etkileşim halinde olduğuna işaret etmektedir. Örgütsel yapıların ve unsurların, çalışanların psikolojik sermayesini destekleyici politikalar ortaya koyması hem çalışanların iş performansı hem de iş doyumunu ve memnuniyeti açısından önem taşımaktadır. Bu kapsamda, örgütün her kademesinde görevli yöneticilere ve insan kaynakları sorumlularına büyük görevler düşmektedir. Bu bağlamda, örgütler ve yöneticileri için bazı öneriler getirilebilir.

Örgütler, öncelikle çalışanların pozitif psikoloji algısını artıracak anlamlı iş, destekleyici liderlik, pozitif görüşme teknikleri gibi uygulamalar geliştirmelidir. Bunun yanında duygusal iyi oluşu desteklemek için mentorluk, koçluk, psikolojik danışmanlık, farkındalık ve empatik iletişim programları yaygınlaştırılmalıdır. Mental iyi oluşu güçlendirmek için yaratıcılığı ve sorun çözmeyi destekleyen iş tasarımı yaklaşımları benimsenmelidir. Son olarak fiziksel iyi oluş için ergonomik iş ortamları, dinlenme alanları ve spor imkanları, sosyalleşme etkinlikleri sunulmalıdır.

Örgütler, örgüt temsilcileri ve politika yapıcılar için daha spesifik öneriler getirilmesi gerekirse insan kaynakları yöneticileri ve uzmanları, pozitif örgütsel davranışı teşvik edecek strateji ve taktikler geliştirmeli, çalışanların umut, öz yeterlik ve dayanıklılık düzeylerini artırmaya dönük eğitim ve gelişim programları düzenlemelidir (Luthans ve diğerleri, 2006). Kamu ve özel sektör yöneticileri, örgütsel kültürü ve iklimi pozitif psikoloji yaklaşımı doğrultusunda yeniden şekillendirmeli, psikolojik dayanıklılık ve güvenlik, pozitif geribildirim

ve anlam ve değer odaklı liderlik uygulamalarına öncelik vermelidir. Örgütlerde, sağlık ve güvenlik uzmanları, sadece fiziksel riskleri değil, çalışanların duygusal ve mental esenlik ve refahlarını da gözeten yaklaşımlar benimsemelidir. Yöneticiler, çalışanların işte değer ve anlam bulmalarını sağlayacak görev ve iş tasarımları yapmalı, kariyer planlamalarını buna göre dizayn etmeli, ayrıca çalışanların psikolojik kaynaklarını geliştiren koçluk ve mentorluk programlarına yatırım yapmalıdır. Örgütler, çalışanların mental ve fiziksel sağlığını gözetten esnek çalışma modelleri, bilinçli farkındalık eğitimleri ve psikososyal destek hizmetlerini çeşitlendirmelidir (Good ve diğerleri, 2016). Son olarak politika yapıcılar ise çalışan mutluluğu ve refahına ilişkin kapsamlı kamu politikaları geliştirmelidir, pozitif psikolojiyi özendiren örgütsel düzenlemeleri teşvik etmeli ve iyi oluşu artıran örgütsel uygulamaları destekleyen yasal düzenlemeler üretmelidir.

Genel olarak, bu çalışma ile çalışanların pozitif psikoloji algılarının, duygusal, mental ve fiziksel iyi oluş algıları üzerinde çok boyutlu ve olumlu etkileri olduğu ortaya konmuştur. Bu tespit, örgütlerin sürdürülebilir başarılarının insan kaynağının çok yönlü memnuniyetine ve refahına bağlı olduğunu ve bunun pozitif psikoloji unsurlarıyla desteklenmesi gerektiğini göstermektedir. Dolayısıyla bu çalışmanın hem akademik literatüre katkı sunduğu hem de uygulayıcılar için stratejik çıkarımlar sağladığı söylenebilir.

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Preschool Teachers' Perspective On Inclusive Education: Practices And Problems Encountered

Nuran AKMAN

Tokat Gaziosmanpaşa Üniversitesi, nnuranakmann@gmail.com Orcid No: 0009-0001-1054-1615, TÜRKİYE

Doç. Dr. Nuran TUNCER

Tokat Gaziosmanpaşa Üniversitesi, nurantuncer72@gmail.com Orcid No: 0000-0002-8748-5084, TÜRKİYE

Abstract

Inclusive education refers to providing individuals with equal rights within the education system by addressing their individual needs based on their differences (UNESCO). It prevents exclusion and ensures that all children are included in the educational process. The aim of this study is to explore the perspectives of preschool teachers working in institutions where children from diverse cultural backgrounds are educated together, the challenges they face, and the methods they employ to include children in education. The study adopted a phenomenological design, a qualitative research method, to examine in depth the strategies preschool teachers use in this context. Participants consisted of six preschool teachers working in an independent kindergarten located in a village in the central district of Şanlıurfa. Teachers were selected based on their experience with inclusive practices and with children from diverse cultural backgrounds. Data were collected using a semi-structured interview form developed by the researchers. The interview form included open-ended questions aimed at understanding teachers' knowledge, attitudes, and practices regarding inclusive education. Interviews were audio-recorded with the consent of the participants. The collected data were transcribed, coded, and analyzed using content analysis. Teachers' views on inclusive education, the challenges they faced, and the strategies they implemented were categorized into themes. To increase the reliability of the findings, coding was conducted independently by two researchers and consensus was reached through comparison. The analysis revealed teachers' perspectives on inclusive education and the classroom practices they implemented to support children in need of such education. As a result of the research, five themes were determined based on teachers' opinions. These themes are; teachers' knowledge levels regarding inclusive education, difficulties encountered in inclusive education practices and language teaching, strategies and materials used in inclusive education, teachers' expectations and needs, and overcoming linguistic and cultural barriers. It was concluded that teachers' knowledge and practices regarding inclusive education were inadequate. It was revealed that they faced various difficulties such as communication problems due to the language used, lack of materials and weak family cooperation. It has been observed that teachers cannot overcome these difficulties

with their individual efforts. As a result of the research, the supports that teachers need regarding inclusive education were identified and necessary suggestions were presented.

Keywords: Inclusive education, preschool education, language difficulties, teacher perspectives.

Okul Öncesi Öğretmenlerinin Kapsayıcı Eğitime Bakışı: Uygulamalar ve Karşılaşılan Sorunlar

Özet

Kapsayıcı eğitim, bireylerin sahip olduğu farklara yönelik bireysel ihtiyaçları karşılanarak eğitim sistemi içinde eşit haklara sahip olmasıdır (UNESCO). Kapsayıcı eğitim anlayışı öğrencilerin dışlanmasını engelleyerek bütün çocukların süreç içinde yer almasını amaçlar. Bu çalışmanın amacı farklı kültürlerin bir arada eğitim aldığı okul öncesi kurumlarında görev yapan öğretmenlerin kapsayıcı eğitime bakışını, karşılaştıkları sorunları ve çocukları eğitime dahil ederken kullandığı uygulama yöntemlerini belirlemektir. Araştırma, okul öncesi öğretmenlerinin bu kapsamda uyguladıkları stratejileri derinlemesine incelemek amacıyla nitel araştırma yöntemlerinden biri olan fenomenolojik desen kullanılarak gerçekleştirilmiştir. Araştırmanın katılımcılarını, Şanlıurfa Merkez ilçesine bağlı bir köyde bulunan bağımsız bir anaokulunda görev yapan ve gönüllü olarak çalışmaya katılan 6 okul öncesi öğretmeni oluşturmaktadır. Katılımcıların seçiminde, kapsayıcı eğitim uygulamalarıyla ilgili deneyime sahip olmaları ve farklı kültürel geçmişe sahip çocuklarla çalışıyor olmaları kriterleri göz önünde bulundurulmuştur. Veriler, araştırmacılar tarafından geliştirilen yarı yapılandırılmış görüşme formu aracılığıyla toplanmıştır. Görüşme formu, kapsayıcı eğitime ilişkin öğretmenlerin bilgi, tutum ve uygulamalarını derinlemesine anlamayı hedefleyen açık uçlu sorulardan oluşmaktadır. Görüşmeler sırasında, katılımcıların izni alınarak ses kayıtları alınmıştır. Toplanan veriler, içerik analizi yöntemi kullanılarak analiz edilmiştir. İlk olarak, ses kayıtları yazılı metne dönüştürülmüş, ardından veriler kodlanarak temalar oluşturulmuştur. Bu süreçte, öğretmenlerin kapsayıcı eğitime ilişkin görüşleri, karşılaştıkları zorluklar ve

uyguladıkları stratejiler tematik olarak sınıflandırılmıştır. Analiz sürecinde, verilerin güvenilirliğini artırmak amacıyla kodlama işlemi iki araştırmacı tarafından bağımsız olarak gerçekleştirilmiş ve elde edilen bulgular karşılaştırılarak uzlaşa sağlanmıştır. Görüşme sonuçları analiz edilerek öğretmenlerin kapsayıcı eğitime bakış açıları ve kapsayıcı eğitime ihtiyaç duyan çocukların gelişimi için sınıf içinde yaptıkları uygulamalar tespit edilmiştir. Araştırma sonucunda öğretmen görüşlerine dayanarak beş tema belirlenmiştir. Bu temalar; öğretmenlerin kapsayıcı eğitime ilişkin bilgi düzeyleri, kapsayıcı eğitim uygulamalarında ve dil öğretiminde karşılaşılan zorluklar, kapsayıcı eğitimde kullanılan stratejiler ve materyaller, öğretmenlerin beklenti ve ihtiyaçları ile dilsel ve kültürel engellerin aşılmasıdır. Öğretmenlerin kapsayıcı eğitimle ilgili bilgi düzeyleri ve uygulamalarının yetersiz olduğu sonucuna ulaşılmıştır. Kullanılan dilden dolayı iletişim problemi, materyal eksikliği ve aile iş birliğinin zayıf olması gibi çeşitli zorluklarla karşılaştıkları ortaya çıkmıştır. Öğretmenlerin bu zorlukları bireysel çabalarıyla aşamadıkları görülmüştür. Araştırma sonucunda öğretmenlerin kapsayıcı eğitim konusunda ihtiyaç duydukları destekler tespit edilmiş olup gerekli öneriler sunulmuştur.

Anahtar Kelimeler: Kapsayıcı eğitim, okul öncesi eğitim, dil sorunları, öğretmen görüşleri.

Giriş

Kapsayıcı eğitim, tüm bireylerin fiziksel, zihinsel, duygusal, dilsel ya da sosyal farklılıklarına bakılmaksızın, aynı eğitim ortamında eşit öğrenme fırsatlarına sahip olması gerektiğini savunur (UNESCO, 2009). Bu anlayış, öğrenciler arasındaki bireysel farklılıkları zenginlik olarak kabul ederken; dışlayıcı, ayrıştırıcı uygulamaların önüne geçmeyi ve tüm öğrencilerin katılımını destekleyen öğretim ortamları oluşturmayı hedefler (Booth & Ainscow, 2011). Kapsayıcı eğitim anlayışı çocuğu sorun olarak değil, sistemi sorun olarak görür. Eğitim sistemini ve ortamını değiştirmek için uygulamalar ortaya koyar. Dezavantajlı çocukların ayrıştırılmadan eşit haklarla eğitimde yer alması ve yaşadıkları zorlukların en aza indirilmesi kapsayıcı eğitimin temelidir. Sadece dezavantajlı çocukların değil, bütün çocukların kendine uygun eğitimi alabilmesini hedefler. Her çocuk farklı özelliklere sahiptir. Çocuğun okula değil okul ortamının çocuğun bireysel özellik ve ihtiyaçlarına göre düzenlenmesi kapsayıcı eğitimle gerçekleştirilir (CEC, 2009). Kapsayıcı eğitim içinde birçok bileşeni barındırır. MEB ve UNICEF (2018) kapsayıcı eğitimin bileşenlerini okul kültürü, okul içi paydaşlar, öğretim programı ve diğer paydaşlar olmak üzere dört başlıkta toplanmıştır. Kapsayıcı eğitim öğretmen, öğrenci, yönetici, okul personeli, aile ve çevresel unsurlardan oluşan bir yapıdır. Bütün bu yapıların işbirliği halinde hareket etmesi kapsayıcı eğitimin daha sağlıklı ilerlemesini sağlar (Yenen ve Gültekin, 2024).

Kapsayıcı eğitimin tarihçesine bakıldığında, 1948 İnsan Hakları Evrensel Bildirgesi'nde "Herkes eğitim hakkına sahiptir." Denilerek kapsayıcı eğitime değinildiğini söyleyebiliriz. 1990 Herkes İçin Eğitim Dünya Konferansı, dışlanmış grupların normal eğitimde yer alması gerektiğini vurgulayarak kapsayıcı eğitime uygun bir görüş belirtmiştir. Kapsayıcı eğitim, 1994 UNESCO Salamanca Bildirgesi'nde küresel olarak kabul görmeye başlamıştır. Özellikle özel gereksinimli çocukların genel eğitim sistemi içinde eğitim almasını vurgulamıştır. Her çocuğun ilgi ve ihtiyaçlarına göre, öğrenci merkezli bir eğitim anlayışı ile yetiştirilmesi gerektiğini belirtmiştir. Bu bildiri kapsayıcı eğitim ilkelerinin temelini oluşturmuştur. Avrupa İnsan Hakları Sözleşmesi (1952) ve Birleşmiş Milletler Çocuk Haklarına Dair Sözleşme 'sinde (1989) din, dil, ırk, cinsiyet, siyasal düşünce vb. herhangi bir sebepten ötürü ayrımcılık yapılmamasından bahsedilmiştir. Kapsayıcı eğitim ilk olarak özel eğitime ihtiyaç duyan çocuklara yönelik bir anlayış olarak ortaya çıkmıştır. İlerleyen süreçte din, dil, ırk vb. farklı dezavantaj grubuna giren çocukları da içine almaya başlamıştır. Ülkelerin bu politikalar doğrultusunda yasa ve uygulamalar yapması kapsayıcı eğitim uygulamaları açısından ilerleme sağlayacaktır.

Türkiye'deki yasal düzenlemelere bakıldığında 1739 Sayılı Milli Eğitim Temel Kanunu, hiçbir ayırım gözetilmemesinden, fırsat eşitliği sağlanmasından ve özel eğitime ihtiyacı olanlara gerekli tedbirler alınmasından bahsetmiştir. 573 Sayılı Özel Eğitim Hakkında Kanun Hükmünde Kararname (1997) ile kaynaştırma eğitiminden bahsedilmiş ve özel eğitime ihtiyaç duyan bireylerin eğitim hakları korunmuştur. 6883 Sayılı Geçici Koruma Yönetmeliği (2014) ile göçmen öğrencilerin eğitim hakları korunmuştur. Aynı zamanda Türkiye uluslararası belgelerde yer almakta ve kuruluşlarla iş birliği halinde süreci yürütmeye çalışmaktadır. Örneğin UNICEF ve Milli Eğitim Bakanlığı iş birliği halinde proje yürüterek dezavantajlı grupların öğretmenleri için eğitim modülleri oluşturmuştur. Dil desteğine ihtiyaç duyulan bazı bölgelerde pilot uygulamalar devam etmektedir. Öğretmenler için hizmet içi eğitimler, materyal desteği sağlanmaya çalışılmakta fakat bunların yeterli olmadığı görülmektedir.

Literatürde, kapsayıcı eğitimin başarıyla uygulanabilmesi için üç boyut önemli görülmektedir: (1) kavramsal farkındalık ve bilgi temelli eğitim (Florian & Black-Hawkins, 2011), (2) pedagojik strateji ve materyal desteği (Rakap & Kaczmarek, 2010), ve (3) aile-okul-toplum iş birliği mekanizmaları (Epstein, 2001). Ancak Türkiye özelinde yapılan çalışmalar, bu boyutların öğretmenler arasında tutarlı bir bilgi birikimi ve uygulama planı çerçevesinde bütünleşmediğini göstermektedir. Araştırmalar öğretmenlerin kapsayıcı eğitime yönelik bilgi düzeylerinin ve mesleki yeterliklerinin yetersiz olduğunu göstermiştir (Kargın, 2004; Pamuk

ve Bal, 2019). Okullarda materyal eksiklikleri olduğu ve kapsayıcı eğitim paydaşlarının desteğinin yetersiz olduğu ortadadır. İlgili araştırmalar incelendiğinde de öğretmenlerin, kapsayıcı eğitim konusunda ve dil bilmeyen çocuklara karşı farklılaştırılmış uygulamalar yapamadıklarına değinen çalışmalara rastlanmıştır (Akbulut vd., 2021; Erdem, 2017). Alanyazın incelendiğinde özellikle Türkçe' yi ikinci dil olarak öğrenen çocukların eğitimiyle ilgili çalışmaların sınırlı olduğu görülmüştür.

Kapsayıcı eğitim, sadece engelli öğrencilerin değil; dil, din, etnik köken, sosyoekonomik durum gibi çeşitli nedenlerle dezavantajlı konumda bulunan tüm öğrencilerin eğitim sürecine dahil edilmesini amaçlar. Türkiye, kapsayıcı eğitimin benimsenmesi ve yaygınlaştırılması yönünde son yıllarda önemli adımlar atmış olsa da uygulamada çeşitli bölgesel farklılıklar gözlemlenmektedir. Türkiye'nin doğu ve güneydoğu bölgeleri, demografik yapı, göç almış olması ve düşük sosyoekonomik sebeplerden dolayı kapsayıcı eğitime en fazla ihtiyaç duyulan bölgelerdir. Şanlıurfa ili bu konuda dikkat çeken ve kapsayıcı eğitim uygulamalarında desteğe ihtiyaç duyan iller arasında yer alır. Şanlıurfa'da nüfusun hızlı artışıyla birlikte okul öncesi eğitime devam eden çocuk sayısının fazlalığı ve aldığı göç kapsayıcı eğitim uygulamalarını daha da önemli hâle getirmiştir. Şanlıurfa'da çalışan okul öncesi öğretmenleri, farklı dil konuşan öğrencilerle çalışmakta ve sosyoekonomik yetersizliklerden dolayı çeşitli zorluklarla karşılaşmaktadır. Bu durum karşısında öğretmenlerin kapsayıcı eğitim hakkında bilgi sahibi olması, farklılaştırılmış öğretim yöntemleri ve etkili sınıf yönetimi becerilerini kullanabilmesi gerekmektedir. Bu bölgede çalışan okul öncesi öğretmenleri tarafından kapsayıcı eğitimin nasıl algılandığı, uygulandığı ve öğretmenlerin hangi güçlüklerle karşılaştığı incelenmelidir.

Türkiye'de, okul öncesi dönemde uygulamaya dönük ve dil farklılıkları yaşanan ortamlarda öğretmen deneyimlerini ele alan çalışmalar sınırlıdır. Özellikle öğretmenlerin sınıf içi stratejileri, materyal kullanımı ve dil problemini aşma yöntemlerine ilişkin bulgulara ihtiyaç duyulmaktadır. Bu çalışmanın amacı, okul öncesi öğretmenlerinin kapsayıcı eğitime dair kavramı algılama düzeylerini, karşılaştıkları zorlukları ve uygulama örüntülerini fenomenolojik desen çerçevesinde inceleyerek, kapsayıcı eğitim uygulamalarının iyileştirilmesini ve alan yazında var olan boşlukları doldurmayı hedef almaktadır.

Yöntem

Araştırma Modeli

Bu çalışma, okul öncesi öğretmenlerinin kapsayıcı eğitime yönelik bakış açılarını,

karşılaştıkları sorunları ve uyguladıkları stratejileri derinlemesine incelemek amacıyla nitel araştırma yöntemlerinden biri olan fenomenolojik desen kullanılarak tasarlanmıştır. Fenomenoloji, bireylerin belirli bir olguya ilişkin deneyimlerini ve bu deneyimlere yükledikleri anlamları anlamaya odaklanan bir yaklaşımdır (Creswell, 2016). Fenemolojinin amacı insan deneyimini anlamaktır. Fenemoloji farkında olduğumuz ancak ayrıntılı ve derin bir anlayışa sahip olmadığımız olgulara odaklanır (Yıldırım & Şimşek, 2021). Kapsayıcı eğitimde bazı bölgelerde sıklıkla karşımıza çıkan bir uygulama olup ancak derin bir anlayışa sahip olmadığımız bir uygulamadır.

Çalışma Grubu

Araştırmanın çalışma grubu Şanlıurfa ili merkez ilçesine bağlı bir köyde MEB’e bağlı bağımsız anaokulunda görev yapan ve gönüllü olarak çalışmaya katılmayı kabul eden 6 okul öncesi öğretmeni oluşturmaktadır. Katılımcıların seçiminde, kapsayıcı eğitim uygulamalarıyla ilgili deneyime sahip olmaları ve farklı kültürel geçmişe sahip çocuklarla çalışıyor olmaları kriterleri göz önünde bulundurulmuştur.

Aşağıdaki tabloda çalışmaya katılan öğretmenlerin demografik bilgileri yer almaktadır.

Tablo 1. Çalışma Grubu

	Cinsiyet	Yaş	Deneyim	Yaş grubu
Ö1	Kadın	26	0-1 yıl	4
Ö2	Kadın	39	0-1 yıl	5
Ö3	Kadın	29	0-1 yıl	5
Ö4	Kadın	26	3 yıl	5
Ö5	Kadın	27	2 yıl	5
Ö6	Kadın	29	7 yıl	5

Çalışmaya katılan öğretmenlerin hepsi kadındır. Öğretmenlerin 3’ü 0-1 yıl arasında çalışma deneyimine sahiptir. Bir tanesi 2 yıl, bir tanesi 3 yıl ve bir tanesi de 7 yıl çalışma deneyimine sahiptir. Bir tanesinin çalıştığı yaş grubu 4 yaş diğerleri 5 yaş grubudur. Şuan hepsi resmi bağımsız anaokulunda görev yapmaktadır. Okul köy okuludur.

Veri Toplama Aracı

Veriler, araştırmacılar tarafından geliştirilen yarı yapılandırılmış görüşme formu aracılığıyla toplanmıştır. Görüşme formu, kapsayıcı eğitime ilişkin öğretmenlerin bilgi, düşünce ve uygulamalarını derinlemesine anlamayı hedefleyen; Kapsayıcı eğitim uygulamalarında karşılaştığınız en büyük zorluk nedir? Bu zorlukları aşmak için hangi desteklere ihtiyaç duyuyorsunuz? Kapsayıcı eğitimin geliştirilmesi için hangi politika veya uygulama değişikliklerini önerirsiniz? Gibi açık uçlu 13 sorudan oluşmaktadır. Görüşmeler sırasında, katılımcıların izni alınarak ses kayıtları alınmış ve gerektiğinde araştırmacı tarafından notlar tutulmuştur.

Veri Toplama Süreci

Görüşmeler, katılımcıların uygun gördüğü zamanlarda ve rahat bir ortamda gerçekleştirilmiştir. Her bir görüşme yaklaşık 30-45 dakika sürmüş, toplamda 6 öğretmenle bireysel görüşmeler yapılmıştır. Görüşmelerin tamamı, katılımcıların izni doğrultusunda ses kaydına alınmış ve daha sonra yazılı metne dönüştürülerek analiz için hazırlanmıştır.

Verilerin Analizi

Toplanan veriler, içerik analizi yöntemi kullanılarak analiz edilmiştir. İlk olarak, ses kayıtları yazılı metne dönüştürülmüş, ardından veriler kodlanarak temalar oluşturulmuştur. Bu süreçte, öğretmenlerin kapsayıcı eğitime ilişkin görüşleri, karşılaştıkları zorluklar ve uyguladıkları stratejiler tematik olarak sınıflandırılmıştır. Analiz sürecinde, verilerin güvenilirliğini artırmak amacıyla kodlama işlemi iki araştırmacı tarafından bağımsız olarak gerçekleştirilmiş ve elde edilen bulgular karşılaştırılarak uzlaşa sağlanmıştır.

Etik İlkeler

Araştırma sürecinde etik ilkelere azami özen gösterilmiştir. Katılımcılara araştırmanın amacı, süreci ve gizlilik ilkeleri hakkında bilgi verilmiş, gönüllü katılım esas alınmıştır. Görüşmeler öncesinde katılımcılardan yazılı onam alınmış ve elde edilen veriler yalnızca araştırma amacıyla kullanılmıştır. Katılımcıların kimlik bilgileri gizli tutulmuş ve raporlama sürecinde katılımcılara Ö1-Ö2-Ö3... diye kodlar verilmiştir.

Bulgular

Araştırmada elde edilen veriler analiz edildiğinde tema ve kategorilere ayrılarak bu bölümde sunulmuştur. Veriler toplam 5 ana temaya ve 16 alt kategoriye ayrılmıştır. Bu temalar; öğretmenlerin kapsayıcı eğitime ilişkin bilgi düzeyleri, kapsayıcı eğitim uygulamalarında ve dil öğretiminde karşılaşılan zorluklar, kapsayıcı eğitim stratejileri ve materyal kullanımı,

öğretmenlerin beklenti ve ihtiyaçları, dilsel ve kültürel engellerin aşılması şeklindedir. Kategoriye ait kodlar çalışmadaki verilerden elde edilmiştir. Her temada öğretmenlerin cevaplarından örneklere yer verilmiştir.

Tema1. Öğretmenlerin Kapsayıcı Eğitime İlişkin Bilgi Düzeyleri

Kategori	Kodlar	Katılımcılar
Kapsayıcı eğitim kavramını bilme/bilmeme	Kavramı bildiğini söyleyenler	Ö1, Ö3, Ö5, Ö6
	Kavramı bilmeyenler	Ö2, Ö4
Kapsayıcı eğitime yönelik tanımları	Fırsat eşitliği	Ö3, Ö5, Ö6
	Farklılıklara saygı	Ö1, Ö3, Ö5
Kapsayıcı eğitimle ilgili eğitim alma durumu	Seminer/hizmet içi eğitim almış	Ö5, Ö6
	Hiç eğitim almamış	Ö1, Ö2, Ö3, Ö4

Bu tema, öğretmenlerin kapsayıcı eğitimi kavramsal olarak ne ölçüde benimsediğini ve bu konuda hangi eğitimlere maruz kaldıklarını ortaya koymaktadır. Katılımcıların yarısı (Ö1, Ö2, Ö3, Ö4) kavramı hiç duymadıklarını veya eksik tanımladıklarını belirtirken, diğer yarısı (Ö1, Ö3, Ö5, Ö6) kavramı doğru tanımlayabilmiştir. Eğitim alma durumu açısından da yalnızca Ö5 ve Ö6'nın bu konuda seminer ya da hizmet içi eğitim almış olması, alanın kuramsal ve uygulamalı boyutuna dair yaygın bir bilgi boşluğu olduğunu göstermektedir.

Bu konuda öğretmenlerden biri şöyle paylaşmıştır:

“Daha önce duymamıştım ama tahmin yürüteceğim... belki fizyolojik, psikolojik her açıdan kapsayıcı...” (Ö2).

Ve doğru kavramsallaştıran bir başka öğretmen: “Sınıf farkı yapmadan, ayırım yapmadan bütün öğrenci kitlesini almak.” (Ö5).

Seminerin etkisini aktaran öğretmen: “Suriyeli çocuklara yönelik bir seminerdi. Ondan sonra ev ziyaretlerini arttırdım... aileyi sürece dahil etmenin önemini öğrendim.” (Ö6).

Tema 2. Kapsayıcı eğitim uygulamalarında ve dil öğretiminde karşılaşılan zorluklar

Kategori	Kodlar	Katılımcılar
Dilsel ve iletişimsel güçlükler	Kendini kelimelerle ifade edememe	Ö1, Ö2, Ö3, Ö4, Ö5, Ö6
	Öğretmeni tam anlamama	
	Duygularını sözel ifade edememe	
Materyal ve personel eksikliği	Yardımcı personel eksikliği	Ö5, Ö6
	Görsel kaynak yetersizliği	

Aile–sosyoekonomik güçlükler	Kalabalık ve ilgisiz aileler	Ö2, Ö5
Düşük sosyoekonomik düzey		

Bu tema, öğretmenlerin kapsayıcı eğitimde en sık karşılaştıkları sorunları ortaya koymaktadır. Öğrencilerin Türkçeyi anlama ve ifade etme güçlükleri (Ö1–Ö6), sınıf içi iletişimi sekteye uğratmakta; öğretmenleri sezgisel yöntemlere (görsel kaynaklar, el kol hareketleri) yönlendirmektedir. Kaynak ve personel eksikliği (Ö5, Ö6) öğretim kalitesini doğrudan etkilemekte, ailelerin yetersiz desteği (Ö2, Ö5) ise akademik–sosyal uyumu zorlaştırmaktadır.

Bu konuda düşüncelerini paylaşan bazı öğretmenler görüşlerini şöyle ifade etmişlerdir;

Ö1: “Yani daha basit kelimeler biliyorlar. Tam cümle kuramıyorlar.”

Ö3: “Batıdakine göre buradaki Türkçe bilen de kelimeleri anlamıyor.”

Ö6: “Dil problemi en büyük zorluk; bazen çocuğun derdi anlaşılamıyor.”

Tema 3: Kapsayıcı Eğitim Stratejileri ve Materyal Kullanımı

Kategori	Kodlar	Katılımcılar
Görsel ve somut materyal kullanımı	Resimli kartlar ve nesneler Kuklalar, video gösterimi	Ö2, Ö3, Ö4, Ö5, Ö6
Sözlü stratejiler	Kısa cümleler ve sık tekrar Şarkı ve tekerleme	Ö1, Ö2, Ö3, Ö5
Sosyal oyun ve kültürel etkinlik	Grup oyunları ile iletişim Kültürel paylaşımlar	Ö1, Ö3, Ö5
Değerlendirme yöntemleri	Gözleme dayalı takip Dil gelişimini izleme Sosyal katılım ölçümü	Ö1, Ö2, Ö3, Ö6

Bu tema öğretmenlerin kapsayıcı eğitimde yaptıkları uygulamaları ve değerlendirme yöntemlerini ortaya koymaktadır. Öğretmenler, dil edinimi ve sosyal etkileşim desteklemek için görsel ve işitsel araçları (kartlar, video), oyun ve kültürel etkinlikleri bir arada kullandıklarını ifade etmişlerdir. Ancak bu stratejiler çoğunlukla deneysel ve plansız olarak uygulanmakta; sistematik bir pedagojik çerçeveden yoksun kalmaktadır. Bu konuda düşüncelerini paylaşan öğretmenlerden bazıları kendisini şöyle ifade etmiştir;

Ö5: “Beraber oyun kurmalarını sağlıyorum oyunda bence dil gerekmiyor. Oyun kurmak konusunda biraz eksik çekiyorlar, o zaman da ben kendim onlarda oyunu yapabiliyorum fikir olsun diye fikirler veriyorum. O şekilde birbirlerine paylaşıyorlar. Oyun bence onların ortak dili oluyor.”

Ö6: “Çocuğun ailesiyle iletişim kuruyorum. Aileye de sürece dahil ediyorum. Çünkü çocuk farklı dilde birine, farklı kültürde birine bazen kendini açmıyor. Mesela geçen sınıfımda bir tane Suriyeli öğrenci var. Anne atölyesine özellikle onun annesini çağırdım. Çocuk kendini daha fazla ait hissetsin diye bu şekilde açmaya çalışıyorum.”

Tema 4: Öğretmenlerin Beklenti ve İhtiyaçları

Kategori	Kodlar	Katılımcılar
Hizmet içi ve üniversite eğitimi	Yüz yüze uygulamalı eğitim Müfredatta kapsayıcı ders	Ö3, Ö5, Ö6
Okul içi destek ve araçlar	İki dilli yardımcı personel Teknolojik materyal	Ö1, Ö2, Ö5, Ö6
Aile ve toplum işbirliği	Aileleri Türkçe konuşmaya teşvik Kurumlar arası etkinlik	Ö1, Ö4, Ö5

Bu tema, öğretmenlerin kapsayıcı eğitimi sürdürülebilir kılmak için hangi eğitim, kaynak ve iş birliği mekanizmalarına ihtiyaç duyduklarını ve bu ihtiyaçların arka planında yatan kaygıları ortaya koymaktadır.

Öğretmenlerin büyük çoğunluğu, uygulamalı, yüz yüze eğitim eksikliğini vurgulamaktadır:

“Üniversitede öğrendiğim hiçbir şey pratiğe yaramadı; seminerler de online olunca pek verimli olmuyor. Yüz yüze, sınıf içinde örnekleriyle eğitim almalıyız.” (Ö3)

“Yabancı öğrencilerle ilgili seminerlerde sahada uygulama yapma imkanı vardı; o seminerden sonra yöntemlerim daha etkili oldu.” (Ö5)

Bu alıntılar, öğretmenlerin kavramsal bilgiyi pratiğe dönüştürmekte zorlandıklarını; hizmet içi eğitimin hem içerik hem de yöntem olarak uygulamalı olması gerektiğini net biçimde göstermektedir.

Çalışmanın bir diğer bulgusunda ise; sınıf içi ilkeli bir kapsayıcılığı sürdürmek için iki dilli yardımcı personel ve teknolojik donanım talebi öne çıkmıştır:

“Suriyeli bir öğretmen sınıfımıza büyük destek oldu; dil bariyerini onlar sayesinde aştık.” (Ö6)

“Projeksiyon ve bilgisayar gibi araçlar olsa, görsel-işitsel materyallerle ders çok daha katılımcı olur.” (Ö2)

Buna göre, öğretmenler sadece pedagojik bilgiye değil, fiziksel ve insan kaynaklı desteğe de gereksinim duymaktadır.

Öğretmenler, aile-okul-toplum ekseninde sürdürülebilir iş birliği mekanizmalarının yetersizliğini şu sözlerle ifade etmiştir:

“Aile seminerlerinden sonra evde Türkçe konuşma arttı; ama düzenli atölyeler olmadığı için etkisi kısa sürüyor.” (Ö1)

“Halk eğitimi merkezleriyle ortak kurslar düzenlense, aileler ve çocuklar kapsayıcı yaklaşıma daha hızlı adapte olur.” (Ö5)

Bu ifadeler, sürekliliğe dayalı, çok paydaşlı iş birliklerinin kurgulanmadığını; öğretmenlerin bu konuda da destek beklediğini ortaya koymaktadır.

Bu bulgular; öğretmenlerin beklentilerinin yalnızca bireysel gelişime (hizmet içi eğitim) değil, okul altyapısına (teknoloji, personel) ve toplumsal iş birliklerine (aile, kurumlar) yönelik sistemik bir dönüşüm talebini kapsadığını göstermektedir. Bu ihtiyaçlar, kapsayıcı eğitim politikalarının yerelden yukarıya yeniden yapılandırılmasını zorunlu kılmaktadır.

Tema 5: Dilsel ve Kültürel Engellerin Aşılması

Kategori	Kodlar				Katılımcılar
Dil engelleri	Basit	kelimelerde		kalma	Ö1, Ö4, Ö6
	Çeviri ve jest/mimik desteği				
Kültürel uyum zorlukları	Geleneksel	pratikler	ve	okul çatışması	Ö3, Ö5
	Farklı kodlama				
Aile sosyoekonomik etkenler	Aile	bilinç	düzeyi	düşük	Ö2, Ö5
	Çok çocuklu aile yapısı				

Bu tema, öğretmenlerin çok dilli ve çok kültürlü öğrenci profiliyle karşılaştığında yaşadığı temel güçlükleri ve ortaya koydukları geçici çözüm arayışlarını derinlemesine ele almaktadır.

Öğretmenler, sınıf içinde temel iletişimin dahi tek kelime veya kısa cümlelerle sürdürülmek zorunda kaldığını vurgulamaktadır. Öğrenciler genellikle, dilsel sınırlar nedeniyle:

“Basit kelimelerde takılıp kalıyorlar, bir tane kelime söylerken bile doğru telaffuzu yakalamakta zorlanıyorlar.” (Ö1)

“Yani ‘tuvalet’ derken ‘tu-vet’ gibi heceler çıkarıyorlar; kitapta okuduğum cümleleri anlattığımda onlara soru soramıyorum çünkü cevap neredeyse yok.” (Ö6)

Bu ifadeler, öğretmenlerin çocukların tekil sözcük düzeyinden öte bir dil gelişimi beklemenin gerçekçi olmadığını düşündüklerini gösterir. Bunun sonucunda sınıf içi iletişim büyük ölçüde jest-mimik ve somut nesne desteğine dayanmakta, ancak bu yollar da öğrencinin kalıcı dil edinimine yetersiz kalmaktadır.

Ö6’bu konuda düşüncelerini şöyle ifade etmiştir;

“Mimikle biraz geçiştiriyorum ama uzun vadeli değil; bazen çocuğun özel bir derdi oluyor, ‘arkadaşım bana vurdu’ diyor ama jestle anlatamam. Zamanla unutuyor, tekrar ediyoruz ama gerçek anlamda çözüm değil.”

Çalışmanın bir başka bulgusu da göçmen ailelerin kendi kültürel pratiklerini sınıfa taşımasının, bazen kültür çatışmasına yol açtığıdır. Öğretmenler bu durumu şöyle tanımlamaktadırlar;

“Mesela diyelim ki Suriye göçmeni bir çocuk Türkiye’ye geldiğinde, Türkiye’deki kültüre adapte olamaz ve bu kültür çatışmasına neden olur.” (Ö4).

“Sınıf tartışmasında, ‘bizde böyle yapıyoruz’ deyince diğer çocuklar anlamıyor; ortam gerginleşiyor, müdahale etmek zorunda kalıyorum.” (Ö4).

Bu alıntılar, kültürel kodlar arasındaki farkların, yalnızca dil değil değerler ve günlük alışkanlık düzeyinde de sorun yarattığını ortaya koymaktadır. Öğretmenler bu sorunları çoğunlukla “beklemek ve zamanla çözülür” perspektifiyle ele almakta, proaktif müdahale stratejileri geliştirmemektedir.

Ayrıca çalışmada velilerin çoğunun, ekonomik zorluk ve eğitim farkındalığı eksikliği nedeniyle sürece yeterince dahil olmadığı tespit edilmiştir;

“Burada çocuk sayısı çok fazla olduğu için aileler okula ilgisiz kalıyor; bizim söylediklerimizi eve iletmiyorlar.” (Ö2)

“Ben Urfa dışında bir şehri söylediğimde şaşıyorlar, dünyayı hiç görmemiş çocuklar var.” (Ö2)

Bu durum, kimi öğretmenlerin aile ile iş birliğini tek yönlü bilgilendirme toplantılarıyla sınırlamasına, kalıcı ortaklık modelleri geliştirmemesine yol açmaktadır.

Tartışma

Bu çalışmada okul öncesi öğretmenlerinin kapsayıcı eğitime ilişkin bilgi düzeyleri, uygulamaları, karşılaştıkları zorluklar ve destek ihtiyaçları incelenmiştir. Tematik analiz sonucunda elde edilen bulgular, mevcut literatürle karşılaştırılarak tartışılmıştır.

Öncelikle, öğretmenlerin kapsayıcı eğitime ilişkin bilgi düzeylerinin oldukça değişken olduğu görülmüştür. Bazı öğretmenler kavramı doğru bir şekilde tanımlarken, bazıları ilk defa duyduklarını ifade etmiştir. Kavramı doğru tanımlayanların da bilgilerinin çok kapsamlı olmadığı, eksik tanımlamalar yaptığı görülmüştür. Bu durum öğretmenlerin kapsayıcı eğitim kavramına oldukça uzak olduğu sonucunu ortaya çıkarmıştır. Çalışmaya katılan öğretmenlerin yarısı göreve yeni başlayan öğretmenlerdir ve kapsayıcı eğitim hakkında bilgiye sahip değildirler. Daha önce göreve başlayan öğretmenler de hizmet içi eğitimle kapsayıcı eğitim kavramıyla tanışmıştır. Fakat yine yeterli bilgiyi sağlayamadığı görülmüştür.

Tuzcuoğlu ve Aydın' ın (2023) okul öncesi öğretmenleri ile yaptığı çalışmada öğretmenlerin kapsayıcı eğitim konusunda bilgi ve uygulamalarının eksik olduğu görülmüştür. Bu durum, Florian ve Black-Hawkins'in (2011) kapsayıcı pedagojinin yalnızca uygulama düzeyinde değil, bilgi ve inanç temelli olarak da şekillendiğine dair vurgusunu desteklemektedir. Kapsayıcı eğitime dair temel farkındalığın dahi eksik olması, öğretmenlerin sınıf içi uygulamalarında bu yaklaşımı bilinçli şekilde uygulamalarını zorlaştırmaktadır. Çalışma, kırsal bölgede görev yapan öğretmenlerin kapsayıcı eğitim kavramını bilmediğine dair önemli bir sonucu ortaya koymaktadır. Bu durum aynı zamanda üniversite eğitimlerinin kapsayıcı eğitim konusunda yetersizliğini de ortaya koymaktadır. Çalışma, öğretmen görüşlerini alarak eğitim ihtiyaçlarını belirlemek ve üniversitedeki öğretmen eğitimleri için yol gösterici olmayı amaçlamaktadır.

Öğretmenlerin karşılaştıkları zorluklar incelendiğinde kapsayıcı eğitim uygulama sürecinde özellikle dil engelleri ön plana çıkmıştır. Çocuklar öğretmeni anlamakta ve kendilerini ifade etmede yetersiz kalmaktadır. Verilerin toplandığı okulda Türkçe bilen öğrenci sayısı çok azdır. Öğrenciler tek kelime veya iki kelimelik cümlelerle kendilerini ifade etmeye çalışmaktadır. Özellikle göçmen öğrenciler kendilerini Türkçe olarak ifade edememektedir. Bu durum öğretmen ve öğrenci arasındaki iletişim ve bağı olumsuz etkilemektedir. Dil bariyeri aşılmadığı sürece eğitimde de ilerleyemedikleri ortaya konulmuştur. Öğretmenler çocukları anlamakta zorluk yaşamakta ve bu konuda desteğe ihtiyaç duyduklarını dile getirmişlerdir.

Yıldız ve Gülbahar'ın (2023) yaptığı çalışmada öğretmenler çocuklarla dil ve iletişim konusunda problem yaşadıklarını dile getirmişlerdir. Yaşanan dil sorunu eğitim öğretimi ve sınıf içindeki sosyal yapıyı olumsuz yönde etkilemektedir (Uğurlu, 2018; Eren, 2019). Daha önce yapılan çalışmalar daha çok göçmen- sığınmacı öğrencilerin olduğu çalışmalardır. Çalışmanın yapıldığı okulda göçmen öğrenci sayısı azdır. Elde edilen bulgularla sadece göçmen öğrencilerde değil, Türkiye'de yaşayan farklı etnik kökene sahip öğrencilerin Türkçe bilgisinin olmadığı ve Türkçe'yi ikinci dil olarak öğrenmekte zorlandıkları ortaya çıkmıştır. Aileler

Türkçe bilmekte fakat çocuklarının Türkçe öğrenmesine gerekli önemi vermemektedir. Bu durum yaşanan dil probleminin yoğunluğunu ve ailenin etkisini büyük oranda ortaya koymuştur.

Öğretmenlerin kullandıkları kapsayıcı eğitim stratejileri, materyal ve yapmış oldukları değerlendirmenin incelendiği temada, öğretmenlerin büyük bir kısmı, Türkçe bilmeyen öğrencilerle iletişim kurmakta zorlandıklarını ifade etmiş; sınıf içi etkileşimde oyun, görsel materyal ve tekrar gibi yöntemlerle çözüm üretmeye çalıştıklarını belirtmiştir. Ancak bu yöntemler çoğunlukla sistematik bir kapsayıcı planlama çerçevesinde değil, sezgisel olarak uygulanmaktadır. Öğretmenler dil problemini aşmak için özel bir uygulama yapılması gerektiğinin farkında fakat gerekli alt yapı ve bilgiye sahip olmadıklarının bilincindedirler.

Rakap ve Kaczmarek (2010) bu tür durumlarda öğretmenlerin bireysel çabalarının desteklenmesi gerektiğini belirtmektedir. Kapsayıcı sınıf ortamının oluşması için öğretmene daha somut destekler sunulmalıdır (Akbulut vd., 2021). Daha önce yapılan çalışmalar öğretmenlerin sadece bilgi ve tutumlarını incelemiş yaptıkları uygulamalara dair bilgiler sunmamıştır. Yapılan bu çalışmada öğretmenlerin dil bariyerini aşmak için hangi uygulama, yöntem ve stratejiye başvurduğu ortaya konulmak istenmiştir. Öğretmenlerin sınıf içinde planlı bir uygulama konusunda yetersiz kaldıkları sonucuna ulaşarak, literatüre katkı sağlamıştır.

Öğretmenlerin yapmış olduğu değerlendirme yöntemleri incelendiğinde, kapsayıcı eğitim kapsamında çocukların dil öğrenimini değerlendirmek için sistemli bir yol izlemediği sonucuna ulaşılmıştır. Öğretmenler, çocukların dil gelişimlerini ve sosyal katılımlarını gözlemlemekte fakat bunu sistemli bir şekilde yürütmemektedirler.

Erken çocuklukta çocuğun dil gelişimine yönelik sistematik bir değerlendirme yapılması, eğitim sürecinin planlanması ve bireyselleştirilmesinde önemlidir (Espinosa, 2005). Tabors (2008) ikinci dil öğretiminde değerlendirmenin çok yönlü olması gerektiğini belirtmiş ve çocuğun anlama ve üretme becerilerini ölçen kontrol listesi örneği sunmuştur. Bu durumda öğretmenlerin değerlendirme yaparken geliştirilmiş kontrol listeleri kullanmaları ve gözlemlerini daha sistematik yapmaları kapsayıcı eğitim uygulamaları açısından faydalı olacağı düşünülmektedir. Yapılan çalışma öğretmenlerin kapsayıcı eğitim değerlendirmesinde yeterli olmadığını ve sistemli bir değerlendirme yapmadığını ortaya koymaktadır. Özellikle Türkçe'nin ikinci dil olarak öğretilmesinde değerlendirmeye yönelik uygulamaların eksikliği vurgulayarak literatüre katkı sağlamıştır.

Öğretmenlerin beklenti ve ihtiyaçları incelendiğinde, dikkat çekici ihtiyacı, aile ve çevre

desteğidir. Ailelerin çok fazla çocuğa sahip olması ve eğitim konusunda yeterli bilinç ve ilgiye sahip olmadıkları öğretmenler tarafından belirtilmiştir. Dil öğrenme konusunda öğretmenin okulda göstermiş olduğu çaba ev ortamında Türkçe konuşulmadığı için yetersiz kalmaktadır. Ailelerle dil farklılığı nedeniyle yeterince etkili iletişim kurulamadığı; kurumlar arası iş birliğinin ise sınırlı olduğu görülmüştür. Öğretmenler aile desteğinin önemini farkında fakat bu sorunun çözümünde kendi çabaları yeterli olmamaktadır. Aileleri okula çağırarak ve ev ziyaretleri yaparak bu durumu aşmaya çalışmaktadırlar. Bu durum, daha planlı bir destek sağlanması ve ailelere eğitimlerin verilmesi gerektiğini ortaya koymuştur.

Bu durum, Epstein'in (2001) aile-okul iş birliği modeline göre, kapsayıcı eğitimde paydaşların birlikte çalışmasının önemini vurgulamaktadır. Ortaya çıkan bu bulguları Bronfenbrenner'in (1970) ekolojik modeli ile ilişkilendirebiliriz. Özel ve Yıldız (2020) yaptığı çalışmada kapsayıcı eğitime ekolojik kuram açısından bakmıştır. Çocuk, ekolojik modelde çevresel etmenler ve bu çevresel etmenlerin birbiriyle olan ilişkisiyle gelişir. Bu kurama göre kapsayıcı eğitim okul, aile ve toplumun iş birliği içinde çalışması ile sağlıklı ve etkili şekilde ilerleyecektir. Yapılan bu çalışma öğretmenlerin kapsayıcı eğitim konusunda yalnız mücadele ettiğini ve gerekli desteğin kendilerine sağlanmadığını ortaya koymaktadır. Kapsayıcı eğitim konusunda okul aile iş birliğinde atılan adımların yetersiz kaldığı sahadaki öğretmenler tarafından ortaya konulmuştur.

Öğretmenlerin bir diğer önemli ihtiyacı uygulamalı üniversite ve hizmet içi eğitimlerdir. Öğretmenler, kapsayıcı eğitimle ilgili yeterli hizmet içi eğitim almadıklarını ve üniversite eğitimlerinde bu konuya yeterince yer verilmediğini belirtmişlerdir. Öğretmenlerden sadece bir tanesi üniversite eğitiminde kapsayıcı eğitim ile ilgili eğitim aldığını söylemiştir. Fakat aldığı eğitim uygulama noktasında yetersiz kalmaktadır. Öğretmenler verilen eğitimlerin sadece sözlü olduğu ve pratikte bir işe yaramadığını vurgulamaktadır. Bu durum verilen eğitimlerin içerik ve yöntem tarafından eksikliğini ortaya koymaktadır.

Kapsayıcı eğitim konusunda eğitim almış öğretmenlerin bilgi düzeyi ve kapsayıcı eğitime olumlu tutumlarını ortaya koyan çalışmalara bakıldığında öğretmenlere bu konuda uygulamalı etkinliklerle eğitim verilmesi gerekli görülmüştür (Akbulut; 2021). Araştırmadan elde edilen bulgular, European Agency for Special Needs and Inclusive Education (2012) raporuyla örtüşmektedir. Raporda, kapsayıcı eğitimin sürdürülebilir olabilmesi için öğretmen yetiştirme politikalarının bu ekseninde yeniden yapılandırılması gerektiği vurgulanmaktadır. Reeves (2017) göçmen bölgelerindeki öğretmen eğitimleri ile ilgili yaptığı çalışmada öğretmenlerin daha sistemli ve bütüncül eğitimlerle yetiştirilmesi gerektiği vurgulanmıştır. Bu araştırma, öğretmenlerin kapsayıcı eğitime dair mesleki gelişim ihtiyaçlarının karşılanmadığını da ortaya

koymaktadır. Öğretmenlerin aldığı üniversite ve hizmet içi eğitimler uygulamada yetersiz kalmaktadır.

Literatürde kapsayıcı eğitimle ilgili çalışmalar yer almakta fakat, öğretmenlerin yaşadığı pratik sorunlar ve çözüm yolları bölgesel bağlamda yeterince incelenmemiştir. Yapılan bu çalışma, Şanlıurfa gibi göçmen nüfusun fazla olduğu ve farklı etnik grupların bir arada yaşadığı yerlerde, kapsayıcı eğitimde yaşanan zorlukları ve aile iş birliği eksikliğini sahadan verilerle ele alarak alana özgün bir katkı sunmaktadır. Sonuç olarak bu çalışma, öğretmenlerin kapsayıcı eğitim konusunda iyi niyetli çabalar gösterdiğini ancak bilgi, kaynak ve sistem desteği açısından yetersiz kaldığını göstermektedir. Özellikle çok dilli ve kültürel çeşitliliğin olduğu bölgelerde, kapsayıcı eğitimin uygulanabilmesi için aile, çevre ve kurumlar arası iş birliğinin güçlendirilmesi gerektiği vurgulanmaktadır. Kapsayıcı eğitimin uygulanabilirliği yalnızca bireysel çabaya değil; bütüncül ve çok paydaşlı bir yaklaşımla desteklenmesine bağlıdır. Bu nedenle hem öğretmen yetiştirme sistemleri hem de eğitim politikaları, kapsayıcı eğitimin ilkelerini daha güçlü biçimde içselleştirmelidir.

Sonuç

Bu çalışmada, okul öncesi öğretmenlerinin kapsayıcı eğitime yönelik bilgi düzeyleri, uygulama yeterlilikleri, karşılaştıkları zorluklar ve destek ihtiyaçları tematik olarak incelenmiştir. Elde edilen bulgular, öğretmenlerin kapsayıcı eğitim konusunda iyi niyetli ancak çoğu zaman bilgi ve kaynak yönünden yetersiz olduğunu ortaya koymuştur.

Öğretmenlerin %50'si kavramı duymadığını söylemiştir. Kavramı duymayan öğretmenlerin yapmış oldukları tanımlamalarda eksik ve yanlışlar olduğu tespit edilmiştir. Capella ve Santana (2003) yaptığı çalışmada öğretmenlerin katıldıkları eğitimlerin çok kültürlü tutum ve bilgilerini olumlu etkilediği sonucuna ulaşmıştır. Öğretmenlere kapsayıcı eğitim hakkında bilgi verilmesi kapsayıcı eğitim tutum ve uygulamalarında gelişmeler yaratacağı düşünülmektedir.

Öğretmenler yoğun olarak iletişim problemi yaşamaktadır. Öğrencilerin sadece %10'luk bir kısmı Türkçe bilmektedir. Öğretmenler kendilerini ifade etmek ve çocukları anlamak için bireysel stratejilere yönelmişlerdir. Ancak sistematik ve planlı bir uygulama yapamadıkları açıkça görülmüştür. Say ve Özdemir (2024), öğrenci merkezli, bireyselleştirilmiş ve grupla yapılan çalışmalarda dil öğreniminin daha iyi gerçekleştiğini vurgulamışlardır. MEB öğretmenlere uygulamalı hizmet içi eğitim vererek sınıfta uygulanabilecek plan ve programların eğitimini sağlayabilir.

Öğretmenlerin yaşadığı diğer problemler materyal ve kaynak eksikliği bulunması, yardımcı

personel eksikliğidir. Özellikle teknolojik materyaller sağlanması ve dil bilen ikinci personel bulunması kapsayıcı eğitim uygulamaları açısından iyileştirici sonuçlar ortaya koyacağı düşünülmektedir.

Ailelerin Türkçe bilmiyor oluşu okul ile iletişimlerini olumsuz etkilediği görülmüştür. Bu konuda ailelere halk eğitim merkezleri tarafından dil desteği ve eğitimi sağlanması gerekli görülmüştür.

Ailelerin sürece katılması için öğretmenlerin kendi çabalarının yanında daha programlı ve güçlü bir desteğe ihtiyaçları vardır. Millî Eğitim Bakanlığı Öğretmen Yetiştirme ve Geliştirme Genel Müdürlüğü (2018) yayımladığı Kapsayıcı Eğitim Öğretmen Eğitimi Modülü Projesi ile kapsayıcı eğitimde okul- aile iş birliğinin önemine değinmiş ve yapılabilecek sınıf içi ve sınıf dışı etkinliklere örnekler vererek öğretmenlere bu konuda yol göstermiştir. Fakat araştırma sonuçlarıyla bu yapılan uygulamaların yetersiz kaldığı ve yaygınlaştırılması gerektiği sonucuna ulaşılmıştır.

Bu çalışma, bu zorlukların sadece bireysel değil, yaygın altyapı ve politika eksikliklerinden kaynaklandığını gözler önüne sermektedir. Saha verileri, teknolojik kaynak ve personel desteğinin ders içi etkisini de ortaya koymaktadır. Öğretmenler, daha iyi uygulamalar yapılabilmesi açısından okuldaki materyal eksikliğinin giderilmesini, özellikle teknolojik materyal desteğinin sağlanması gerektiğini dile getirmişlerdir. Dil konusunda kendilerinin yetersiz oldukları, tercüman veya yabancı dil bilen ikinci bir öğretmene ihtiyaç duydukları ortaya konulmuştur. Daha önce dil desteği sunan bir öğretmen ile çalıştığını söyleyen katılımcı bunun faydalı ve gerekli bir uygulama olduğunu belirtmiştir. Elde edilen verilerle politika yapıcılara bu konunun önemini vurgulayarak gerekli desteği sağlamada yol gösterici sonuçlar ortaya konulmuştur. Araştırma sonucunda elde edilen bulgulara göre, kapsayıcı eğitimin sürdürülebilirliği için üniversitelerdeki öğretmen eğitiminin niteliği artırılmalı, çok dilli ve çok kültürlü yapılar desteklenmeli ve aile-okul iş birliği güçlendirilmelidir.

Araştırma bazı sınırlılıklar taşımaktadır. Sadece belirli bir bölgede görev yapan 6 okul öncesi öğretmeni ile yapılmıştır. Araştırma sonuçları tüm öğretmenlere genellenemez. Araştırmada sadece nitel yöntemle veriler toplanmış olup, görüşme tekniği kullanılmıştır. Araştırmada kapsayıcı eğitim alanında yaşanan dil farklılıkları ve iletişim problemleri öne çıkarılmıştır. Bu nedenle diğer kapsayıcılık alanlarına ilişkin bulgular sınırlıdır. Gelecekte farklı yöntemlerin bir arada kullanıldığı ve daha geniş örnekleme çalışmaları yapılması alana katkı sağlayacaktır.

Öneriler

Araştırmacılara Yönelik Öneriler:

Bir- iki yıl gibi kısa süre içinde kapsayıcı eğitime dair bilgi düzeyinin farklı bölgelerde karşılaştırmalı olarak incelenmesi ve eksikliklerin tespit edilmesi önerilmektedir. Politika yapıcılarının bölgesel ihtiyaçlara cevap vermesi bu şekilde sağlanabilir.

Literatürde kapsayıcı eğitimle ilgili çalışmalar sınırlıdır. Karma yöntemli çalışmalarla nicel ve nitel veriler bir araya getirilerek daha güçlü analizler yapılabilir.

Kapsayıcı eğitimde sadece dil problemi değil diğer problem alanlarında da öğretmenlerle çalışmalar yapılabilir.

Uygulayıcılara (Öğretmenler ve Eğitimciler) Yönelik Öneriler:

1-2 yıllık süreçte MEB tarafından öğretmenler için uygulamalı hizmet içi eğitimler planlanarak öğretmenlerin kapsayıcı öğretim becerileri geliştirilerek bu konudaki eksiklikleri giderilebilir.

Öğretmenler için sınıf içi uygulamalarda çocukların bireysel farklılıklarını göz önünde bulunduran esnek planlamalar yapılmalıdır. MEB tarafından 2025-2026 hizmet içi eğitim programında plan ve materyal konusunda gerekli desteği sağlamalıdır.

Politika Belirleyicilere Yönelik Öneriler:

YÖK tarafından kapsayıcı eğitim üniversitelerin öğretmen yetiştirme programlarına bütüncül biçimde entegre edilerek öğretmenlerin kapsayıcı eğitim hakkında bilgi sahibi olarak göreve başlamaları sağlanabilir. 2025-2026 eğitim öğretim yılından itibaren öğretmen yetiştirme ders müfredatına zorunlu olarak kapsayıcı eğitim dersi eklenmelidir.

MEB tarafından 2025-2026 yılı eğitim öğretim başlangıcında her okulun çok dilli yapısını destekleyecek yardımcı personel ve materyal kaynakları sağlanmalı ve öğretmenler eksiksiz bir şekilde eğitime başlamalıdır.

MEB, diğer (Halk Eğitim Merkezi vb.) sosyal kurumlarla iş birliği yürüterek Fransa ve Almanya’da uygulanan mentör programları gibi öğrenci ve ailelere dil öğrenimi ve sosyal uyum konusunda yardımcı olacak bir mentör kişi uygulamasını bir yıllık süre içinde alt yapıyı sağlayarak uygulayabilir. Aile eğitimleri bu şekilde sağlanabilir.

Fransa ve İtalya’da uygulanan “Açık Okul” programları ile öğrenciler okul dışı zamanlarda da çeşitli etkinliklerle öğrenmelerine devam etmektedir. Bunun gibi bir uygulama ile öğrenciler ve aileleri ile okul dışında çeşitli etkinlikler yapılabilir. Böylece aile de sürece dahil edilmiş olur ve sürekli öğrenme sağlanır. Gerekli alt yapı sağlanarak 2026 yaz döneminde halk eğitim merkezleri ve MEB tarafından öğrenci merkezli programlarla eğitimlere başlanabilir.

Göçle gelen çocuklar için İngiltere’ de uygulanan “Kültürel Farkındalık Atölyeleri” nde çeşitli etkinlik ve toplum ziyaretleri ile farklı kültürden çocuklar bir araya gelerek uyum sağlamaları kolaylaştırılır. MEB, toplumla işbirliği halinde 2025-2026 eğitim döneminde haftalık etkinliklerle farklı kültüre sahip çocukların birbiriyle kaynaşmasını sağlayabilir.

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Federe Öğrenme Tabanlı Sağlık Çözümleri: Uygulama Alanları ve Etkinlik Analizi

Engin DAYAN

Iğdır Üniversitesi, e-mail: engin.dayan065@gmail.com, Orcid: 0000-0003-1839-280X,
TÜRKİYE

Özet

Federated Learning (FL), sağlık sektöründe veri gizliliği sorununa çözüm getirmeyi amaçlayan yenilikçi bir yaklaşım sunmakta; model eğitiminin merkezi veri toplama gerektirmeksizin gerçekleştirilmesine olanak tanımaktadır. Bu makalede, FL'nin sağlık alanındaki başlıca uygulama alanları—tıbbi görüntüleme, elektronik sağlık kayıtları, mobil sağlık ve pandemi yönetimi—ayrıntılı biçimde incelenmekte; doğruluk, gizlilik, hesaplama verimliliği ve klinik uygulanabilirlik gibi etkinlik boyutları değerlendirmeye tabi tutulmaktadır. Türkiye ile ABD, Çin ve Almanya gibi önde gelen ülkeler arasındaki karşılaştırmalı analiz, FL'nin yerel ve küresel düzeydeki gelişim sürecini ortaya koymaktadır. 2013 ile 2025 yılları arasını kapsayan literatür taraması, FL'nin klinik karar destek sistemlerinden kişiselleştirilmiş tıbbi kadar geniş bir yelpazede etkinliğini gösterdiğini ortaya koymakta; ancak veri heterojenliği, altyapı yetersizlikleri ve klinik entegrasyonla ilgili güçlükler gibi önemli engellerle karşılaştığını da belirtmektedir. Türkiye'de TÜSEB ve UMRAM gibi girişimler bu alanda öncü konumda bulunmakla birlikte, gelişmiş veri kaynakları ve teknolojik altyapıları sayesinde önde gelen ülkeler hâlen daha üstün bir konuma sahiptir (TÜSEB, 2025; Çukur, 2022).

Anahtar Kelimeler: Federe Öğrenme, Sağlık Bilişimi, Elektronik Sağlık Kayıtları, Mobil Sağlık (mHealth), Kişiselleştirilmiş Tıp

Federated Learning-Based Healthcare Solutions: Application Domains and Effectiveness Analysis

Abstract

Federated learning (FL) presents a novel approach to addressing the critical issue of data privacy within the healthcare sector by facilitating model training without necessitating centralized data aggregation. This article meticulously investigates the primary domains of FL application in healthcare, encompassing medical imaging, electronic health records, mobile health, and pandemic management, while also assessing the dimensions of effectiveness analysis, including accuracy, privacy, computational efficiency, and clinical applicability. A comparative analysis between Turkey and prominent nations such as the USA, China, and

Germany elucidates the evolution of FL within both local and global frameworks. A review of the literature spanning from 2013 to 2025 indicates that FL demonstrates efficacy across a diverse array of fields, ranging from clinical decision support systems to personalized medicine; however, it encounters significant obstacles including data heterogeneity, infrastructural constraints, and challenges related to clinical integration. Although initiatives such as TÜSEB and UMRAM in Turkey are at the forefront of this domain, leading nations maintain a superior position due to their advanced data resources and technological infrastructures.

Keywords: Federated Learning, Health Informatics, Electronic Health Records, Mobile Health, Personalized Medicine

Giriş

Son yıllarda yapay zeka (YZ) ve makine öğrenmesi (MÖ) alanlarında yaşanan hızlı gelişmeler, özellikle otonom sürüş, sağlık hizmetleri, finans, müşteri ilişkileri yönetimi ve akıllı ev sistemleri gibi pek çok sektörde büyük dönüşümlere yol açmıştır. Bu teknolojik ilerlemelerde, büyük hacimli veri setlerine erişim ve yüksek işlem gücüne sahip altyapıların yaygınlaşması önemli rol oynamaktadır. Ancak, makine öğrenmesi uygulamalarının yaygınlaşmasıyla birlikte veri güvenliği ve mahremiyet konuları da giderek daha kritik bir hale gelmiştir (Wiens ve Shenoy, 2017). Geleneksel merkezî öğrenme yaklaşımları, farklı kaynaklardan gelen verilerin tek bir sunucuda toplanarak işlenmesini gerektirdiğinden, özellikle hassas kişisel veriler içeren sağlık gibi sektörlerde ciddi güvenlik ve etik sorunlara yol açabilmektedir.

Bu bağlamda, federe öğrenme (federated learning, FL); verilerin paylaşılmasına gerek kalmadan, yalnızca yerel modellerin güncellemelerinin merkezî modele iletilmesi esasına dayanan yeni nesil bir öğrenme yaklaşımı olarak öne çıkmaktadır (McMahan, vd. 2017). Google tarafından 2016 yılında tanıtılan bu yaklaşım, ilk olarak Android cihazlarda kullanılan Google Klavye (Gboard) üzerinde uygulanmış ve kullanıcı verilerini cihaz üzerinde tutarak yazım önerilerini iyileştirme imkânı sunmuştur. Federe öğrenme, verinin bulunduğu yerde işlenmesini mümkün kılarak yalnızca model parametrelerinin paylaşılmasını esas alır; böylece sağlık ve finans gibi mahremiyetin ön planda olduğu alanlarda yasal düzenlemelere uyumlu çözümler sunar.

Sağlık alanında federe öğrenmenin uygulanması, özellikle farklı hastanelerin ya da sağlık kuruluşlarının verilerini merkezileştirmeksizin ortak bir makine öğrenmesi modeli geliştirebilmesini sağlar. Örneğin, meme kanserinin manyetik rezonans görüntüleme (MRG)

verileriyle tespiti gibi klinik uygulamalarda, hasta verilerinin gizliliğini koruyarak işbirliği yapılabilmesi, çok merkezli derin öğrenme araştırmaları açısından büyük önem taşımaktadır (Sheller, vd. (2019). Bununla birlikte, federe öğrenme yalnızca mahremiyet sağlamakla kalmaz; aynı zamanda büyük boyutlu ham verilerin ağ üzerinden aktarılması ihtiyacını da ortadan kaldırarak bant genişliği kullanımını azaltır ve işlem verimliliğini artırır (Roy, vd. 2019; Sheller, vd. 2020; Li, vd. 2019).

Günümüzde birçok ülkenin sağlık verilerine yönelik daha katı düzenlemeler getirmesi (örneğin Avrupa Birliği'nin Genel Veri Koruma Tüzüğü - GDPR ve Amerika Birleşik Devletleri'nde HIPAA) doğrultusunda, elektronik sağlık kayıtlarının (EHR) paylaşımı kısıtlanmakta ve araştırmacıların veriye erişimi zorlaşmaktadır (Vayena, vd. 2018). Bu durum, klasik merkezî öğrenme modellerinin uygulama alanlarını sınırlandırırken, FL yaklaşımını daha da cazip hale getirmektedir (Horvitz ve Mulligan 2015). FL, özellikle farklı dağılımlara sahip hasta profillerinin bulunduğu bölgelerde, daha genellenebilir ve adil modellerin geliştirilmesine imkân tanımaktadır.

Bu çalışma, federe öğrenme temelli sağlık çözümlerinin mevcut ve potansiyel uygulama alanlarını incelemeyi, FL'in etkinliğini değerlendirmeyi ve bu yaklaşımın karşılaştığı teknik ve etik zorluklara ışık tutmayı amaçlamaktadır. Disiplini ilerletmek ve güvenli, güvenilir ve verimli FL sistemleri tasarlamanın içsel sorunlarını karşılamak için araştırmacılara ve uygulayıcılara büyük bir yardımda bulunulması umulmaktadır. Ayrıca, sağlıkta FL uygulamalarına yönelik somut örnekler ve geleceğe dönük stratejik öneriler de tartışmaya açılarak, mahremiyetin ön planda olduğu bu alanda daha güvenli ve kapsayıcı dijital çözümlerin geliştirilmesine katkı sunulması hedeflenmektedir.

1. Federe Öğrenmenin Temelleri ve Sağlık Alanındaki Önemi

Makine öğrenimi (ML), büyük ve çeşitlendirilmiş veri setlerinden anlamlı desenler çıkararak tahmin ve karar destek sistemleri geliştirmeyi amaçlayan güçlü bir yöntemdir. Ancak geleneksel ML yaklaşımlarının önemli bir kısmı, verilerin merkezi sunucularda toplanması esasına dayanır. Bu yapı, özellikle hassas verilerin söz konusu olduğu sağlık gibi alanlarda ciddi güvenlik, gizlilik ve etik sorunlara neden olmaktadır. Veri ihlallerinin artışı, hasta mahremiyetiyle ilgili düzenlemelerin sıkılaştırılması ve veriye dayalı karar süreçlerinin yaygınlaşması, daha güvenli ve sürdürülebilir çözümlere duyulan ihtiyacı artırmıştır (Bates, vd. 2014; Shah, vd. 2019). Bu noktada, federe öğrenme (federated learning – FL), verilerin merkezi sunuculara aktarılmasına gerek kalmadan dağıtık model eğitimi gerçekleştiren yenilikçi bir makine öğrenimi paradigması olarak öne çıkmaktadır (Wiens ve Shenoy, 2017).

Federe öğrenme, farklı kurum ya da cihazların kendi yerel verilerini kullanarak model eğitimi yaptığı ve yalnızca model parametre güncellemelerini merkezi bir koordinatör ile paylaştığı bir sistem üzerine kuruludur (Yao, vd. 2018). Böylece, veri sahipliği korunurken, mahremiyetin ihlal edilmeden işbirliğine dayalı modeller geliştirilmesi mümkün hale gelir. FL mimarisinde; öğrenme koordinatörü (veya sistem sahibi), yerel model eğitimi gerçekleştiren veri katkıcıları (örneğin hastaneler) ve modeli kullanan istemciler olmak üzere üç ana paydaş bulunur. Google tarafından 2016 yılında Gboard uygulamasında tanıtılan bu yaklaşım, özellikle uç cihazlarda (edge computing) çalıştırılabilmesi sayesinde sağlık, finans, ulaştırma ve akıllı ev teknolojileri gibi birçok alanda uygulanabilir potansiyel taşımaktadır.

Sağlık alanı, FL'in en kritik uygulama sahalarından biridir. Elektronik sağlık kayıtları (EHR), laboratuvar sonuçları, tıbbi görüntüler ve hastalık öyküleri gibi veriler, kişisel ve yüksek derecede hassas niteliktedir. Avrupa Birliği'nin Genel Veri Koruma Tüzüğü (GDPR), ABD'nin HIPAA ve CCPA gibi düzenlemeleri, bu verilerin paylaşımını ciddi şekilde kısıtlamaktadır (Vayena, vd. 2018). Merkezi model eğitimi, bu yasal sınırlamalara aykırı olabileceği gibi hasta mahremiyetini de riske atabilmektedir (Pfitzner, vd. 2021; Ceroni, vd. 2015). Federe öğrenme ise, verinin yerel olarak kalmasını sağlayarak bu riskleri minimize ederken, aynı zamanda çok merkezli araştırmaların yapılmasına olanak tanır.

Sağlık hizmetlerinin dijitalleşmesiyle birlikte, kurumlar her geçen gün daha fazla veri üretmektedir (Ceroni, vd. 2016). Ancak bu veriler genellikle dağınık halde bulunur ve homojen olmayan yapıları nedeniyle merkezi sistemlerle verimli şekilde bütünleştirilemez (Younis, ve Fisichella, 2022). Örneğin, farklı coğrafyalardaki hastaneler, hasta profili ve patoloji açısından farklılık gösterebilir. FL, bu çeşitliliği avantaja çevirerek genel geçer modellerin geliştirilmesini mümkün kılar. Böylece, belirli bir bölgeye özgü veri eğilimleriyle sınırlı kalmayan, daha kapsayıcı ve doğru tahmin sistemleri oluşturulabilir.

FL'in tıbbi alandaki potansiyeli, derin öğrenme yöntemlerinin (DL) EHR verilerine uygulanmasındaki başarısıyla daha da anlam kazanmaktadır. Örneğin, kanser teşhisi, MRI görüntüleriyle tümör segmentasyonu, laboratuvar raporlarında metin tanımlama gibi işlemlerde derin öğrenme modelleri etkili biçimde kullanılabilmektedir (Prasad, vd. 2022). Ancak bu modellerin yüksek doğrulukla çalışabilmesi için büyük ve çeşitlendirilmiş veri setlerine ihtiyaç vardır (Chilimbi, vd. 2014). FL, farklı kurumların katkısıyla bu gereksinimi karşılamakta ve verilerin sahipliğini koruyarak işbirliği yapılmasını sağlamaktadır.

FL sistemlerinin geliştirilmesinde blockchain tabanlı izlenebilir güncelleme kayıtları ve akıllı sözleşmeler de önemli rol oynamaktadır. Bu yapılar, model güncellemelerinin

güvenilirliğini artırmakta ve kötü niyetli katılımcıların tespitini mümkün kılmaktadır. Ayrıca, veri kullanım politikalarının otomatik olarak uygulanabilmesi, yalnızca yetkili birimlerin verilere erişebilmesini sağlar (Al-Quraan, vd. 2023). Böylece hastalar, tıbbi bilgi üretim sürecine katkı sağlarken aynı zamanda verileri üzerinde sahiplik ve denetim yetkisini sürdürebilirler (Aslam, vd. 2022).

Öte yandan FL, sadece teknik bir çözüm değil; aynı zamanda etik, hukuki ve halk sağlığı perspektifinden de değerlendirildiğinde sistemsal bir dönüşüm aracı olarak görülmelidir. Sağlık sistemlerinin sürdürülebilirliği, veri gizliliği, hasta güvenliği ve eşit hizmet sunumu gibi temel konulara yanıt verme potansiyeline sahip olan FL, kişiselleştirilmiş sağlık yaklaşımlarının geliştirilmesi ve erken teşhisin güçlendirilmesi gibi hedefler doğrultusunda stratejik bir öneme sahiptir (Tjoa ve Guan, 2020).

Sonuç olarak, federe öğrenme; hem sağlık hizmetlerinin dijital dönüşümünü destekleyen hem de veri mahremiyetini gözetten bir paradigma olarak geleceğin sağlık bilişimi altyapısında merkezi bir rol oynamaktadır. Yeni nesil sağlık çözümlerinin geliştirilmesinde FL tabanlı sistemlerin entegrasyonu, daha güvenilir, kapsayıcı ve etik ilkelere dayalı yapay zekâ uygulamaları için kritik bir adımdır.

2. Federe Öğrenmenin Sağlıkta Uygulama Alanları

Federe öğrenme (FL), tıbbi uygulamalardaki en büyük zorluklardan biri olan çok merkezli ve çeşitlendirilmiş veri setlerinin kamusal erişime açık olmaması sorununu çözmenin yanı sıra, veri gizliliği ve mahremiyetine ilişkin hassasiyetleri de ele almaktadır (Dara, vd. 2022). Özellikle metin tabanlı tıbbi veriler üzerinde etkili sonuçlar elde etmek amacıyla yatay federe öğrenme ve federe transfer öğrenme modelleri sıklıkla kullanılmaktadır. Ayrıca, FL'nin blokzincir (blockchain) gibi yeni teknolojilerle birleşimi, sağlık alanında daha da etkili bir yaklaşım sunmaktadır (Chen ve Hao, 2019).

FL'nin klinik uygulamalarda, yüklenen parametreler aracılığıyla çok büyük boyutlardaki veri kümeleri üzerinde eğitilen algoritmik modelleri mümkün kılması, kişiselleştirilmiş hassas sağlık hizmetlerine katalizör etkisi yaratmaktadır (Chen ve Hao, 2019). FL'nin diğer makine öğrenimi ve derin öğrenme algoritmalarıyla birlikte kullanımı, özellikle tanı süreçlerinde dikkat çekici başarılar sağlamıştır. Literatürde FL'nin tümör tespiti (Litjens, vd. 2017), semantik segmentasyon (LeCun, vd. 2015), gölge segmentasyonu (Wicaksana, vd. 2022), tümör sınıflandırması, genomik karakterizasyon (Li, vd. 2020), kanser tahmini (Dinsdale, vd. 2022), evreleme tahmini (Andreux, vd. 2020), EEG sınıflandırması (T Dinh, vd.

2020), sonuç risk değerlendirmesi (Li, vd. 2020), nüks tahmini, duygu durumu tanısı (Zhang, vd. 2022), melanom tespiti, retinal fundus görüntüleme (Yan, vd. 2020), göğüs röntgeni analizi ve son yıllarda büyük ilgi gören COVID-19 tanısı (Öztürk, vd. 2020) gibi birçok alanda uygulama örnekleri mevcuttur.

Sağlıkta FL uygulamalarının başlıca odak noktaları; farklı hastalıklara ait tıbbi veriler, seçilen federatif birleştirme algoritmaları ve katılımcı istemci sayısıdır. Tedavi başarısı, algoritma seçimi ve istemci sayısı; modelin doğruluğu, eğitim süresi ve veri güvenliği üzerinde doğrudan belirleyici olmaktadır.

Tıbbi veriler genellikle metin, görüntü, video, ses ve dört boyutlu (4D) veri türlerinde sınıflandırılmaktadır. FL uygulamalarıyla birlikte bu verilerin toplanması, saklanması, paylaşılması ve iletilmesi süreçlerinde güvenlik riskleri önemli ölçüde artmaktadır. Metin temelli verilerin en yaygın örneği olan elektronik sağlık kayıtları (EHR), bireyler, hastaneler ve klinikler tarafından oluşturulmakta; dağıtık, hassas ve gizlilik açısından kritik veriler içermektedir (Zhou, vd. 2018; Larobina ve Murino, 2014).

Ayrıca, FL; sağlık sigortacılığı, sağlık lojistiği, psikolojik destek sistemleri, nadir hastalık araştırmaları, ilaç yeniden konumlandırma (drug repositioning), uzaktan hasta izleme ve mobil sağlık uygulamaları gibi geniş bir yelpazeye yayılmış durumdadır.

FL, model eğitimi sırasında yalnızca gradyan bilgisi yükleyerek hasta verilerinin istemci cihazlardan ayrılmasını engeller ve böylece mahremiyet endişelerini bir ölçüde azaltır. Ancak FL tamamen güvenli değildir; istemci ile merkezi sunucu arasındaki iletim sırasında gradyan verileri üzerinden dolaylı ya da doğrudan gizlilik ihlalleri oluşabilmektedir. Örneğin benzerlik saldırıları, üyelik çıkarımı, yeniden tanımlama ve olasılıksal saldırılar gibi tehditler FL ortamlarında sıkça karşılaşılan güvenlik zafiyetleri arasında yer almaktadır (Abouelmehdi, vd. 2018).

Bu doğrultuda, Arikumar ve arkadaşları (2022), yüksek bellek ihtiyacı ve hesaplama maliyeti gibi sınırlamaları aşmak üzere FL tabanlı bir insan hareket tanıma sistemi (FL-PMI) geliştirmiştir. Bu sistemde, derin pekiştirmeli öğrenme (DRL) kullanılarak etiketlenmemiş veriler otomatik olarak etiketlenmiş ve ardından FL yöntemiyle eğitilmiştir. Sonuçlar, FL-PMI yaklaşımının %99,67 doğrulukla minimal hafıza kullanımı ve %36,73 oranında veri iletim azaltımı sağladığını göstermiştir.

Donanım tarafında ise Chianese ve arkadaşları (2015), açık kaynak donanım ve yazılıma sahip BeagleBone Black platformu üzerine inşa edilmiş çok sensörlü akıllı bir sistem önerisinde

bulunmuştur. Bu tür sensör tabanlı sistemler, FL ile entegre edilerek güvenli ve kişiye özel rehabilitasyon uygulamalarının geliştirilmesine olanak tanımaktadır.

FL, yalnızca sağlık alanında değil; bankacılık, sigortacılık ve eğitim gibi çeşitli sektörlerde de önemli potansiyele sahiptir (Rieke, vd. 2020). Ancak FL'ye entegre edilebilen gizlilik koruma algoritmaları, sağlık alanındaki uygulamalarda model performansını düşürebilmektedir. Bu nedenle, sağlık uygulamaları için FL'nin gizlilik koruma kapasitesini artıracak daha verimli yöntemlere yönelik ileri düzeyde araştırmalar gereklidir.

Günümüzde FL tabanlı sistemlerin sayısındaki artış, bu teknolojinin sağlık alanındaki gelişiminin devam ettiğini göstermektedir. Araştırmalar henüz olgunluk düzeyine ulaşmasa da, FL'nin nadir hastalıkların tanınması, küresel sağlık hizmetlerinin iyileştirilmesi ve veri yetersizliğinden kaynaklı sorunların çözümünde etkili bir araç olarak kullanılabileceği öngörülmektedir. Ahmed ve arkadaşları (2023), tarafından geliştirilen kendi kendini birleştirmeye dayalı yarı denetimli federatif çerçeve, etiketli haber metinlerindeki dilsel ve yazınsal örüntüleri kullanarak etiket gürültüsünü azaltmakta ve etiketlenmemiş verilerdeki gizli yapıları tespit etmektedir.

Sonuç olarak, FL'nin sağlık sektörü ile entegrasyonu, küresel ölçekte daha güvenli, doğru ve kişiselleştirilmiş sağlık hizmetlerinin sunulmasını mümkün kılmakta; mahremiyetin korunması ve veri paylaşımı arasındaki dengeyi sağlayarak çağdaş sağlık politikalarının dönüşümüne katkıda bulunmaktadır.

3. Federe Öğrenmenin Etkinlik Analizi

Federe Öğrenme (FL), merkezi veri paylaşımına gerek duymadan iş birliğine dayalı model eğitimi sağlayarak, dağıtık makine öğreniminde umut verici bir paradigma olarak öne çıkmaktadır. Özellikle sağlık, finans ve siber güvenlik gibi gizliliğe duyarlı alanlarda FL'in etkinliği giderek daha fazla sayıda deneysel çalışmayla desteklenmektedir. FL'in etkili olduğuna dair temel göstergelerden biri, merkeziyetsiz birçok istemciden gelen veriyi kullanarak modelin genellenebilirliğini artırması ve bu süreçte veri gizliliğini korumasıdır (Adnan, vd. 2022). Sağlık alanında, farklı kurumların verileriyle eğitilen FL modelleri, tümör sınıflandırması, EEG sinyal analizi ve COVID-19 tanısı gibi konularda merkezi modellerle karşılaştırıldığında benzer ya da daha yüksek performans gösterebilmiştir (Nguyen, vd. 2021; Parekh, vd. 2021; Sheller, vd. 2020).

FL'in etkinliği, özellikle güvenli parametre paylaşımı için blockchain gibi tamamlayıcı teknolojilerle ya da karmaşık desen tanıma görevlerinde CNN ve BiLSTM gibi derin öğrenme

mimarileriyle birleştirildiğinde artmaktadır (Palma, vd. 2013; Chianese, vd. 2015). Ayrıca, self-ensembling (kendi kendini toplulaştırma) ve yarı denetimli öğrenme gibi yaklaşımlar, federe ortamlarda heterojen ve kısmen etiketli veri kümeleri üzerinde daha yüksek doğruluk elde edilmesini sağlamaktadır (Ahmed, vd. 2023). Bununla birlikte, FL modelleri, istemciler arası tutarsız veri dağılımları (non-IID), istemci sapması ve iletişim yükünün artması gibi sorunlardan olumsuz etkilenebilmektedir (Abouelmehdi, vd. 2018). Bu sınırlamaları azaltmak amacıyla son dönemde kişiselleştirilmiş federatif optimizasyon algoritmaları, uyarlanabilir toplulaştırma yaklaşımları ve hiyerarşik FL yapıları geliştirilmiştir.

Genel olarak, Federe Öğrenme henüz her alana tam anlamıyla uygulanabilir bir çözüm sunmasa da, gizliliği koruyan ve dağıtık veri işleme gereksinimlerine yanıt veren senaryolarda kanıtlanmış etkinliğiyle, modern makine öğrenimi araştırmalarının ön saflarında yer almaktadır. Kritik sektörlerde güvenli, sağlam ve adil yapay zekâ uygulamaları sunma potansiyeli, FL'in hızlı gelişimini ve yaygınlaşmasını desteklemeye devam etmektedir.

Sonuç ve Öneriler

Bu çalışma, federe öğrenmenin sağlık alanındaki uygulamalarını ve etkinliğini incelemiştir. FL, hasta gizliliğini ihlal etmeden çok merkezli ve heterojen tıbbi veriler üzerinde model eğitimi sağlayarak kişiselleştirilmiş sağlık hizmetleri için önemli fırsatlar sunmaktadır. Medikal metin analizi, tümör tespiti, semantik segmentasyon, EEG sınıflandırması, genomik karakterizasyon ve COVID-19 benzeri hastalık tanısı gibi alanlardaki başarılı örnekler, FL'in çok boyutlu veri türleriyle uyumlu çalışabildiğini göstermektedir.

FL'in, blockchain, BiLSTM ve self-ensembling gibi yöntemlerle entegre edilmesi, doğruluk, gizlilik ve işlem verimliliği açısından önemli kazanımlar sağlamaktadır. Ancak veri dengesizliği, model senkronizasyonu ve gizlilik saldırıları gibi teknik sınırlamalar da bulunmaktadır (Ahmed, vd. 2023).

Genel olarak federe öğrenme, dağıtık sağlık verilerinin güvenli biçimde analiz edilmesini mümkün kılarak hem yerel hem küresel düzeyde sağlık hizmetlerinin kalitesini artırma potansiyeline sahiptir. ABD, Çin ve Almanya gibi öncü ülkeler, geniş ölçekli veri ve altyapıyla liderlik ederken, Türkiye, TÜSEB ve UMRAM gibi girişimler aracılığıyla bu alandaki farkı kapatmaya çalışmaktadır (TÜSEB, 2025; Çukur, 2022). Türkiye'nin FL'den tam anlamıyla faydalanması, veri standardizasyonu ve uluslararası işbirliklerinin artmasına bağlıdır. Bu bağlamda, FL tabanlı sistemlerin daha geniş ölçekli klinik uygulamalara entegrasyonu,

sağlık bilişimi alanında geleceğin öncelikli araştırma konularından biri olmaya devam edecektir.

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Dijital Eğitimde Bilgiye Erişimin ve Bilgiyi Etkili Kullanmanın Dönüşümü: Hizmetler ve Yenilikler Üzerine Bir Analiz

Engin DAYAN

Iğdır Üniversitesi, e-mail: engin.dayan065@gmail.com, Orcid: 0000-0003-1839-280X,
TÜRKİYE

Özet

Bu araştırma, dijital eğitim çerçevesinde bilgiye erişim ve bilginin etkili kullanımını kolaylaştırmada kütüphanecilik biliminin önemini incelemeyi amaçlamakta; özellikle kullanıcı hizmetleri ve yenilikçi teknolojik gelişmeler üzerinde durmaktadır. Dijital eğitimin ortaya çıkışı, bilgiye adil erişim ve bu bilginin yetkin bir şekilde uygulanması gereksinimini artırmış; bu bağlamda kütüphaneleri dönüşüm sürecinin kilit aktörleri haline getirmiştir. Makalede; dijital içerikler, bilgi okuryazarlığı girişimleri ve kullanıcı odaklı hizmetler gibi kütüphane uygulamaları sistematik bir literatür taraması ve örnek olay analizleriyle kapsamlı biçimde değerlendirilmektedir. Yenilikçi teknolojilerin eğitim bağlamlarında bilginin uygulanmasını kullanıcı merkezli olarak nasıl geliştirdiği ele alınmaktadır.

Bununla birlikte, dijital uçurum, teknolojik altyapı yetersizlikleri, veri gizliliği endişeleri ve kütüphanecilerin gelişmiş yetkinlik ihtiyaçları gibi zorluklar, dönüşüm sürecini engellemektedir. Vaka analizleri, kütüphanelerin dijital eğitimde kullanıcı odaklı bilgiye erişimi ve bilgi kullanımını dönüştürmede oynadığı öncü rolü ortaya koymaktadır. Ayrıca, kütüphane hizmetlerinin dijital eğitim politikalarına entegre edilmesinin önemini vurgulamakta ve kapsayıcı erişim için stratejik öneriler sunmaktadır. Çalışma, gelecekteki araştırmalar için ampirik ve karşılaştırmalı incelemelere yönelik önerilerde bulunmaktadır.

Anahtar Kelimeler: Dijital Eğitim, Kütüphane Hizmetleri, Bilgiye Erişim, Kullanıcı Rolü, Yenilikçi Teknolojiler

Transforming Access to and Effective Use of Information in Digital Education: An Analysis of Services and Innovations

Abstract

This research endeavors to investigate the significance of library science in facilitating access to and the effective utilization of information within the framework of digital education, with a particular emphasis on services and innovative technological advancements. The emergence of

digital education has amplified the necessity for equitable access to information and its proficient application, thereby establishing libraries as pivotal entities in this transformative process. The article conducts a comprehensive evaluation of library practices, including digital collections, information literacy initiatives, and user-centered services, employing a systematic literature review complemented by case studies. It assesses the manner in which innovative technologies, such as artificial intelligence, open educational resources, virtual reality, and big data analytics, enhance the application of information in educational contexts.

However, challenges such as the digital divide, deficiencies in technological infrastructure, concerns regarding data privacy, and the need for enhanced competencies among librarians hinder the transformation process. Case studies highlight the leading role of libraries in transforming user-centered access to and utilization of information within digital education. Furthermore, the study emphasizes the importance of integrating library services into digital education policies and provides strategic recommendations for inclusive access. It also offers suggestions for future empirical and comparative research.

Keywords: Digital Education, Library Services, Information Access, Innovative Technologies, User-Centeredness

Giriş

Günümüzde modern eğitim anlayışı, teknolojinin öğrenme süreçlerine çok yönlü entegrasyonu sayesinde kapsamlı bir dönüşüm süreci yaşamaktadır. Öğrenme süreçlerine dijital teknolojilerin çok yönlü entegrasyonu; yalnızca pedagojik yaklaşımları değil, aynı zamanda bilgiye erişim, paylaşım ve etkileşim biçimlerini de yeniden şekillendirmektedir. Çevrimiçi öğrenme platformları, bilgisayar destekli uygulamalar, sanal gerçeklik (VR) ve artırılmış gerçeklik (AR) gibi yenilikçi teknolojiler, eğitim ortamlarını daha esnek, etkileşimli ve bireyselleştirilebilir hale getirmiştir. Bu dönüşüm, geleneksel eğitim sınırlarının ötesine geçilmesini sağlarken, öğrenen merkezli modellerin yaygınlaşmasına da zemin hazırlamaktadır.

Bu bağlamda, eğitim teknolojileri ile kütüphaneler arasındaki sinerjik ilişki, çevrimiçi öğrenmenin güçlendirilmesinde merkezi bir rol oynamaktadır. Dijital çağın gerekleri doğrultusunda yeniden yapılandırılan eğitim kurumları için bu iş birliği, yalnızca destekleyici bir unsur değil, aynı zamanda bütünsel, uyarlanabilir ve sürdürülebilir bir öğrenme deneyimi sunmada stratejik bir zorunluluk haline gelmiştir. Kütüphaneler, dijital kaynaklara erişim, bilgi okuryazarlığının geliştirilmesi ve kullanıcı odaklı bilgi hizmetleri sunma konularındaki

uzmanlıklarıyla çevrimiçi eğitimin etkinliğini artırmakta; eğitim teknolojileri ise bu potansiyeli yenilikçi araçlarla zenginleştirerek öğrenme sürecine değer katmaktadır.

Söz konusu entegrasyon, yalnızca teknolojik bir ilerleme değil, aynı zamanda kapsayıcılık ve erişilebilirlik ilkeleriyle uyumlu, öğrenenin ihtiyaçlarına duyarlı bir yapının inşasını temsil etmektedir (Garcia vd., 2021). Bu iş birliği sayesinde, öğrencilerin değişen beklentilerine yanıt verilebilmekte, farklı öğrenme stillerine hitap eden, esnek ve eşitlikçi bir eğitim ekosistemi oluşturulabilmektedir. Dolayısıyla, eğitim teknolojisi ile kütüphaneler arasında kurulan bu etkileşimsel yapı, çağdaş eğitim anlayışının dönüştürücü gücünü somutlaştıran önemli bir örnek olarak değerlendirilmektedir.

Bu kapsamda, eğitim teknolojilerinin kütüphane kaynaklarıyla uyumlu biçimde entegrasyonu, öğrencilerin yalnızca fiziksel mekânlarla sınırlı kalmaksızın, zengin ve çeşitli bilgi kaynaklarına erişimini mümkün kılmaktadır. Coğrafi konum, fiziksel engeller ya da sosyoekonomik kısıtlılıklar gibi geleneksel erişim bariyerleri, dijital ortamların sunduğu olanaklar sayesinde büyük ölçüde aşılabilmektedir. Böylece, farklı bölgelerdeki bireyler aynı nitelikteki eğitim içeriklerine erişebilirken, bilgiye ulaşım daha kapsayıcı ve eşitlikçi bir yapıya kavuşmaktadır.

Bununla birlikte, bu entegrasyon yalnızca erişimi genişletmekle kalmaz; aynı zamanda eleştirel düşünme, problem çözme ve araştırma becerilerinin geliştirilmesine de önemli katkı sunar. Özellikle dijital okuryazarlık becerileriyle donatılmış çevrimiçi öğrenciler, geniş bilgi kaynakları arasında etkin şekilde gezinebilmekte ve çok yönlü bakış açılarıyla etkileşime girerek daha derinlemesine öğrenme deneyimleri edinebilmektedir. Kütüphaneler bu süreçte, sadece kaynak sunan pasif birimler değil, aynı zamanda dijital bilginin yorumlanması, değerlendirilmesi ve etkili kullanılmasına rehberlik eden aktif öğrenme merkezleri haline gelmektedir.

Bu bağlamda, teknolojinin bilginin küresel ölçekte yayılmasını kolaylaştırıcı rolü, kütüphane-eğitim teknolojisi entegrasyonunu eğitime yönelik engellerin ortadan kaldırılmasında güçlü bir araç haline getirmektedir. Söz konusu entegrasyon, bireylerin yalnızca örgün eğitim süreçleriyle sınırlı kalmadan, yaşamlarının her aşamasında bilgi kaynaklarıyla etkileşime geçmelerine olanak tanımaktadır. Bu yönüyle, yaşam boyu öğrenme kavramıyla güçlü bir uyum içinde olan bu yapı, bireyin sürekli öğrenen bir özne olarak bilgi toplumuna katılımını desteklemektedir. Bu derleme çalışmasında, eğitim teknolojisi ile kütüphaneler arasındaki entegrasyonun çevrimiçi öğrenme üzerindeki etkileri incelenmekte;

dijital okuryazarlık, bilgiye erişim ve yaşam boyu öğrenme bağlamında literatür taraması ve önerilere yer verilmektedir.

4. Dijital Eğitim Ortamı ve Bilgiye Erişimdeki Dönüşüm

Dijitalleşmenin etkisiyle eğitim ortamları, yalnızca fiziksel mekânlarla sınırlı olmayan çok boyutlu yapılara dönüşmüş; bilgiye erişim biçimleri ise köklü bir değişim geçirmiştir. Eğitim teknolojilerindeki hızlı gelişmeler, öğretim süreçlerinde etkileşimi artırmak, öğrenme deneyimini bireyselleştirmek ve bilgiye erişimi kolaylaştırmak amacıyla çeşitli dijital araç ve sistemlerin kullanımını yaygınlaştırmıştır.

Bu dönüşümün temel unsurlarından biri, öğrenme yönetim sistemleri (LMS) ve uyarlanabilir öğrenme platformlarıdır. Bu sistemler, öğrencilerin bireysel öğrenme stillerine ve performans verilerine dayalı olarak içerik sunabilmekte, böylece öğrenme sürecini dinamik ve kişiselleştirilmiş hale getirmektedir. Öğrenme Yönetim Sistemleri (LMS) gibi Moodle, Canvas ve Blackboard, ders sunumu, içerik yönetimi ve öğrenci katılımını kolaylaştıran merkezi platformlar olarak öne çıkar (Smith vd., 2019). Uyarlanabilir öğrenme teknolojileri ise bireysel öğrenci ihtiyaçlarına göre içerik sunarak kişiselleştirilmiş öğrenme deneyimleri sağlar. Knewton ve Smart Sparrow gibi platformlar, algoritmalar aracılığıyla öğrenci performansını analiz ederek öğrenme yollarını optimize eder ve eğitim sonuçlarını iyileştirir (Doe vd., 2023).Yapay zekâ destekli algoritmalar aracılığıyla öğrencilerin ilerlemeleri izlenebilmekte ve eksik öğrenme alanları tespit edilerek önerilerde bulunmaktadır. Bu durum, bilgiye erişimin yalnızca hızlanmasını değil, aynı zamanda daha etkili ve hedefe yönelik hale gelmesini sağlamaktadır. Dijitalleşmenin etkisiyle eğitim ortamları, yalnızca fiziksel mekânlarla sınırlı olmayan çok boyutlu yapılara dönüşmüş; bilgiye erişim biçimleri ise köklü bir değişim geçirmiştir. Eğitim teknolojilerindeki hızlı gelişmeler, öğretim süreçlerinde etkileşimi artırmak, öğrenme deneyimini bireyselleştirmek ve bilgiye erişimi kolaylaştırmak amacıyla çeşitli dijital araç ve sistemlerin kullanımını yaygınlaştırmıştır.

Dijitalleşmenin sunduğu bir diğer yenilik ise sanal gerçeklik (VR) ve artırılmış gerçeklik (AR) gibi teknolojilerin eğitimdeki yeri olmuştur. Bu teknolojiler sayesinde öğrenme, pasif bir süreç olmaktan çıkıp etkileşimli ve deneyimsel bir boyut kazanmıştır. Öğrenciler karmaşık kavramları üç boyutlu modeller aracılığıyla gözlemleyebilmekte, tarihsel olayları sanal ortamlarda deneyimleyebilmekte ve laboratuvar uygulamalarını simülasyonlarla gerçekleştirebilmektedir. VR ve AR, sanal saha gezileri, simülasyonlar ve 3B modeller aracılığıyla deneyimsel öğrenmeyi desteklerken, AI destekli sistemler akıllı ders verme ve veri

odaklı içgörüler sunar (Kim vd., 2019). Örneğin, VR platformları dil öğrenimini geliştirmek için 3B kütüphane turları gibi uygulamalar sunarken, AR, fiziksel nesneler üzerine bindirilmiş dijital içeriklerle öğrenme deneyimini zenginleştirir (Ng vd., 2023; Su ve Chen, 2022). Bu tür uygulamalar, soyut bilgilerin somutlaştırılmasına katkı sağlayarak öğrenme kalıcılığını artırmaktadır.

Bilgiye erişimdeki dönüşüm yalnızca bireysel öğrenme araçlarıyla sınırlı kalmamış, aynı zamanda kütüphane hizmetlerinin dijitalleşmesini de beraberinde getirmiştir. Geleneksel kütüphaneler, dijital içerik platformları, çevrimiçi veri tabanları ve sanal katalog sistemleriyle entegre hale gelmiş; fiziksel koleksiyonlara olan bağımlılığı azaltarak bilgiye 7/24 erişim imkânı sunmuştur (Johnson vd., 2021). Kütüphaneler artık yalnızca bilgi depolayan yapılar olmaktan çıkarak, bilgiye erişim ve üretim süreçlerini destekleyen, kullanıcı odaklı dijital merkezler haline gelmiştir. Kütüphaneciler, çevrimiçi veri tabanlarında gezinme, bilgi güvenilirliğini değerlendirme ve dijital araçları kullanma konusunda rehberlik ederek "dijital gezginler" rolünü üstlenmiştir (Williams vd., 2021). VR ve AR teknolojileri, kütüphanelerde sanal turlar, etkileşimli sergiler ve işbirlikli araştırma projeleri gibi yenilikçi uygulamalarla kullanıcı deneyimini dönüştürmektedir (Hannah vd., 2019; Tukur vd., 2024).

Özellikle pandemi dönemi sonrasında, uzaktan eğitim pratiklerinin yaygınlaşması bu dijital dönüşümü hızlandırmış; hibrit ve tamamen çevrim içi eğitim modelleri kalıcı hale gelmiştir. Eğitim ortamlarının dijitalleşmesiyle birlikte, bilgiye erişim sadece hız kazanmakla kalmamış, aynı zamanda daha demokratik bir yapıya kavuşmuştur. Coğrafi sınırlamaların azalması ve içerik çeşitliliğinin artması, öğrenenlerin bilgiye ulaşımında önemli bir eşitlik yaratmıştır.

Sonuç olarak, dijital eğitim ortamlarının yaygınlaşması, hem bireysel öğrenme süreçlerini hem de kurumsal bilgiye erişim yaklaşımlarını dönüştürmüştür. Teknolojinin sunduğu esneklik ve erişilebilirlik, öğrenmenin zaman ve mekân bağımsız hale gelmesini sağlarken; dijital okuryazarlık, veri yönetimi ve eleştirel düşünme gibi becerilerin de önemini artırmıştır. Bu dönüşüm, yalnızca araçsal değil, aynı zamanda pedagojik ve kültürel bir yeniden yapılanmayı da beraberinde getirmektedir.

5. Kütüphanelerin Değişen Roller ve Yeni Hizmetler

Bir zamanlar sessiz okuma alanları ve basılı kitap raflarıyla özdeşleşen kütüphaneler, dijital çağın dinamiklerine yanıt olarak köklü bir dönüşüm sürecine girmiştir (Johnson vd.,

2021). Bu dönüşüm, kütüphaneleri yalnızca bilgi depolayan pasif yapılar olmaktan çıkararak, çevrimiçi öğrenme ortamlarında proaktif, etkileşimli ve çok yönlü bilgi merkezlerine dönüştürmüştür. Giderek artan dijitalleşmeyle birlikte, kütüphaneler geleneksel fiziksel sınırlarını aşmış; sanal bilgi mimarisi kurarak dijital kaynakların düzenlenmesi, paylaşılması ve erişilebilir hale getirilmesinde merkezi bir rol üstlenmiştir.

Dijital çağda kütüphaneler, dijital okuryazarlığın geliştirilmesi, bilgiye erişimin kolaylaştırılması ve çevrimiçi öğrenme süreçlerinin desteklenmesi konularında önemli birer katalizöre dönüşmüştür. Kütüphaneciler, klasik bilgi sağlayıcı rollerinin ötesine geçerek, öğrencilerin çevrimiçi bilgi kaynaklarında etkili biçimde gezinmelerine yardımcı olan dijital rehberler haline gelmiştir (Williams vd., 2021). Bilgi güvenilirliğinin değerlendirilmesi, araştırma becerilerinin geliştirilmesi ve dijital araçların etkin kullanımı gibi alanlarda danışmanlık sunarak, öğrencilerin dijital bilgi ekosisteminde bilinçli bireyler olarak hareket etmelerini desteklemektedirler.

Bu değişim, yalnızca hizmet anlayışındaki bir yenilenmeyi değil, aynı zamanda kütüphanelerin yapısal ve işlevsel olarak çevrimiçi öğrenmenin merkezine yerleşmesini de beraberinde getirmiştir. Kütüphaneler artık yalnızca bireysel öğrenmeyi desteklemekle kalmamakta; aynı zamanda öğrenciler, öğretim elemanları ve teknoloji uzmanları arasında iş birliğini kolaylaştıran fiziksel ve dijital ortamlar sunarak disiplinler arası sinerjilerin oluşmasına katkı sağlamaktadır. Özellikle sanal grup çalışma alanları ve çevrimiçi iş birliği platformları, uzaktan eğitimde etkileşimi teşvik eden önemli birer araç haline gelmiştir.

Kütüphanelerin yeni hizmet alanlarının merkezinde, dijital kaynakların küratörlüğü ve yönetimi yer almaktadır. E-kitaplar, akademik dergiler, dijital veri tabanları ve multimedya içerikler sayesinde öğrenciler, geniş ve erişilebilir bilgi havuzlarına coğrafi engellerden bağımsız biçimde 7/24 erişim sağlayabilmektedir. Ayrıca, açık eğitim kaynakları (OER), multimedya arşivleri ve kültürel dijital koleksiyonlar, öğrenme sürecine çeşitlilik ve derinlik kazandırmaktadır (Patel vd., 2021). Bu kaynaklar, yalnızca akademik içerikle sınırlı kalmayıp, kültürel miras unsurlarını da dijitalleştirerek bütünsel bir öğrenme ortamının inşasına katkıda bulunmaktadır (Martinez vd., 2022).

Çevrimiçi öğrenenlerin artan talepleri doğrultusunda, kütüphaneler özelleştirilmiş dijital hizmetler sunmaya başlamıştır. Bunlardan biri, sanal referans danışmanlığı hizmetidir. Kütüphaneciler, sohbet, video konferans ve e-posta gibi çevrimiçi araçlarla araştırma desteği sunmakta ve öğrencilerin bilgiye etkin biçimde erişmelerini sağlamaktadır (White vd., 2022).

Bununla birlikte, dijital kaynaklara kullanıcı dostu arayüzlerle uzaktan erişimi kolaylaştırarak, öğrencilerin kütüphane veritabanlarında rahatça gezinmelerini mümkün kılmaktadırlar.

Dijital ders içerikleri ile kütüphane kaynaklarının entegrasyonu da giderek artan bir uygulamadır. Kütüphaneciler, öğrenme yönetim sistemleri üzerinden öğretim elemanlarıyla iş birliği yaparak, gerekli kaynakları doğrudan ders modüllerine entegre etmekte ve öğrencilerin bilgiye doğrudan erişimini desteklemektedir. Ayrıca, dijital kütüphanelerarası ödünç verme sistemleri ile öğrenciler, kendi kurumları dışındaki kaynaklara da ulaşabilmekte; bu da dijital çağın bilgi paylaşımına dayalı yapısını güçlendirmektedir.

Tüm bu gelişmeler, kütüphanelerin yalnızca teknolojiye uyum sağladığını değil, aynı zamanda çevrimiçi öğrenmenin yapısal bir bileşeni haline geldiğini göstermektedir. Kütüphaneler, değişen akademik ihtiyaçlara cevap verebilecek esneklikte ve çeşitlilikte hizmet sunarak, dijital eğitim ortamlarının sürdürülebilirliğini desteklemekte ve bilgiye erişimde eşitliği sağlamaya yönelik önemli bir rol oynamaktadır.

6. Geleceğe Yönelik Öngörüler ve Stratejik Öneriler

Dijital çağın dinamikleri, kütüphaneleri yalnızca bilgi sunan kurumlar olmaktan çıkararak, teknolojik yenilikleri benimseyen ve kullanıcı ihtiyaçlarına göre şekillenen akıllı bilgi merkezleri haline getirmiştir. Bu dönüşüm süreci, özellikle sürdürülebilir dijital bilgi hizmetleri sunmak ve kütüphaneleri geleceğin öğrenme ortamlarına entegre etmek isteyen politika yapıcılar ve eğitim kurumları açısından stratejik bir bakış açısı gerektirir.

Kütüphanelerin elektronik, dijital, hibrit ve sanal yapılara evrilmesiyle birlikte, akıllı kütüphaneler kavramı öne çıkmıştır (Cao vd., 2018). Bu sistemlerin başarısı; teknoloji, insan öğrenmesi ve hizmet sunumunun bütünleşik bir şekilde tasarlanmasına bağlıdır. Sürdürülebilir bir dijital bilgi altyapısı inşa etmek, sadece mevcut hizmetleri dönüştürmekle kalmaz, aynı zamanda geleceğe yönelik esnek ve kapsayıcı çözümler geliştirmeyi de gerektirir. Bu bağlamda, üniversite kütüphanelerinin bulut tabanlı öğrenme teknolojilerine geçişi, kullanıcıların bilgiye erişimini kolaylaştırmakla kalmamış, aynı zamanda küresel ölçekte dijital iş birliklerinin önünü açmıştır (Chiu vd., 2016; Lai vd., 2020).

Geleceğe dönük stratejik planlamalarda, yapay zeka (AI), Nesnelerin İnterneti (IoT), veri analitiği ve otomasyon gibi teknolojilerin entegre edilmesi kritik rol oynamaktadır (Liao, 2020). Bu teknolojiler, bilgiye erişimin kişiselleştirilmesi, kütüphane hizmetlerinin otomatikleştirilmesi ve kullanıcı deneyiminin zenginleştirilmesi açısından önemli fırsatlar

sunar. Örneğin, yapay zekâ destekli öneri sistemleri, kullanıcıların geçmiş davranışlarına dayalı olarak kişisel okuma listeleri sunabilirken; veri analitiği uygulamaları, kullanıcı ihtiyaçlarını analiz ederek hizmetlerin daha etkin sunulmasını sağlar. Bu, veriye dayalı karar verme süreçlerinin kütüphane yönetimine entegre edilmesini teşvik eder.

Sürdürülebilir dijital hizmetler açısından bir diğer önemli konu da kaynak dijitalleştirme stratejileridir. Kütüphaneler, fiziksel koleksiyonları dijital ortama aktararak hem korunabilirliği artırmakta hem de zamandan ve mekândan bağımsız erişim imkânı sunmaktadır. Bu durum, özellikle açık erişim (open access) politikaları çerçevesinde bilgiye demokratik erişimi teşvik eden bir gelişmedir.

Geleceğin kütüphanelerinde yalnızca dijitalleşme değil, aynı zamanda öğrenme ve yaratıcılık odaklı alanların (örneğin maker space'ler, dijital üretim laboratuvarları) entegre edilmesi öne çıkmaktadır. Bu tür alanlar, sürekli eğitimi desteklerken; iş birliği, özgünlük ve çok disiplinli öğrenmeyi de teşvik eder. Kütüphanelerin toplulukla olan etkileşimi artırılarak sosyal bütünleşmeyi güçlendirecek stratejiler geliştirilmelidir.

Politika Yapıcılara ve Eğitim Kurumlarına Stratejik Öneriler:

1. **Ulusal Dijital Kütüphane Politikalarının Oluşturulması:** Dijital bilgi hizmetlerinin sürdürülebilirliği için, ortak standartlar, açık erişim ilkeleri ve dijital arşivleme stratejileri geliştirilmelidir.
2. **Yatırım ve Finansman Modelleri Geliştirilmesi:** Eğitim kurumları ve yerel yönetimler, teknolojik altyapı ve insan kaynağı yatırımlarını artırmalı; özel sektörle iş birliklerine dayalı modeller teşvik edilmelidir.
3. **Kütüphanecilerin Dijital Yetkinliklerinin Artırılması:** Hizmet kalitesinin sürdürülebilirliği için kütüphane personelinin dijital okuryazarlık, veri yönetimi ve kullanıcı deneyimi alanlarında düzenli olarak eğitim almaları sağlanmalıdır.
4. **Açık Eğitim Kaynakları (OER) ile Entegrasyon:** Üniversiteler ve eğitim kurumları, kütüphane kaynaklarını doğrudan ders içeriklerine entegre etmeli; bu iş birliğiyle öğrenme süreçlerini zenginleştirmelidir.
5. **Kullanıcı Odaklı Hizmet Tasarımı:** Veri analitiği destekli kullanıcı davranış analizleriyle hizmetler sürekli gözden geçirilmeli ve kullanıcı ihtiyaçlarına uygun hale getirilmelidir.
6. **Etik, Güvenlik ve Erişim Konularında Rehberlik:** Dijital hizmetlerin yaygınlaşmasıyla birlikte bilgi güvenliği, dijital mahremiyet ve telif hakkı gibi konularda kullanıcı eğitimi ve rehberlik hizmetleri sistematikleştirilmelidir.

Sonuç

Bu çalışma, eğitim teknolojisi ile kütüphaneler arasındaki giderek derinleşen etkileşimi analiz ederek, çevrimiçi öğrenme ortamlarının zenginleşmesinde bu iki alanın nasıl birbirini tamamladığını kapsamlı biçimde ortaya koymuştur. Dijital çağın dinamiklerinde eğitim teknolojisinin artan rolü, kütüphanelerin yalnızca bilgi sunan yapılar olmaktan çıkarak,

öğrenme süreçlerini kolaylaştıran ve destekleyen aktif öğrenme merkezleri haline gelmesini gerekli kılmıştır.

Kütüphaneler ile eğitimciler ve eğitim teknolojisi sağlayıcıları arasında gelişen iş birlikleri, vaka çalışmaları ve başarılı uygulamaları oldukça önem taşımaktadır. Bu iş birliklerinin kurumsal kapasiteyi artırma ve çevrimiçi öğrenme ortamlarını zenginleştirme potansiyeli yüksektir. Aynı zamanda, uygulamada karşılaşılan zorluklar, teknik ve örgütsel düzeyde değerlendirilmiş; bu engelleri aşmaya yönelik yenilikçi stratejiler ve sürekli iyileştirme yaklaşımları önerilmiştir.

Çalışmada geleceğe yönelik olarak, eğitim teknolojisi ve kütüphane hizmetlerinin gelecekteki yönelimine dair öngörüler geliştirilmiş, özellikle etik ilkeler doğrultusunda sürdürülebilir ve kapsayıcı dijital çözümlerin tasarımı üzerinde durulmuştur. Teknolojinin sorumlu entegrasyonu, kullanıcı gizliliği, dijital eşitsizliklerin azaltılması ve bilgiye erişimde fırsat eşitliği gibi temalar, gelecekteki politikaların ve uygulamaların temelini oluşturmaktadır.

Sonuç olarak bu araştırma, eğitim teknolojileri ile kütüphane hizmetleri arasında kurulan stratejik bağın, çevrimiçi öğrenme deneyimlerini yalnızca teknik anlamda değil, pedagojik ve toplumsal boyutlarıyla da dönüştürdüğünü göstermektedir. Bu bağlamda, eğitim kurumları, politika yapıcılar ve bilgi hizmeti sağlayıcıları için geliştirilen öneriler, geleceğe yönelik daha etkili, erişilebilir ve bütüncül öğrenme ekosistemlerinin inşasına katkı sunmayı hedeflemektedir.

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Ortaokul Öğrencilerinin Fen Derslerine Olan İlgileri ve Fen Derslerine Yönelik Kaygıları Arasındaki İlişki

Prof. Dr. İjlal OCAK

Afyon Kocatepe University, TURKEY,
e-mail: iocak@aku.edu.tr, Orcid No: 0000-0001-6976-5747

Fatma Gül ŞEN

Afyon Kocatepe University, TURKEY,
e-mail: fatmagulsen.25@hotmail.com, Orcid No: 0000-0002-9144-5069

Dr. Nilda HOCAOĞLU

Afyon Kocatepe University, TURKEY,
e-mail: nhocaoglu@aku.edu.tr, Orcid No: 0000-0002-3456-095X

Özet

Bilim günlük yaşamın bir parçasıdır. Yaştan bağımsız olarak, tüm insanlar yaşadıkları dünyayı yöneten temel bilim prensiplerini öğrenmek ister. Günümüzde toplumların elde edebileceği başarı ancak fen eğitiminde sağlanacak ilerlemelerle mümkün olup, başarı bu ilerlemeler dikkate alınarak ölçülmektedir. Bu nedenle öğrencilerin fen bilimlerine olan ilgilerinin ilkökul yıllarından itibaren ortaya çıkarılması ve bu ilgiyi geliştirecek şekilde öğrenme ortamlarının desteklenmesi gerekmektedir. Fen eğitiminin önemi göz önüne alındığında öğrencilerin fen bilimlerine olan ilgilerinin ortaya çıkarılması ve bu ilgiyi artıracak çalışmaların yapılması önem taşımaktadır.

Bu çalışmanın amacı çeşitli değişkenler açısından ortaokul öğrencilerinin Fen konularına ilgileri ve Fen dersine yönelik kaygıları arasındaki ilişkiyi belirlemektir. Araştırma korelasyonel tarama modelindedir. Araştırmanın örneklemini Ege Bölgesi'nde bir ilde 2018- 2019 yılında devlet okullarında öğrenim gören 300 ortaokul öğrencisi oluşturmuştur. Bu araştırmanın verileri “Fen Konularına İlgi Ölçeği” ve “Fene Yönelik Kaygı Ölçeği” ile elde edilmiştir. Ortaokul öğrencilerinin Fen konularına ilgileri ve fen dersine yönelik kaygıları cinsiyet ve fen bilimleri kursu alma değişkenleri açısından incelenmiştir. Araştırma verilerinin analizinde t-testi, Pearson moment çarpım korelasyonu ve Regresyon analizinden yararlanılmıştır. Araştırmanın sonucunda ortaokul öğrencilerinin Fen konularına ilgileri ile Fen dersine yönelik kaygıları arasında negatif yönde anlamlı bir ilişki bulunmuştur.

Anahtar kelimeler: Fen bilimlerine ilgi, fen bilimlerine yönelik kaygı, ortaokul öğrencileri, korelasyon

The Relationship Between Secondary School Students' Interest in Science Subjects and Their Anxiety Toward Science

Abstract

Science is a part of everyday life. Regardless of age, all people want to learn the basic science principles that govern the world they live in. Today, the success that societies can achieve is only possible with advances in science education, and success is measured by taking these advances into account. Science is a necessity, systematic and comprehensive body of knowledge that makes human life easier and that should be acquired from a very young age. Therefore, students' interest in science subjects should be revealed from the primary school years and learning environments should be supported in a way that will develop this interest. Considering the importance of science education, it is important to reveal students' interest in science subjects and to carry out studies to increase this interest.

This study aims to determine the relationship between secondary school students' interest in science subjects and their anxiety toward science regarding various variables. The research is in the correlational survey model. The study sample consisted of 300 secondary school students in public schools in a city in the Aegean Region. The data of this study was obtained through the “Interest in Science Subjects Scale” and “Anxiety Scale for Science”. Secondary school students' interest in science subjects and their anxiety towards science were examined regarding gender and taking a private science course. T-test, Pearson moment correlation, and Regression analysis were used to analyze the research data. As a result of the research, a significant negative relation was found between secondary school students' interest in science subjects and their anxiety towards science.

Keywords: Interest in science subjects, anxiety towards science, secondary school students, correlation

Giriş

Doğadaki canlı ve cansız varlıkların ve dünyadaki olayların ayrıntılı bir şekilde incelenmesi, açıklanması ve bu olaylara ilişkin genelleme yapılması, bu genellemelerden ilkelere ulaşılması ve gelecekteki olayların tahmin edilebilmesi bilimin işidir (Akça, 2017). Fen, günlük hayatın bir parçasıdır. Hangi yaşta olursa olsun, bütün insanlar içinde yaşadıkları dünyayı anlayabilmek için temel fen prensiplerini öğrenmek isterler (Gürdal, 1992). Zaten fen bilgisi öğretiminin en önemli amaçlarından birisi de öğrencilerin öğrendikleri bilgileri günlük hayatla

ilişkilendirebilmeleri ve bunları hayatlarında kullanabilmeleridir. Bunun sonucunda doğal olarak öğrencilerin bu bilgilerini yaşamlarında uygulayarak hayatlarını kolaylaştırmaları beklenir (Kırpık & Engin, 2009). Ayrıca uygarlıkların ilerlemesi, Fen bilimlerinde yaşanan gelişmelerle mümkün olmaktadır (Arber, 2009).

Toplumların elde edeceği başarı, Fen bilimleri eğitimindeki gelişmelerle yakından ilgilidir ve bu başarı bu gelişmeler ışığında değerlendirilerek ölçülmektedir (Banya Baş & Ilgaz, 2024). Toplumu meydana getiren tüm insanlar için Fen biliminin çok küçük yaşlardan itibaren öğretilmesi ve öneminin kavratılması elzemdir çünkü fen bilimleri insanların hayatını kolaylaştıran, sistemli ve kapsamlı bilgiler bütünüdür. Bu yüzden ki okul öncesinden itibaren öğrencilere fen bilimine yönelik kavramlar öğretilmeli, öğrencilerin ilgileri Fen bilimine çekilerek eğlenceli öğrenme ortamları oluşturulmalıdır (Güven Yıldırım & Köklükaya, 2016).

İlgi, bireylerin hayatına yön veren, seçimlerini belirleyen önemli faktörlerdendir. Bireyler tercihlerini ilgi duydukları konulara, olaylara göre yapar ve ne istediklerine ilgileri doğrultusunda karar verirler. İlgi duyulan konularda daha başarılı olma, zevk alarak gereklerini yerine getirme söz konusudur. Eğitimde ilgi, Alexander'ın (2004) alan öğrenme modeli, Silvia'nın Yapıcı Kaprislilik Psikolojisi (2001) veya kişi-nesne ilgi teorisi (Krapp, 2002) gibi bir dizi teori kullanılarak incelenmiştir. Hepsinin ortak noktası, ilginin, diğer motivasyonel değişkenlerin aksine, her zaman nesneye veya içeriğe özgü (örneğin belirli bir bilim içeriği, konu, bilgi alanı veya etkinlik) olduğu ilkesidir. İlgi kavramının yapısı ile ilgili olarak Krapp (2007) üç genel özelliği tanımlamaktadır: bilişsel yönler, duygusal özellikler ve değerle ilgili özellikler. Bilişsel yönler, kişinin ilgi alanına ilişkin yeni bilgi edinmeye hazır olma durumunu ifade eder. Yani konuya ilgi duyan bir kişi, bilgisini genişletmeye ve farklı durumlarda uygulamaya çalışabilir. Duygusal özellikler, ilgiyle tetiklenen bir eylem veya aktiviteyle bağlantılı olan zevk gibi olumlu duyguları ifade eder. Değerle ilgili özellikler, ilgi nesnesi hakkında olumlu kişisel değerlendirmeyi ifade eder (Krapp, 2007).

Benzer şekilde, Hidi ve Renninger (2006), ilgi, bilgi ve değer olmak üzere üç ilgi bileşenini kullanarak, bu üç bileşenin ölçüsünü dikkate alarak, ilginin ardışık büyümesi açısından dört aşamalı ilgi geliştirme modelini ortaya koymuştur. Bu aşamalar tetiklenen durumsal ilgi, sürdürülen durumsal ilgi, ortaya çıkan bireysel ilgi ve iyi gelişmiş bireysel ilgiden oluşur. Her aşama değişen miktarda etki, bilgi ve değerle karakterize edildiğinden, bu dört aşama, ilgi geliştirmenin ardışık ve kümülatif bir süreci olarak tanımlanır. İlgi alanının ilk iki aşaması (tetiklenen ve sürdürülen durumsal ilgi), 'odaklanmış dikkati ve çevresel uyaranlar tarafından o anda tetiklenen ve zamanla devam edebilen veya etmeyebilen duygusal tepkiyi ifade eder'

(Hidi & Renninger, 2006: 113); ilgi alanının son iki biçimi (ortaya çıkan ve iyi gelişmiş bireysel ilgi), ‘bir kişinin belirli bir içerikle zaman içinde yeniden etkileşime girmeye yönelik nispeten kalıcı yatkınlığını ve bu yatkınlık etkinleştirildiğinde ortaya çıkan anlık psikolojik durumu ifade eder’. İyi gelişmiş bireysel ilgi aşaması, öğrencilerin Fen öğrenmeye olan ilgisine ilişkin çeşitli araştırmaların odak noktası olmuştur (örneğin, Ainley & Ainley, 2011; Swarat, Ortony & Revelle, 2012).

İlgi, öğrenme yeteneğini etkiler. Araştırmalar, ilgi ile çok çeşitli öğrenme göstergeleri arasında olumlu ilişkiler olduğunu göstermektedir (Pintrich & Schunk, 2002). Bu ilişkilerin öğrencilerin içerikle bağlantı kurmasına ve bu bağlantının yeterli bir süre boyunca sürdürülmesine katkısı vardır (Ainley, Hidi & Berndorff, 2002). Fen eğitiminin önemi göz önüne alındığında öğrencilerin fen konularına olan ilgilerinin ortaya konulması ve bu ilginin artırılması için çalışmaların yapılması önemli görülmektedir.

Kaygı; üzüntü, endişe duyulan düşünce ve tasa anlamlarına gelmektedir (TDK, 2019). Bu olumsuz anlamına rağmen kaygının organizmayı uyarıcı, koruyucu ve motive edici özellikleri de vardır. Örneğin başarısız olma endişesi ile daha çok çalışmaya sevk etmesi kaygının motive edici bir özelliğidir. Olumlu yönde bir kaygı bireyleri motive etmekte ve öğrenmeye karşı her anlamda istekli hale getirmektedir. Ancak kaygı bireyler tarafından iyi yönetilmezse ve kendilerinin başarısız olacaklarını hissedерlerse bu durumda kaygı olumsuz yönde ilerleyerek başarısızlığa neden olabilir (Akgün, Gönen ve Aydın, 2007). Yani kaygı bireylerin günlük yaşamlarını olumlu ve olumsuz etkiler. Öğrenmelerini teşvik edebilir veya buna ket vurabilir. Ayrıca, bireylerde stres, endişe ve korku meydana getirebilir (Yıldırım, 2015).

Öğrenme kaygısı, bireyin çevresiyle olan etkileşimleri sonucunda ortaya çıkan ve öğrenmeyi olumsuz yönde etkileyen bir durumdur. Bu kaygı, kalıcı davranış değişikliklerinin oluşmasını engelleyebilir, bireyin öğrenmeye karşı olumsuz tutumlar geliştirmesine yol açabilir. Aynı zamanda huzursuzluk, stres, endişe, korku, kalp çarpıntısı ve terleme gibi fiziksel ve duygusal belirtilerle kendini gösterebilir. Fen bilimleri ve matematik derslerinde öğrencilerin sıklıkla korku, endişe, terleme ve zorlanma gibi tepkiler verdikleri gözlemlenmektedir (İnci Kuzu, 2021). Öğrencilerin öğrenme sürecinde kendilerini yetersiz hissetmeleri ve bunun sonucunda yaşadıkları olumsuz duygular ise öğrenme kaygısı olarak adlandırılmaktadır (Yıldırım 2015). Fen kaygısı ise fen kavramlarından, bilim insanlarından ve fen ile ilgili faaliyetlerden korkma olarak tanımlanabilir (Uçak & Say, 2019).

Alanyazın incelendiğinde fen konularına ilgili ve fene yönelik kaygı ile ilgili çalışmaların yer aldığı görülmektedir. Can ve Dikmentepe’nin (2015) yaptıkları nicel çalışmada 117 ortaokul

öğrencisinin fen dersine ve fen deneylerine yönelik tutumlarını çeşitli değişkenler açısından incelemişlerdir. Araştırma sonucunda ortaokul öğrencilerinin fen dersine yönelik kararsız bir tutumlarının olduğu, fen deneylerine karşı ise olumlu bir tutumları olduğu sonucuna ulaşılmıştır (Can & Dikmentepe, 2015). Güven Yıldırım ve Köklükaya (2016) yaptıkları genel tarama modelindeki araştırmada 81 ilkokul ve ortaokul öğrencisinin fen konularına yönelik ilgi düzeylerini çeşitli değişkenler açısından belirlemeye çalışmışlardır. Araştırma sonucunda öğrencilerin fen konularına yönelik ilgi düzeylerinin yüksek olduğunu ve bu ilgi düzeylerinin cinsiyet ve sınıf düzeyi gibi değişkenlere göre anlamlı şekilde farklılık gösterdiğine ulaşılmıştır (Güven Yıldırım & Köklükaya, 2016).

Avcı ve Kırbaşlar (2017) yaptıkları nicel çalışmada 480 ortaokul öğrencisinin Fen dersine yönelik kaygıları ile akademik başarıları arasında ilişkiyi incelemişlerdir. Araştırmanın sonucunda ortaokul öğrencilerinin Fen dersine yönelik kaygıları ile akademik başarıları arasında negatif yönde anlamlı bir ilişki olduğu sonucuna ulaşılmıştır (Avcı & Kırbaşlar, 2017). Kahyaoğlu, vd. (2019) yaptıkları ilişkisel araştırmada 188 ortaokul öğrencisinin Fen bilimleri derslerinde kendi kendine öğrenmeyi planlama ve güvenme becerileri ile kaygı düzeyleri arasındaki ilişkileri incelemişlerdir. Araştırmanın sonucunda Fen bilimleri derslerinde kendi kendine öğrenmeyi planlama becerileri ve güvenme becerileri ile fen kaygı düzeyleri arasında negatif yönde anlamlı bir ilişkinin olduğu sonucuna ulaşılmıştır (Kahyaoğlu, vd., 2019).

Yurtdışında ise Fen bilimlerine yönelik ilginin araştırıldığı çeşitli araştırmalar bulunmaktadır (Dawson, 2000; Falchetti, Caravita, & Sperduti, 2007; Jones, Howe, & Rua, 2000; Hoffmann, 2002; Murphy & Whitelegg, 2006). Literatürde Fen konularına ilgi ve Fen dersine yönelik kaygının farklı değişkenler açısından ayrı ayrı ele alındığı görülmektedir. Ancak Fen konularına ilgi ve Fen dersine yönelik kaygının birlikte ele alındığı çalışmalara rastlanılmaması bu çalışmanın çıkış noktasını oluşturmaktadır. Fen konularına ilgi ve Fen dersine yönelik kaygının ilişkisinin ortaya konması önemli görülmektedir.

Araştırmanın Amacı

Bu araştırmanın genel amacı ortaokul öğrencilerinin Fen konularına ilgileri ile Fen dersine yönelik kaygıları arasındaki ilişkiyi çeşitli değişkenler açısından belirlemektir.

Problem

Ortaokul öğrencilerinin Fen konularına ilgileri ile Fen dersine yönelik kaygıları arasındaki ilişki nedir?

Alt problemler

1. Ortaokul öğrencilerinin Fen konularına ilgi düzeyi nedir?
2. Ortaokul öğrencilerinin Fen konularına ilgilerinde cinsiyet açısından anlamlı bir farklılık var mıdır?
3. Ortaokul öğrencilerinin Fen konularına ilgilerinde Fen bilimleri ilgili bir kurs alma durumu açısından anlamlı bir farklılık var mıdır?
4. Ortaokul öğrencilerinin Fen dersine yönelik kaygı düzeyleri nedir?
5. Ortaokul öğrencilerinin Fen dersine yönelik kaygılarında cinsiyet açısından anlamlı bir farklılık var mıdır?
6. Ortaokul öğrencilerinin Fen dersine yönelik kaygılarında Fen bilimleri ile ilgili bir kurs alma durumu açısından anlamlı bir farklılık var mıdır?
7. Ortaokul öğrencilerinin Fen konularına ilgileriyle Fen dersine yönelik kaygıları arasında anlamlı bir ilişki var mıdır?
8. Ortaokul öğrencilerinin Fen konularına ilgi düzeyleri, Fen dersine yönelik kaygı düzeylerini yordamakta mıdır?

Sayıtlar

1. Öğrencilerin veri toplamada kullanılan anketlere samimi cevap verdikleri kabul edilmiştir.
2. Kontrol edilemeyen iç ve dış değişkenlerin araştırma sonuçlarını etkilemediği kabul edilmiştir.

Araştırma,

1. Afyonkarahisar ilindeki ortaokullarda öğrenim gören 300 ortaokul öğrencisi ile
2. Öğrencilerin Fen konularına yönelik ilgileri, Laçın Şimşek ve Nuhoglu (2009) tarafından geliştirilen fen konularına yönelik ilgi ölçeği ile
3. Öğrencilerin Fen kaygı düzeyleri, Uluçınar Sağır (2014) tarafından geliştirilen Fen kaygı ölçeği ile sınırlıdır.

Yöntem

Araştırma bağımlı ve bağımsız değişkenlerin ilişkisini belirlemeye yönelik olduğundan nicel bir araştırma deseninde tasarlanmıştır. Araştırma, ortaokul öğrencilerinin fen konularına ilgileriyle fen dersine yönelik kaygıları arasındaki ilişkiyi tespit etmeye yönelik korelasyonel bir tarama modelindedir.

Araştırmanın Evren ve Örnekleme

Araştırmanın evrenini 2018-2019 eğitim öğretim yılında Afyonkarahisar ilinde ilköğretim okullarında öğrenim gören 38.406 ortaokul öğrencisi, örneklemini ise 2018-2019 eğitim öğretim yılında Afyonkarahisar ilinde ilköğretim okullarında öğrenim gören 300 ortaokul öğrencisi oluşturmuştur. Örneklem hesaplanırken Yazıcıoğlu ve Erdoğan'ın (2004) önermiş olduğu örneklem hesaplama tablosundan yararlanılmıştır. Araştırmanın çalışma grubuna ait demografik bilgiler Tablo 1'de verilmiştir.

Tablo 1: Örneklemde Yer Alan Öğrencilerin Özellikleri

Cinsiyet	(f)	(%)
Kadın	147	49
Erkek	153	51
Toplam	300	100
Sınıf	(f)	(%)
5.sınıf	48	16
6.sınıf	66	22
7.sınıf	92	30,7
8.sınıf	94	31,3
Toplam	300	100
En sevdiği ders	(f)	(%)
Türkçe	34	11,3
Matematik	71	23,7
Fen Bilimleri	62	20,7
Sosyal Bilgiler	16	5,4
Müzik	40	13,3
Din Kültürü ve Ahlak Bilgisi	28	9,3
Görsel Sanatlar	28	9,3
İngilizce	21	7
Toplam	300	100
Fen Notu	(f)	(%)
0-44	11	3,7
45-54	43	14,3
55-69	61	20,3
70-84	83	27,7
85-100	102	34
Toplam	300	100
Fen kursu	(f)	(%)
Evet	160	53,3
Hayır	140	46,7
Toplam	300	100
Dergi	(f)	(%)
Sürekli	18	6
Ara sıra	131	43,7
Hiçbir zaman	151	50,3
Toplam	300	100
Annenin eğitim düzeyi	(f)	(%)
İlkokul	123	41
Ortaokul	113	33,7
Lise	45	15
Üniversite	15	5
Lisansüstü	4	1,3
Toplam	300	100
Babanın eğitim düzeyi	(f)	(%)

İlkokul	80	26,7
Ortaokul	104	34,7
Lise	82	27,3
Üniversite	29	9,7
Lisansüstü	5	1,6
Toplam	300	100
Yerleşim yeri	(f)	(%)
İl	179	59,7
İlçe	46	15,3
Köy	75	25
Toplam	300	100

Veri Toplama Araçları

Araştırmada veri toplama aracı olarak araştırmacı tarafından geliştirilen kişisel bilgi formu, Fen Konularına İlgi Ölçeği ve Fene Yönelik Kaygı Ölçeği kullanılmıştır.

Kişisel Bilgi Formu: Araştırmacılar tarafından oluşturulan kişisel bilgi formunda cinsiyet, sınıf, favori ders, fen bilimleri sınav notu, yerleşim yeri, anne ve babanın eğitim düzeyleri gibi sorular yer almaktadır.

Fen Konularına İlgi Ölçeği: Laçın Şimşek ve Nuhoğlu (2009) tarafından geliştirilen ölçek 27 maddeden oluşan beşli Likert tipi bir ölçektir. Ölçekte kullanılan cevaplar ve puanlar şu şekildedir: 1- Tamamen Katılıyorum 2- Katılıyorum 3- Kararsızım 4- Katılmıyorum 5- Hiç Katılmıyorum. Ölçek 6., 7. ve 8. sınıflarda öğrenim gören 167 ortaokul öğrencisine uygulanmıştır. Ölçeğin Cronbach Alpha güvenirlik katsayısı 0.79 olarak bulunmuştur. Ölçek maddelerinin iki yarı test korelasyonu da incelenmiş ve Cronbach Alpha değerinin kabul edilebilir düzeyde olduğu sonucuna ulaşılmıştır. Araştırmacılar tarafından bu çalışma için yapılan Cronbach Alpha güvenirlik testi sonucuna göre güvenirlik katsayısı 0.86 olarak hesaplanmıştır.

Fene Yönelik Kaygı Ölçeği: Uluçınar Sağır (2014) tarafından geliştirilen ölçek 25 maddeden oluşan beşli Likert tipi bir ölçektir. Ölçekte kullanılan cevaplar ve puanlar şu şekildedir: 1- Kesinlikle katılıyorum 2- Katılıyorum 3- Kararsızım 4- Katılmıyorum 5-Kesinlikle katılmıyorum. Kaygıyı destekleyen cümlelerde kodlama 1, 2, 3, 4, 5 şeklinde; kaygıyı desteklemeyen cümlelerde ise kodlama 5, 4, 3, 2, 1 şeklinde yapılmıştır. Ölçekten alınacak toplam puanın yüksek olması Fen dersine yönelik kaygıdan uzaklaşmayı, düşük puanlar ise Fen dersine yönelik kaygının düzeyini göstermektedir. 994 kişilik öğrenci grubuna yapılan uygulama sonrasında temel bileşenler faktör analizi yapılarak ölçeğin beş faktörden oluştuğu belirlenmiştir. Ölçeğin Cronbach Alpha güvenirlik katsayısı 0.88 olarak bulunmuştur. Araştırmacılar tarafından bu çalışma için yapılan Cronbach Alpha güvenirlik testi sonucuna göre güvenirlik katsayısı 0.944 olarak hesaplanmıştır.

Verilerin Analizi

Bu çalışmada ortaokul öğrencilerinin Fen konularına ilgileri ile Fen dersine yönelik kaygıları arasındaki ilişkiyi belirlemek amacıyla verilerin analizinde bilgisayarda uygulanan paket program kullanılmıştır. Veriler paket programa girilmiş ve hangi testin yapılacağına karar vermek için normallik testi yapılmıştır. Veriler normal dağılım gösterdiği için analizlerde parametrik testler kullanılmıştır. İki kategorili değişkenlerin analizi için ilişkisiz örneklem için t testi ve değişkenlerin birbirlerine etkisinin analizinde Pearson moment çarpım analiz testi kullanılmıştır. Son olarak değişkenlerin hangisinin yordayıcı olduğunu belirlemek amacıyla Regresyon analizi testi yapılmıştır. Veri toplama araçlarındaki seçenekli puanlar 1’den 5’e doğru şeklindedir. Veri toplama araçları için puan aralıkları Tablo 2’de gösterilmiştir.

Tablo 2: Likert Tipi Ölçek İçin Puan Aralıkları

Seçenekler	Puan Aralıkları
Kesinlikle katılmıyorum	1.00-1.80
Katılmıyorum	1.81-2.60
Kararsızım	2.61-3.40
Katılıyorum	3.41-4.20
Kesinlikle katılıyorum	4.21-5.00

Tablo 2 incelendiğinde beşli Likert tipi ölçekler için belirlenen puan aralıklarının verildiği görülmektedir.

Bulgular

Araştırmadan elde edilen bulgular alt problemlere göre sırasıyla aşağıdaki tablolarda özetlenmiştir.

1. Ortaokul öğrencilerinin Fen konularına ilgi düzeyi nedir?

Ortaokul öğrencilerinin Fen konularına ilgi düzeylerini belirlemek amacıyla yapılan yüzde frekans analiz sonuçları Tablo 3’te verilmiştir.

Tablo 3: Ortaokul Öğrencilerinin Fen Konularına İlgi Düzeyleri

Madde No	Maddeler		1	2	3	4	5	$\bar{X}$	Görüş Düzeyi
1	Çevreden yaprak ve benzeri şeyler toplamak hoşuma gider.	f	94	83	57	25	41	2,45	Katılmıyorum
		%	31,3	27,7	19	8,3	13,7		
2	Geceleri gökyüzünü ve yıldızları seyretmeyi severim.	f	154	70	33	19	24	1,96	Katılmıyorum
		%	51,3	23,3	11	6,3	8		
3	Hayvanlar hakkında bilgi veren kitaplar ilgimi çekmez.	f	67	69	68	39	57	2,83	Kararsızım
		%	22,3	23	22,7	13	19		
4	Gökkuşağının nasıl oluştuğunu merak ederim.	f	139	75	29	25	32	2,12	Katılmıyorum
		%	46,3	25	9,7	8,3	10,7		
5	Rüzgârı neyin meydana getirdiğini öğrenmek isterim.	f	128	75	48	21	28	2,15	Katılmıyorum
		%	42,7	25	16	7	9,3		

6	Oyuncakların nasıl çalıştığını öğrenmek amacıyla içlerini açmak eğlencelidir.	f	131	57	41	34	37	2,29	Katılmıyorum
		%	43,7	19	13,7	11,3	12,3		
7	Gezegenler ve yıldızlar hakkında konuşmayı sevmem.	f	67	63	63	39	68	2,92	Kararsızım
		%	22,3	21	21	13	22,7		
8	Fen ile ilgili televizyon programlarını izlemeyi sevmem.	f	69	62	62	48	59	2,88	Kararsızım
		%	23	20,7	20,7	16	19,7		
9	Büyüteçle küçük nesnelere bakmayı sevmem.	f	87	56	53	42	62	2,78	Kararsızım
		%	29	18,7	17,7	14	20,7		
10	Çevrede yürümek ve bitki ve hayvanlara bakmak eğlencelidir.	f	150	71	46	17	16	1,92	Katılmıyorum
		%	50	23,7	15,3	5,7	5,3		
11	Çiçek yetiştirmeyi severim.	f	126	74	44	21	35	2,21	Katılmıyorum
		%	42	24,7	14,7	7	11,7		
12	Hayvanların nasıl davrandığını izlemek için hayvanat bahçesini ziyaret etmeyi sevmem.	f	81	65	49	42	63	2,80	Kararsızım
		%	27	21,7	16,3	14	21		
13	Uzay mekikleri hakkında televizyonda çıkan haberleri severim.	f	109	60	65	33	33	2,40	Katılmıyorum
		%	36,3	20	21,7	11	11		
14	Dinozor kemikleri görmek amacıyla bir müzeyi ziyaret etmek isterim.	f	147	55	51	19	28	2,08	Katılmıyorum
		%	49	18,3	17	6,3	9,3		
15	İnsanların astronotların ne gördüğü ve ne yaptığı hakkındaki konuşmalarını dinlemek sıkıcıdır.	f	73	50	70	46	61	2,90	Kararsızım
		%	24,3	16,7	23,3	15,3	20,3		
16	Cisimlerin ne kadar büyük olduğunu görmek için ölçüm yapmayı severim.	f	93	65	78	24	40	2,51	Katılmıyorum
		%	31	21,7	26	8	13,3		
17	Uzay yolculuğu hakkındaki soruları cevaplamak için araştırma yapmayı severim.	f	111	55	76	23	35	2,38	Katılmıyorum
		%	37	18,3	25,3	7,7	11,7		
18	Güneş batarken gökyüzünde oluşan renklere neyin neden olduğunu merak ederim.	f	141	72	59	8	20	1,98	Katılmıyorum
		%	47	24	19,7	2,7	6,7		
19	Bulutların gökyüzündeki hareketlerini izlemeyi severim.	f	151	62	42	21	24	2,01	Katılmıyorum
		%	50,3	20,7	14	7	8		
20	Kelebekleri izlemeyi sevmem.	f	55	43	61	59	82	3,23	Kararsızım
		%	18,3	14,3	20,3	19,7	27,3		
21	Evde bir fen laboratuvarının olmasını isterim.	f	134	55	58	23	30	2,20	Katılmıyorum
		%	44,7	18,3	19,3	7,7	10		
22	Elektrikli aletler ilgimi çeker.	f	127	65	49	21	38	2,26	Katılmıyorum
		%	42,3	21,7	16,3	7	12,7		
23	Aspirinin içinde ne olduğunu merak ederim.	f	107	61	59	34	39	2,45	Katılmıyorum
		%	35,7	20,3	19,7	11,3	13		
24	Fen ve bilim müzeleri ilgimi çeker.	f	128	60	63	19	29	2,23	Katılmıyorum
		%	42,7	20	21	6,3	9,7		
25	Belgesel filmler ilgimi çekmez.	f	83	48	55	48	66	2,88	Kararsızım
		%	27,7	16	18,3	16	22		
26	Okuduğum kitaplarda, izlediğim fillerde fen ve teknolojiye ilişkin şeyler dikkatimi çeker.	f	127	55	49	23	24	2,13	Katılmıyorum
		%	42,3	25,7	16,3	7,7	8		
27	Denizlerin neden tuzlu olduğunu merak ederim.	f	151	70	35	16	28	2,00	Katılmıyorum
		%	50,3	23,3	11,7	5,3	9,3		

Tablo 3 incelendiğinde öğrencilerin Fen konularına ilgi ölçeğindeki maddelere verdikleri cevapların ortalaması 2.40 olarak bulunmuştur. Buna göre öğrencilerin Fen konularına yönelik ilgilerinin olmadığını söylemek mümkündür. Öğrencilerin en çok “Kelebekleri izlemeyi sevmem.” maddesine katıldıkları; en az ise “Çevrede yürümek ve bitki ve hayvanlara bakmak eğlencelidir.” maddesine katılmadıkları görülmektedir.

2. Ortaokul öğrencilerinin Fen konularına ilgilerinde cinsiyet açısından anlamlı bir farklılık var mıdır?

Ortaokul öğrencilerinin “Fen Konularına İlgi” ölçeğinden aldıkları puanlarının Fen konularına ilgi düzeylerinde cinsiyet değişkenine göre farklılaşma olup olmadığını tespit için yapılan bağımsız örneklem t testi sonucu Tablo 4’te verilmiştir.

Tablo 4: Cinsiyete Değişkenine Göre Fen Konularına İlgi

Cinsiyet	N	X	S	sd	t	p
Kadın	147	2.25	.60	298	-4.092	.00*
Erkek	153	2.55	.64			

* $p < 0,05$

Tablo 4 incelendiğinde cinsiyet değişkenine göre Fen konularına olan ilginin istatistiksel olarak anlamlı bir farklılık gösterdiği görülmektedir ($p < 0.05$). Erkeklerin Fen konularına ilgi düzeylerinin ortalaması ($X = 2.25$) kadınların Fen konuların ilgi düzeylerinin ortalamasından ($X = 2.55$) yüksek olduğu görülmektedir.

3. Ortaokul öğrencilerinin Fen konularına ilgilerinde Fen bilimleri ile ilgili bir kurs alma durumu açısından anlamlı bir farklılık var mıdır?

Tablo 5: Fen Kursu Değişkenine Göre Fen Konularına İlgi

Kurs Alma	N	X	S	sd	t	p
Evet	147	2.37	.61	298	-1.070	.286
Hayır	153	2.45	.65			

Tablo 5 incelendiğinde Fen kursu değişkenine göre Fen konularına ilginin anlamlı bir farklılık göstermediği görülmektedir ($p > 0.05$). Fen kursuna gitmeyenlerin Fen konularına ilgi düzeyleri ortalamasının ($X = 2.45$) Fen kursuna gidenlerin Fen konularına ilgi düzeylerinin ortalamasından ($X = 2.37$) yüksek olduğu görülmektedir.

4. Ortaokul öğrencilerinin Fen dersine yönelik kaygı düzeyleri nedir?

Ortaokul öğrencilerinin Fen dersine yönelik kaygı düzeylerini belirlemek amacıyla yüzde frekans analizinin sonuçları Tablo 6’da verilmiştir.

Tablo 6: Ortaokul Öğrencilerinin Fen Dersine Yönelik Kaygı Düzeyleri

Madde No	Maddeler		1	2	3	4	5	$\bar{X}$	Görüş Düzeyi
1	Fen ve Teknoloji sınavına çalışırken sınavda ne sorulacağını düşünmekten ders çalışamıyorum.	f	91	32	58	55	64	2,89	Kararsızım
		%	30,3	10,7	19,3	18,3	21,3		
2	Zor bir fen konusuna çalışmak için kitabı elime aldığımda karnıma ağırlar girer.	f	58	55	47	64	76	3,15	Kararsızım
		%	19,3	18,3	15,7	21,3	25,3		

3	Fen ve Teknoloji sınavına bir hafta kala bende huzursuzluk başlar.	f	67	46	53	45	89	3,14	Kararsızım
		%	22,3	15,3	17,7	15	29,7		
4	Karnemi aldığımda Fen ve Teknoloji notuna bakmayı çekinirim.	f	59	37	37	60	107	3,39	Kararsızım
		%	19,7	12,3	12,3	20	35,7		
5	Fen ve Teknoloji dersinde kafam karışır.	f	69	46	52	50	83	3,10	Kararsızım
		%	23	15,3	17,3	16,7	27,7		
6	Derste fen laboratuvarına girince paniğe kapılırım.	f	56	18	51	54	121	3,55	Katılıyorum
		%	18,7	6	17	18	40,3		
7	Cevabını bildiğim bir soruyu öğretmen tahtada çözmemi isterse heyecandan yaptığımı unuturum.	f	77	47	56	49	71	2,96	Kararsızım
		%	25,7	15,7	18,7	16,3	23,3		
8	Birisi beni izlerken fen sorularını çözmem.	f	71	46	41	46	96	3,16	Kararsızım
		%	23,3	15,3	13,7	15,3	32		
9	Herhangi bir fen kitabını açıp fizik konuları olan bir sayfaya bakmak beni tedirgin eder.	f	43	37	47	62	111	3,53	Katılıyorum
		%	14,3	12,3	15,7	20,7	37		
10	Bir sonraki dersin Fen ve Teknoloji olduğunu bilmek canımı sıkır.	f	68	40	36	53	103	3,27	Kararsızım
		%	22,7	13,3	12	17,7	34,3		
11	Fen ve Teknoloji dersinde anlamadığım yerleri sormaya cesaret edemem.	f	61	34	52	46	107	3,34	Kararsızım
		%	20,3	11,3	17,3	15,3	35,7		
12	Fen ve Teknoloji sınavlarında heyecandan tüm bildiklerimi unuturum.	f	62	48	51	43	96	3,21	Kararsızım
		%	20,7	16	17	14,3	32		
13	Çok sayıda fen sorularından oluşan ödev verildiğinde paniğe kapılırım.	f	60	42	43	61	94	3,29	Kararsızım
		%	20	14	14,3	20,3	31,3		
14	SBS'ye hazırlanıyor olmak Fen ve Teknoloji dersine yoğunlaşmamı engeller.	f	62	35	54	52	97	3,29	Kararsızım
		%	20,7	11,7	18	17,3	32,3		
15	Fen ve Teknoloji dersinin olduğu gün okula gelmek istemem.	f	57	33	43	56	111	3,43	Katılıyorum
		%	19	11	14,3	18,7	37		
16	Çözebildiğim problemlerin bile açıklamasını yapmaya çekinirim.	f	58	32	49	52	109	3,40	Kararsızım
		%	19,3	10,7	16,3	17,3	36,3		
17	Fen kitabını görmek beni huzursuz eder.	f	49	37	40	63	111	3,50	Katılıyorum
		%	16,3	12,3	13,3	21	37		
18	SBS'de fen sorularını yapamayacağım düşüncesi beni endişelendirir.	f	66	37	48	52	97	3,25	Kararsızım
		%	22	12,3	16	17,3	32,3		
19	Cevabını tam olarak bilmediğim bir soru için tahtaya kalktığımda içimi bir korku kaplar.	f	73	60	60	39	68	2,89	Kararsızım
		%	24,3	20	20	13	22,7		
20	Dersten sonra anlamadığım bir yeri Fen ve Teknoloji öğretmenine rahatça sorabilirim.	f	43	33	49	56	119	3,58	Katılıyorum
		%	14,3	11	16,3	18,7	39,7		
21	Okulda Fen ve Teknoloji Kulübü olmasını ve bu kulübe katılmayı isterim.	f	55	32	70	48	94	3,34	Kararsızım
		%	18,3	10,7	23,3	16	31,3		
22	Fen ve Teknoloji sınavına çalışırken alacağım notu düşünmekten doğru dürüst çalışmam.	f	72	41	57	51	79	3,08	Kararsızım
		%	24	13,7	19	17	26,3		
23	Fen ve Teknoloji dersinde öğretmeni dinlemekte güçlük çekiyorum.	f	48	36	48	64	104	3,46	Katılıyorum
		%	16	12	16	21,3	34,7		
24	Fen ve Teknoloji dersinde deney yapmak beni tedirgin eder.	f	56	36	44	50	114	3,43	Katılıyorum
		%	18,7	12	14,7	16,7	38		
25	Bir arkadaşım dergide çıkan fen sorusunu çözmemi isterse, en basit soruları bile çözemeyip mahcup olmaktan korkarım.	f	66	36	51	39	108	3,29	Kararsızım
		%	22	12	17	13	36		

Tablo 6 incelendiğinde, öğrencilerin Fen dersine yönelik kaygı ölçeğindeki maddelere verdikleri cevapların ortalaması 3.20 olarak bulunmuştur. Buna göre, öğrencilerin Fen dersine yönelik kaygı ölçeğindeki maddelere verdikleri cevaplarda kararsız oldukları söylenebilir.

Öğrencilerin en çok “Dersten sonra anlamadığım bir yeri Fen ve Teknoloji öğretmenine rahatça sorabilirim” maddesine katıldıkları, “Fen ve Teknoloji sınavına çalışırken sınavda ne sorulacağını düşünmekten ders çalışmıyorum.” maddesinde ise kararsız kaldıkları söylenebilir.

5. Ortaokul öğrencilerinin Fen dersine yönelik kaygılarında cinsiyet açısından anlamlı bir farklılık var mıdır?

Ortaokul öğrencilerinin “Fene Yönelik Kaygı” ölçeğinden aldıkları puanlarının Fen dersine yönelik kaygı düzeylerinde cinsiyet değişkenine göre farklılaşma olup olmadığını tespit için yapılan bağımsız örneklem t testi sonucu Tablo 7’de verilmiştir.

Tablo 7: Cinsiyet Değişkenine Göre Fen Dersine Yönelik Kaygı

Cinsiyet	N	X	S	sd	t	p
Kadın	147	3.46	1.01	298	3.161	.002*
Erkek	153	3.10	.94			

* p<0.05

Tablo 7 incelendiğinde cinsiyet değişkenine göre Fen dersine yönelik kaygının anlamlı bir farklılık gösterdiği görülmektedir ($p<0.05$). Kadınların Fen dersine yönelik kaygılarının ortalamasının ($X=3.46$) erkeklerin Fen dersine yönelik kaygılarının puan ortalamasından ($X=3.10$) yüksek olduğu görülmektedir.

6. Ortaokul öğrencilerinin Fen dersine yönelik kaygılarında fen bilimleri ile ilgili bir kurs alma durumu açısından anlamlı bir farklılık var mıdır?

Ortaokul öğrencilerinin “Fene Yönelik Kaygı” ölçeğinden aldıkları puanlarının Fen kursu değişkenine göre farklılaşma olup olmadığını tespit için yapılan bağımsız örneklem t testi sonucu Tablo 8’de verilmiştir.

Tablo 8: Fen Kursu Değişkenine Göre Fen Dersine Yönelik Kaygı

Cinsiyet	N	X	S	sd	t	p
Evet	147	3.21	1.02	298	-1.184	.237
Hayır	153	3.35	.96			

Tablo 8 incelendiğinde fen kursu değişkenine göre Fen Dersine yönelik kaygının anlamlı bir farklılık göstermediği görülmektedir ($p>0.05$).

7. Ortaokul öğrencilerinin Fen konularına ilgileriyle Fen dersine yönelik kaygıları arasında anlamlı bir ilişki var mıdır?

Ortaokul öğrencilerinin “Fen Konularına İlgisi” ve “Fene Yönelik Kaygısı” ölçeklerinden aldıkları puanların arasındaki ilişkiyi tespit etmek amacıyla yapılan Pearson moment çarpım korelasyon testi sonucu Tablo 9’da verilmiştir.

Tablo 9: Fen Konularına İlgisi ile Fen Dersine Yönelik Kaygısı Arasındaki İlişki

Değişken	N	r	p
Fen Konularına İlgisi	300	-,229	,000*
Fen Dersine Yönelik Kaygısı			

* p<0.05

Tablo 9 incelendiğinde ortaokul öğrencilerinin Fen konularına ilgileri ile Fen dersine yönelik kaygıları arasındaki ilişkiyi belirlemek üzere yapılan Pearson Çarpım Moment Korelasyon analizi sonucunda puanlar arasında istatistiksel açıdan negatif yönde ve anlamlı ve düşük düzeyde bir ilişki olduğu görülmektedir ($r=-,229$, $p<0,01$).

8. Ortaokul öğrencilerinin Fen konularına ilgi düzeyleri, Fen dersine yönelik kaygı düzeylerini yordamakta mıdır?

Ortaokul öğrencilerinin Fen konularına ilgilerinin Fen dersine yönelik kaygılarını ne şekilde yordadığını ortaya koymak için yapılan basit doğrusal regresyon analizi sonucu Tablo 10’da verilmiştir.

Tablo 10: Ortaokul Öğrencilerinin Fen Konularına İlgisi Düzeyleri ve Fen Dersine Yönelik Kaygısı Düzeyleri Arasındaki Regresyon Analizi Sonuçları

Yordanan Değişken	Yordayan Değişken	R	R ²	F	B	Beta	p
Fen Konularına İlgisi	Fen Dersine Yönelik Kaygısı	.229	.05	16.535	-.359	-.229	0.00*

* p<0.05

Tablo 10 incelendiğinde ortaokul öğrencilerinin Fen konularına ilgilerinin, Fen dersine yönelik kaygılarını ne şekilde yordadığını ortaya koymak için yapılan basit doğrusal regresyon analizi sonucunda, Fen konularına ilgiyle Fen dersine yönelik kaygısı arasında anlamlı bir ilişki gözlenmiştir ($p<0.05$, $R=0.229$, $R^2=0.053$), Fen konularına ilginin Fen dersine yönelik kaygısının anlamlı bir yordayıcısı olduğu görülmüştür. Fen konularına ilgi Fen dersine yönelik kaygının %5’ini açıklamaktadır.

Tartışma ve Sonuç

Araştırmada ortaokul öğrencilerinin Fen konularına ilgileri ile Fen dersine yönelik kaygıları arasındaki ilişki çeşitli değişkenler açısından incelenmiştir. Araştırmanın ilk sonucu olarak

ortaokul öğrencilerinin Fen konularına yönelik ilgileri azdır. Ndalichako ve Komba'nın (2014) çalışmasında da öğrencilerin Fen bilimlerine olan ilgileri düşüktür. Potvin ve Hasni'ye (2014) göre, öğrencilerin günlük yaşamlarıyla ilgili ve uygulanabilir olan bilim yönleri, öğrenciler için daha ilgi çekicidir. Öğrencilerin hayatlarında doğrudan bir kullanımı olmayan bilimsel yönlerin öğrenciler tarafından anlaşılması zordur. Öğrencilerin bilime olan ilgilerinin az olması, kısmen okulların bilim müfredatını öğrencilerin günlük hayatlarıyla ilişkilendirememesinden kaynaklanmaktadır (Aikenhead, 2006). Öğrencilerin deneyimlerini sınıftaki bilimsel bilgiyle ilişkilendirmesi, bilimi hem daha anlamlı hem de daha yararlı hale getirebilir (Asabere-Ameyaw, vd., 2012). Öğrencilerin bilime olan ilgisinin sürdürülmesi için bilimin öğrencilerin çağdaş yaşamlarıyla ilişkisi önemlidir (Mavhunga, 2011; Ndalichako & Komba 2014). Ayrıca, öğrencilerin bilimsel kavramlar ile gerçek dünya arasındaki ilişkileri anlamalarına yardımcı olmak için soyut bilimsel fikirlerin gerçek olgularla ilişkilendirilmesi gerekir (Scott, vd., 2011). Öğrenciler Fen derslerinde kavramları gerçek dünyadan kopuk bir bilgi olarak öğrenirlerse anlamlı öğrenme yeterli düzeyde gerçekleşmeyecektir. Ramnarain ve de Beer'e (2013) göre, öğrencilerin okul dışı araştırmaları kullanması, öğrencilerin kalabalık sınıflarda uygulamalı çalışmalara katılımını kolaylaştırabilir. Bu tür araştırmalarda, öğrenciler aktif rol alarak ve kendi öğrenme süreçlerini kontrol ederek daha fazla fayda sağlarken, öğretmen kolaylaştırıcı olur. Okul dışı öğrenme kaynakları, geleneksel laboratuvar çalışmalarına kıyasla daha gerçekçi öğrenme bağlamları sağladıkları için faydalı olabilir (Braund & Reiss, 2006).

Araştırmanın bir diğer sonucuna göre, ortaokul öğrencilerinin Fen dersine yönelik kaygı düzeyleri orta düzeydedir. Akça (2017) yaptığı çalışmada ortaokul öğrencilerinin Fen dersine yönelik kaygı düzeylerinin düşük olduğu sonucuna ulaşmıştır. Uçak ve Say (2019)'ın çalışmasında da ortaokul öğrencilerinin Fen dersine yönelik kaygılarının nedenleri incelenmiştir. Buna göre, öğrencilerin kaygı nedenlerinin en başında dersin kendisi sonrasında sırasıyla öğretmen, kendileri, sosyal çevreleri, geçmişte yaşanmış bazı olaylar ve mesleki kaygılar gelmiştir.

Bu araştırmanın diğer bir sonucuna göre cinsiyet, ortaokul öğrencilerinin Fen konularına olan ilgisinde anlamlı bir değişken olarak ortaya çıkmasıdır. Erkek ve kız çocuklarının Fen dersine olan ilgilerine ilişkin çok sayıda veri, erkek çocuklarının genel olarak kız çocuklarından Fen dersine daha fazla ilgi duyduğunu göstermektedir (Gardner, 1998; Miller, Slawinski Blessing & Schwartz, 2006). Bazı araştırmacılar, bu cinsiyete dayalı basmakalıp ilgi alanlarının temelinde, kız çocuklarının çoğunun empatiye yatkın, erkek çocuklarının çoğunun ise sistemleri anlama ve inşa etme konusunda yatkın olması nedeniyle doğuştan gelen bir özellik

olduğunu ileri sürmüşlerdir (Baron-Cohen, 2003). Erkeklerin Fen dersine yönelik ilgilerinin kız öğrencilerine göre daha fazla olmasının kültürel ve tutumsal açıklamaları bulunmaktadır. Kültürel açıklamalar arasında bilimin, özellikle fiziğin eril imajı, medyada bilime dair kadın rol modellerinin ve imajlarının eksikliği, okul dışında deneyim eksikliği, ebeveynlerin cinsiyete dayalı inançları, ergenlik döneminde akranlarının görüşleri, kızların algıladıkları düşük öz yeterlilik yer almaktadır (Handelsman, vd., 2005). Tutumsal açıklamalar, kızların bilime ve bilimle ilgili bir kariyer peşinde koşmaya yönelik olumsuz tutumlarına işaret etmektedir (Osborne, Simon & Collins, 2003). Yaş, öğrencilerin bilime olan ilgisini etkileyen bir diğer değişkendir. Öğrenciler, özellikle kızlar, büyüdükçe özellikle ortaokul ve lise yıllarında bilime olan ilgilerini kaybetme eğilimindedirler (George, 2006).

Araştırma sonuçlarına göre Fen konularına ilgi ile Fen dersine yönelik kaygı arasında negatif yönde anlamlı bir ilişkinin olduğu belirlenmiştir. Buna göre öğrencilerin Fen konularına ilgileri arttıkça Fen dersine yönelik kaygılarının azaldığı söylenebilir. Kahyaoğlu, vd.'nin (2019) yaptıkları çalışmada kendine öğrenmeyi planlama ve güvenme becerileri ile Fen kaygıları arasında negatif yönde anlamlı bir ilişkinin olduğu sonucuna ulaşmışlardır. Yolagiden, vd.'nin (2018) yaptıkları çalışmada öğrencilerin Fen bilimleri öğrenme kaygıları ve Fen öğrenimine yönelimleri arasındaki ilişkinin negatif yönde ve anlamlı olduğu saptanmıştır. Müezzın ve Özata (2019) yaptıkları çalışmada Fen bilimini öğrenme kaygısı ile Fen öğrenimine yönelik motivasyon arasında negatif yönde ilişki olduğu sonucuna ulaşmışlardır. Kağıtçı'nın (2014) yaptığı çalışmada ortaokul öğrencilerinin Fen dersine yönelik kaygı puanları ile bu derse yönelik tutumları arasında orta düzeyde, negatif ve anlamlı bir ilişkinin olduğu sonucuna ulaşmıştır.

Bu araştırmanın sonuçlarına dayanarak aşağıda bazı öneriler sunulmuştur:

Çalışmada örneklem olarak ortaokul öğrencileri seçilmiştir. Önemli duyuşsal bir özellik olan kaygı ile ilgi diğer öğrenim seviyesindeki öğrenciler için de incelenebilir. Bu çalışmada öğrencilerin Fen konularına ilgileri ile Fen dersine yönelik kaygılarını belirlemek amacıyla ölçek kullanılarak nicel bir araştırma yapılmıştır. Öğrencilerin Fen konularına ilgilerini ve Fen dersine yönelik kaygılarını ve bunların sebeplerini ortaya koyabilmek için nitel araştırmalar yapılması önerilebilir.

Pedagojik açıdan öğrencilerin Fen dersine olan ilgilerini artırmak için öğretmenlerin Fen alanındaki projelere öğrencileri dahil etmeleri tavsiye edilmektedir. Bu sayede, öğrencilerin bilimi öğrenmeye yönelik motivasyonları artarak Fen dersine olan kaygılarının azalması beklenir. Kız öğrencilerin de Fen dersine olan ilgilerini artırmak için fen bilimleri programının

iyi tasarlanması gerekmektedir. Ayrıca, ilkököl öğretmenlerinin öğrencilerine iyi bir rol model olması, öğrencilerin gelecekte bilime olan ilgilerini yüksek tutabilmeleri ve hatta kariyer seçimlerinde yol gösterici olabilmeleri açısından önemlidir.

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5-14 Yaş Arası Çocukların Dijital Ortamda Sosyal Medya Paylaşımlarına Yönelik Görüşlerinin İncelenmesi

Gökçen ÜZEL

Kırklareli Üniversitesi Sağlık Bilimleri Enstitüsü Çocuk Gelişimi Bölümü, Kırklareli
e mail:uzel.gokcen94@gmail.com , Orcid No: 0009-0000-5548-4004

Arzu AKAR GENÇER

e mail:arzu.akar1@gmail.com , Orcid No: 0000-0001-5431-3000
Kırklareli Üniversitesi Sağlık Bilimleri Fakültesi, Kırklareli

Özet

Bu araştırma, 5-14 yaş aralığındaki çocukların sosyal medya paylaşımlarına yönelik görüşlerini incelemeyi amaçlamaktadır. Araştırmanın alt amaçları ise; küçük yaşta çocukların gözünden sosyal medya ve paylaşım kavramını anlamak, çocukların sosyal medyada paylaşım yapmaya dair düşüncelerini belirlemek, sosyal medya paylaşımlarında çocuklardan izin alınması durumuna yönelik görüşlerini almak, paylaşım yapılabilecek ya da yapılamayacak durum ve mekanların bilincinde olma durumlarını tespit etmek ve çocukların fotoğraf, video, ses vb. kendileriyle ilgili öğeleri paylaşma isteğini ve paylaşımların görüleceği kitleye yönelik bilgi ve izin durumunu incelemektir. Araştırmanın çalışma grubunu Kırklareli ilinde yaşayan ve ebeveynlerinden izin alınan 5-14 yaş arasındaki 15 gönüllü çocuk katılımcı oluşturmaktadır. Katılımcıların seçiminde, sosyal medyayı aktif kullanan, sosyal medya uygulamalarını bilen ve ebeveyn kontrolünde takip eden ve hiç sosyal medya kullanmayan çocuklarla görüşmeler yapılmasına özen gösterilmiştir. Araştırmada nitel araştırma yöntemlerinden fenomenoloji deseni kullanılmıştır. Veri toplama sürecinde yarı yapılandırılmış görüşme yöntemi kullanılarak veriler toplanmıştır. Görüşmeler, çocukların uygun olduğu zaman ve mekanlarda gerçekleştirilmiş ve ses kayıtları alınmıştır. Toplanan veriler, betimsel içerik analizi yöntemiyle analiz edilmiştir. Araştırma sonucunda, çocukların sosyal medya hakkındaki bilgilerinin yaşa ve sosyal medya kullanım durumlarına göre farklılık gösterdiği belirlenmiştir. Çocukların sosyal medyada paylaşım yapmaya dair görüşleri incelendiğinde, genellikle paylaşım yapmadıkları ve daha çok uygulamalardaki paylaşımlarla ilgili düşüncelere sahip oldukları görülmüştür. Paylaşımlarda izin alma konusunda, çocukların çoğunlukla aile üyelerinin paylaşımlarında izin alınmasına gerek olmadığını düşündükleri tespit edilmiştir. Ayrıca, çocukların paylaşım yapılabilecek ve yapılamayacak durum ve mekanlar konusunda farkındalık sahibi oldukları belirlenmiştir. Araştırma bulguları, çocukların sosyal medya kullanımının yaygınlaştığını ve çocukların sosyal medyada yapılan paylaşımlara yönelik kendilerine ait düşünce, fikir ve tutumlarının olduğunu göstermektedir. Ancak, özellikle küçük yaş grubundaki çocukların mahremiyet ve risk faktörleri konusunda yeterli bilgiye sahip olmadıkları ve

yetişkinlerin paylaşımlarında çocukların düşünce ve izinlerine yeterince önem vermedikleri görülmüştür. Bu durum, çocukların katılımını artıracak ve sosyal medya uygulamalarını bilinçli kullanma becerilerini kazandıracak eğitim programlarının gerekliliğini ortaya koymaktadır.

Anahtar Kelimeler: çocuk katılımı, teknoloji, sosyal medya, çocuk

Examining the Views of Children Aged 5–14 on Social Media Sharing in Digital Environments

Abstract

This study aims to explore the perspectives of children aged 5 to 14 regarding social media sharing. The sub-objectives include understanding the concepts of social media and sharing from the viewpoint of young children; identifying their thoughts on making posts on social media; examining their opinions on whether consent should be obtained from them before sharing; assessing their awareness of appropriate and inappropriate contexts or places for sharing; and exploring their willingness to share personal content such as photos, videos, or audio recordings, along with their understanding of and consent to the audience that may view these posts. The study group consists of 15 volunteer children living in Kırklareli, Turkey, whose participation was approved by their parents. Care was taken to include children who actively use social media, use it under parental supervision, as well as those with no social media exposure. A qualitative research design based on the phenomenological approach was employed. Data were collected through semi-structured interviews conducted at times and places convenient for the children, and audio recordings were made. The collected data were analyzed using descriptive content analysis. Findings indicate that children's knowledge of social media varies by age and usage status. While most children do not post content themselves, they are aware of others' posts and have opinions about them. Many children believe that parental consent is not necessary when family members share their images. However, they show a degree of awareness regarding appropriate and inappropriate contexts for sharing. The results reveal that children have their own thoughts and attitudes about social media, and that its use is becoming increasingly widespread among them. Nevertheless, younger children often lack adequate knowledge about privacy and online risks, and their consent is frequently overlooked in adults' posts. These findings highlight the need for educational programs that promote children's participation and foster conscious use of social media.

Keywords: child participation, technology, social media, children

Giriş

Prensky; gözlerini açtığı andan itibaren bilgisayarlar, video oyunları, cep telefonları, video kameralar vb. birçok teknolojik yenilikle yaşamını devam ettirecek olan günümüz 21.yy. çocuklarını ‘Dijital Yerliler’ olarak adlandırmaktadır. Onları yetiştiren, teknolojik gelişmelere doğduğu gibi değil de daha sonradan uyum sağlamaya çalışan ‘Dijital Göçmenler’ olarak adlandırılan ebeveynleri ile zaman zaman dijital yaşamda, sosyal medya kullanımlarında kuşak çatışmaları, görüş ayrılıkları yaşamaktadırlar (Prensky, 2001).

Çocuklarla ilgili bakış açıları tarih boyunca farklılık göstermektedir. İlk zamanlarda yetişkinlerin zihinlerinde çocukluk kavramı ile ilgili bir görüş bulunmazken 19. Ve 20 yüzyıl sonlarında çocuklara bakış açısı iyi düşüncelerle değişen Batılı perspektifler günümüzde çocuklara ve düşüncelerine önem verilmesi gerektiği yönde değişmektedir. Bunun yanı sıra Batılı görüşe ters bir bakış açısında olan çocuklarla ilgili daha baskıcı ve katı görüşlere sahip perspektifteki topluluklar da mevcuttur (Trawick – Smith, 2022). Gerçek yaşamda çocuğu görüş şeklimiz nasılsa dijital yaşamda da görüşümüzün bu doğrultuda olması ve çocuğa değer verilmesi gerekmektedir (Kunt Bulut, 2015).

Dijital teknolojilerin yaygınlaşmasıyla birlikte sosyal medya, yalnızca yetişkinlerin değil, çocukların da günlük yaşamlarının önemli bir parçası haline gelmiştir. Hane halkı bilişim teknolojileri kullanım araştırmaları sonuçlarına göre 2023 yılında evden internete erişim oranının ve çocukların yaşla birlikte bu ortamlarda geçirdiği zaman diliminin arttığı gözlemlenmektedir (TÜİK, 2023). Özellikle 5-14 yaş arası çocuklar, gelişimsel olarak kritik bir dönemde olmalarına rağmen sosyal medya platformlarına erişim sağlayabilmekte ve içerik üretme süreçlerine aktif biçimde katılabilmektedir. Bu çocuklar, sosyal medyada görsel, yazılı ya da videolu paylaşımlar aracılığıyla kendilerini ifade etmekte, beğenilme, onay alma ve dijital kimlik oluşturma gibi süreçlerle iç içe yaşamaktadırlar (Livingstone, 2014). Bununla birlikte, sosyal medyada paylaşım yapma davranışı yalnızca teknolojik bir alışkanlık değil; aynı zamanda sosyal, psikolojik ve kültürel dinamiklerin etkisiyle şekillenen bir süreçtir.

Bu yaş grubundaki çocukların sosyal medya paylaşımlarına yönelik algı ve tutumları, yalnızca onların bireysel dijital deneyimlerini değil, aynı zamanda çevrimiçi güvenlik, mahremiyet, özgüven ve sosyal etkileşim gibi daha geniş konuları da yakından ilgilendirmektedir. Ancak çocukların bu süreçlerde ne hissettikleri, paylaşımlarında neyi önceledikleri, hangi kaynaklardan etkilendikleri ve özellikle bu paylaşımlara yönelik kendi düşünceleri, çoğu zaman yetişkin bakış açısıyla yorumlanmakta; çocukların sesine doğrudan başvurulmamaktadır. Oysa çocukların sosyal medya deneyimlerinin onların dilinden anlaşılması, dijital okuryazarlık

programları, aile rehberliği ve medya politikalarının oluşturulmasında temel bir ihtiyaçtır (Third et al., 2017).

Son yıllarda çocuk kullanıcı hesaplarının çoğalması ve ebeveynlerin sosyal medyada çocuklarla ilgili birçok paylaşım yapması çocukların şu an ve gelecekteki gelişimini etkileyebilmektedir (Çimke, 2018). Anne babaların dijital ebeveynlik becerileri ile çocuklara iyi birer rol model olmaları gerekmektedir. Ancak zaman zaman yetişkinlerin çocukların sosyal medya kullanımı, bu dijital ortama katılımı ile ilgili düşüncelerinde kararsızlık ve tutumlarında değişimler görülmektedir (Yorğancı, 2018).

Bu araştırma ile 5 -14 yaş çocukların sosyal medya paylaşımlarına yönelik görüşlerinin incelenmesi amaçlanmıştır. Çalışma çocuğun görüşünün alınarak çocuk katılımının sağlandığı çalışmalardan biri olarak alana katkı sağlayacak ve yetişkinlere çocuğun bakış açısının alınması ve çocuklarının farkındalık durumları konularında ailelere de ışık tutacaktır.

Bu amaca yönelik alt amaçlar ise şunlardır:

Çocukların sosyal medyanın ne olduğu ile ilgili görüşlerini nelerdir?

Çocukların sosyal medyada paylaşım yapmaya dair görüşleri ve düşünceleri nelerdir?

Sosyal medya paylaşımlarında çocuklardan izin alınması durumuna yönelik sahip olduğu bilgiler nelerdir?

Paylaşım yapılabilecek ya da yapılamayacak durum ve mekanlara yönelik fikirleri nelerdir?

Yöntem

Araştırmanın Deseni

Araştırmada nitel araştırma yöntemlerinden olan kişilerin gözünden deneyimlerinin anlamaya çalışıldığı fenomenoloji deseni kullanılmaktadır (Saegert Harcourt, 2019). Fenomenolojik bir araştırma, keşfedici ya da tahmin edici değil, tanımlayıcıdır. Araştırmada olguların doğasını ve önemini ortaya çıkarmak için deneyimleri ele almak önemlidir (Yalçın, 2022). Bu çalışmada çocukların deneyim ve tecrübeleriyle sahip oldukları dijital farkındalık durumu incelenmektedir.

Çalışma Grubu

Araştırmanın çalışma grubunu 2023-2024 yılında Kırklareli ilinde yaşayan ebeveynlerinden izin alınan 5-14 yaş arasındaki gönüllü 15 çocuk katılımcı oluşturmaktadır. Çalışmanın katılımcı çeşitliliği sosyal medyayı aktif kullanan, sosyal medya uygulamalarını bilip paylaşımları ebeveyninin hesabıyla yetişkin kontrollünde takip eden ve hiç sosyal medya kullanmayan çocuklarla görüşmeler yapılarak sağlanmaya çalışılmıştır.

Araştırmada kartopu örnekleme yöntemi kullanılmıştır. Kartopu veya zincir örnekleme tekniği, evreni oluşturan birimlere erişmenin zor olduğu veya evren hakkındaki bilgilerin (büyüklük ve

bilgi derinliđi vb.) eksik olduđu durumlarda kullanılmaktadır (Patton, 2005). Arařtırma katılımcılarının belirlenmesinde Kartopu örnekleme yönteminden yararlanılarak 15 kiřilik örnekleme sayısına ulařılması hedeflenip, her bir potansiyel gönüllü katılımcıya arařtırma hakkında bilgi verilmiřtir. Arařtırmanın örneklemini oluřturan yař aralıđındaki katılımcı çocuklara; Çocuk parkları, kafeler, ev ortamlarında yüz yüze, katılımcı ve ebeveynlerinin uygun gördüđu zaman ve mekanlarda da görüntülü görüřmeler gerekleřtirilerek iletiřime geilip ulařılmıřtır. Örnekleme seimi arařtırmaya gönüllü olarak katılmayı kabul eden bireylerin yönlendirmeleriyle benzer deneyimi bulunan kiřilerin alıřmaya dahil edilmesiyle sađlanmıřtır.

Veri Toplama Aracı ve Süreci

Arařtırmada nitel alıřmalarda kullanılan veri toplama araçlarından yarı yapılandırılmıř görüřme yöntemi ile öncesinde belirlenen arařtırma soruları arařtırmacılar tarafından literatür incelemesi yapılarak ve gerekleřtirilen pilot uygulamalar sonucunda düzenlenip oluřturulmuřtur.

Veri toplama yer ve zamanları kiřilerin uygunluk durumları, evre ve çocukların okul alıřmalarını aksatmayacak kořullar dođrultusunda çocuk parkları, kafeler, ev ortamları gibi çocuklar ve ebeveynler tarafından uygun görülen mekanlarda yüz yüze ve görüntülü görüřme řeklinde uygulanmıřtır. Görüřme sürecine arařtırma ve arařtırmacı ile ilgili bilgilendirme ve tanışma ierikli sohbet ile bařlayıp, çocuklarla eřitli buz kırıcı etkinlikler uygulanmıřtır (Büyükoztürk, 2023).

Verilerin Analizi

alıřmada toplanan veriler belirli bir konuda ya da alanda birbirinden bađımsız olarak yapılan nitel ve nicel alıřmaların derinlemesine incelenip düzenlenmesi sađlayan betimsel ierik analizi yöntemi ile deđerlendirilmiřtir (Ültay, 2021). Bu dođrultuda ocuklardan alınan veriler dođrultusunda arařtırmacı tarafından kelime ve kavramların varlıđını, anlamlarını ve iliřkilerini belirleyerek analiz edilerek ıkarımlarda bulunulmuřtur.

Bulgular

5 -14 yař ocuklarının sosyal medya paylařımlarına yönelik görüřleri elde edilen veriler dođrultusunda kodlar ve kategoriler oluřturulup belirlenen alt amalar dođrultusunda yorumlanıp analiz edilmiřtir.

ocukların Sosyal Medyanın Ne Olduđu İle İlgili Görüřlerine Ait Bulgular

Görüřme yapılan ocukların sosyal medya hakkında bilgilerinin yařa ve sosyal medya kullanım durumlarına göre farklılık gösterdiđi görülmektedir. Elde edilen veriler dođrultusunda sosyal medya ile ilgili görüřleri Eđlence, iletiřim, bilgi edinme amalı kullanma ve sosyal medya hakkında fikrim yok řeklinde 4 kategori altında incelenmiřtir.

Küçük yaş grubundaki çocukların sosyal medya kavramını net olarak bilmedikleri, daha büyük yaşta olup sosyal medya kullanmayan çocukların ise; kavramla ilgili fikirlerinin daha çok sosyal medya uygulamalarına yönelik olduğu görülmüştür. Örneğin;

Ö.9 kod katılımcı ‘Facebook, Tik tok gibi şeyleri duydum bir fikrim yok.’ şeklinde ifade ederken,

A.H.5 kodlu katılımcı sadece ‘Bilmiyorum’ ifadesinde bulunmuştur.

Ancak sosyal medya kullanmasa da çevresinden gözlemlediği durumlara yönelik kavram ile ilgili fikirlere sahip çocuklarda bulunmaktadır. Örneğin;

M.E.6 kodlu katılımcı ‘Sosyal medya nedir biliyorum, duydum. Bir şeyler göstermek için kullanılır.’ ifadesiyle

Y.7 kodlu katılımcı ‘Çekilen videoların izlendiği YouTube gibi uygulamalar var.’ ifadesiyle

D.8 kodlu katılımcının kavramla ilgili görüşünü ‘İnsanların birbiriyle iletişim kurmak için kullanılan şey.’ şeklinde ifade edildiği görülmüştür.

Sosyal medya tecrübesi olan çocukların kavram ile ilgili bilgi durumlarında daha net ifadeler kullandığı görülmektedir. Örneğin;

E.8 kodlu katılımcı ‘bence sosyal medya insanların ne yaptıklarını paylaştığı, insanların birbirlerini görmek ve kendilerinin nerede olduklarını göstermek için kullandığı ortamlardır.’ ifadesiyle,

Bir diğer M.14 kodlu katılımcı tarafından ise;’ sosyal medya birçok alanda eğitim, eğlence, spor gibi alanlarda kullanılan ve sohbet haberleşme amaçlı kullanılan şeydir. Ben sosyal medyayı hepsi için kullanıyorum’’ şeklinde ifade edilmiştir.

Çocukların Sosyal Medyada Paylaşım Yapmaya Dair Görüşlerine İlişkin Bulgular

Görüşmelerde elde edilen veriler analiz edildiğinde çocukların sosyal medyada paylaşım yapmakla ve içeriklerle ilgili görüşleri ‘video ve fotoğraf paylaşımı’ şeklinde 2 kategori üzerine olmuştur.

Video paylaşımları denilince içerik olarak daha çok müzik videoları, oyun videoları, ders videoları gibi kategoriler yer alırken fotoğraf paylaşımları kategorisinde ise ‘kendi fotoğrafları, manzara fotoğrafları ve sevdiklerinin (aile üyelerinin) fotoğrafları’ şeklinde içerikler kategorize edilmiştir.

Sosyal medya kullanmasa da paylaşım yapmakla ilgili görüşleri olan;

E.8 kodlu katılımcı ‘Mesela insanlar genellikle fotoğraf atıyorlar, kendilerini, arkadaşlarıyla birlikte oldukları fotoğrafları paylaşıyorlar. Bazen büyükler bizler için uygun olmayan korkunç fotoğrafları da paylaşıyor’ şeklinde ifadesiyle paylaşım yapmak ile ilgili görüşünü belirtmiştir.

Sosyal medya ile ilgili bilgisi olmayan ve sosyal medya kullanmayan çocuklar paylaşım yapmanın ne olduğunu bilmediklerini ifade etmektedirler. Ancak görüşmelerde soruyla ilgili açıklama yapıldığında ise çevresinde fotoğraf ve video paylaşmak ve video izlemek amaçlı kullanıldığını ifade etmiştir.

Y.A 5 kodlu katılımcı ‘...Biz bazen telefonda kendi fotoğrafımı ve annemin fotoğraflarını çekip teyzeme, sevdiklerime gönderiyoruz, onlarla paylaşıyoruz.’ İfadesinde bulunmuştur.

Sosyal medyayı aktif olarak kullanan çocukların konuyla ilgili görüşleri incelendiğinde;

N.11 kodlu katılımcı ‘Facebook, YouTube ve Instagram gibi uygulamalarda daha çok fotoğraflar paylaşılıyor. WhatsApp uygulamasında insanlar birbirine ulaşma, iletişim sağlamada ve mesajlaşmak için kullanılıyorlar. Daha fazla büyükler kullanıyor ama küçük yaşta kullananlarda var.’ şeklinde ifade ederken

A.12 kodlu katılımcı da ‘İnsanlar daha çok kendilerini paylaşıyorlar fotoğraflarını, videolarını... Paylaşımlar da insanların kimleri takip ettiğine pek bakmıyorum.’ şeklinde ifadesini paylaşmıştır.

Sosyal Medya Paylaşımlarında Çocuklardan İzin Alınması Durumuna Yönelik Görüşlerine İlişkin Bulgular

Görüşmelerden elde edilen veriler doğrultusunda paylaşım yaparken izin almakla ilgili bulgular; çocuklardan izin alınmalı, izin almaya gerek yok ve çocuklardan izin alma yaşının belirtildiği 3 kategori altında toplanmıştır. Paylaşım yapan kişiler ile ilgili veriler incelendiğinde genellikle paylaşımları çocukların aile üyelerinin, özellikle annelerin ve yakın çevresindeki kişilerin olduğu görülmektedir.

Paylaşım yapılırken izin alma durumu ile ilgili küçük çocukların çoğunlukla tanıdıkları ve aile üyeleri oldukları için paylaşımlarda yetişkinlerin kendilerinden izin almalarına gerek olmadığını belirtmekte ve izin alınacak yaş durumu ile ilgili yaşı kendilerinden daha büyük olan çocuk ve kişiler olarak ifade etmektedirler.

A.H 5 Kodlu katılımcı ‘Annem ve babam paylaşıyor. Annem fotoğraf çekerken izin alıyor ben de evet diyorum. Başkalarının fotoğrafını paylaşıırken izin almamız gerekiyor’ şeklinde,

M.E 6 kodlu katılımcı ‘Annem paylaşıyor. Benden izin almıyor. Sorması da gerekmez. Çünkü annem benden büyük. Ablam yaşındakilerden izin alabilirler.’ şeklinde

Y, 7 kodlu katılımcı tarafından da ‘Annem, babam ve abim paylaşım yapıyorlar. Beni de paylaşıyorlar. İzin almıyorlar almalarına da gerek yok. Çünkü ailem oldukları için. Büyüklerin çocuklardan izin almalarına gerek yok...’ şeklinde ifade edilmiştir.

Sosyal medya kullanma tecrübesi olan ve yaşla birlikte konuyla ilgili bilgi sahibi çocukların görüşleri incelendiğinde daha ayrıntılı nedenler ve izin alma, yaş sınırlarını belirtmede ayrıntılı bir biçimde ifadeler kullandıkları görülmüştür.

E,8 kodlu katılımcı ‘Annem ara sıra bizimle ilgili paylaşımlar yapıyor. Babam pek fazla sosyal medya kullanmıyor. Fotoğraf çekmek için izin alma konusunda sormuyorlar. Aile içinde sormadan fotoğraf çekilebilir ama annem babamı çekerken soruyor. Diğer insanlarında çekerken izin almalıyız. Özellikle tanımadığımız biriye izin alınmalı çünkü kavga çıkabilir...İzin almak için belli bir yaş yoktur. Her zaman istemeliyiz. Bebekten değil ama bebeğin annesine sormalıyız.’ Şeklinde düşüncelerini ifade etmiştir.

Paylaşım Yapılabilecek ya da Yapılamayacak Durum ve Mekanların Bilincinde Olunması Durumuna İlişkin Bulgular

Görüşmelerde elde edilen veriler analiz edildiğinde çocukların sosyal medyada paylaşım yapılacak durum ve mekanlarla ilgili görüşleri 2 ana kategoriye ayrılarak incelenmiştir. Paylaşım yapılabilecek yerler ve durumlar incelendiğinde; ‘Açık hava alanları (Park, ev okul, bahçe, kafe), günlük rutinler, geziler, mimari eserler, mutlu olunan anlar (doğum günleri, ödül törenleri, tatiller).’ şeklinde alt kategoriler ortaya çıkmaktadır.

Paylaşım yapılamayacak yer ve özel durumlar incelendiğinde de ‘Fizyolojik ihtiyaçlar sırasında (yemek yeme, uyku, lavabo ihtiyaçları), oyun oynama esnasında, iş yaparken, özel görüşmelerde, kalabalık yerlerde havuzda, üzgün olunan anlarda (düşüp yaralandıkları, ağladıkları)’ şeklinde alt kategoriler ortaya çıkmıştır.

Paylaşım yapılabilecek yerler ve durumlara yönelik sosyal medya kullanmayan ama konuya yönelik fikirleri olan çocuklar tarafından;

Ö,9 Kodlu katılımcı ‘Babaannemle uzakta bir yere köye gittiğimizde fotoğraf çekilmiştik. Doğum günümde, özel günler, bayramlarda, mandala yarışması ödül törenimde fotoğrafım çekilmişti. En sevdiğim yerleri ve ailemle birlikte olduğum mutlu anları paylaşmak istedim.’ ifadesiyle

Y.E, 13 Kodlu katılımcı tarafından da ‘Mimari eserlerin yanında, oralara benzer manzaralarda fotoğraf çekilebilir ve paylaşılabilir. Okulda da ödül törenleri, kutlamalar sırasında çekilip paylaşılıyor.’ şeklinde ifade edilmiştir.

Sosyal medyası olan ve paylaşım yapan çocuklar tarafından;

N, 11 kodlu katılımcı tarafından ‘...Canım sıkılınca fotoğraf çeker paylaşırım, bir de kardeşimle olan fotoğrafları. Özel bir günde doğum günü gibi fotoğraf paylaşımları yapabiliriz.’ Şeklinde ifade edilmiştir.

Paylaşım yapılamayacak yerler ve durumlara yönelik çocukların görüşleri analiz edildiğinde;

M.E, 6 Kodlu katılımcı ‘...yemek yerken, arkadaşlarımla oynarken fotoğraf çekilmez. Yabani yerlerde tehlikeli olabilir.’ şeklinde,

N,11 Kodlu katılımcı ‘Her olayı paylaşmamalıyız. Mesela yemek yerken paylaştığımızda hamile olanlar, bebekler çocuklar ve canı çekebilecek olan insanlar var. Parası olan var olmayan var. Onlar alamayıp özenebilirler.’ şeklinde

E, 12 Kodlu katılımcı tarafından da’ Bir kişinin uyurken fotoğrafı çekilemez ve paylaşılamaz. Özel bir görüşmedeyken ve konuşma sırasında da paylaşım yapılamaz. O kişi rencide olabilir. ’ şeklinde düşünceleri ifade edilmiştir.

Küçük yaştan itibaren çocukların paylaşım yapılabilecek ve yapılamayacak durum ve mekanlarla ilgili bilgi sahibi oldukları, gözlemledikleri veya deneyimledikleri özel durumlara dikkat edilmesi gerektiğinin bilincinde oldukları ve paylaşım yapma konusunda dikkat edilmesi gerekenlerde bunlara özen gösterdikleri analiz edilmiştir.

Tartışma ve Sonuç

Araştırmada çocukların sosyal medyanın ne olduğu ve niçin kullanıldığı ile ilgili bulgular değerlendirildiğinde eğlence, iletişim ve bilgi edinme amaçlı vb. kategorilerde çocukların sosyal medya bilgisine sahip olduğu tespit edilmiştir. Sayın-Aydın (2018)’ ın yapmış olduğu çocuklarda medya algısı çalışmasında da medya denilince çocukların aklına ilk gelen kelimeler kendi kullandıkları uygulama ve yazılımlar (WhatsApp, Snapchat, Instagram vb.) olurken, bazı öğrencilerin aklına ilk gelen kelimeler medyanın işlevleri (eğlendirme, bilgilendirme vb.) ve kullanım amaçlarıyla (ödev, eğitim vb.) benzer nitelikte kelimeler olduğu görülmektedir. Küçük yaş grubunda olan çocukların ve hiç sosyal medya kullanmayan çocukların kavramla ilgili fikirlerinin olmadığı ya da sosyal medyayı fotoğraf ve video paylaşılan yer şeklinde algıladıkları görülmüştür.

Çocukların sosyal medyada paylaşım yapmaya dair görüşlerine ilişkin bulgular değerlendirildiğinde çalışmaya katılan çocukların genellikle paylaşım yapmadıkları daha çok uygulamalarda yapılan paylaşımlarla ilgili düşüncelerinin olduğu görülmektedir. Literatürde Güney’ (2020) in beşinci sınıf öğrencileri ile yapmış olduğu çalışmada da çocukların sosyal medyada fazla paylaşım yapmadıkları, araştırma grubunun yarısından fazlasının ise hiç paylaşım yapmadığı sonuçlarıyla benzer nitelikte olduğu görülmektedir.

Sosyal medya paylaşımlarında çocuklardan izin alınması bulguları değerlendirildiğinde; izin alma durumu ile ilgili çocukların tanıdıkları ve aile üyelerinin çocuklarla ilgili yaptıkları paylaşımlarda çocuklardan izin almadıkları katılımcı çocuklarında bu konuda tanıdığı ve aile üyeleri olduğu için izin almalarına gerek olmadığını belirttikleri görülmektedir. Ancak bu durum çocuk hakları bakımından ele alındığında çocuğun kişilik hakkına yönelik bir ihlal

olarak ebeveynlerin çocukları paylaşım nesnesi yapması olumsuz sonuçları da karşımıza çıkarabilmektedir (Gültekin, 2018). Literatürde “paylaşanababalık” olgusuna yönelik ebeveynlerin, kendi paylaşımlarında özerkliğe sahip oldukları ancak çocuklarının hakları ve mahremiyetleri doğrultusunda onların düşünce ve izinlerine de önem göstermeleri gerektiği belirtilmektedir (Erişir ve Erişir, 2018).

Çocuklarla ilgili paylaşım yapan aile üyesinin genellikle ‘Anne’ olmasının nedeni yapılan çalışmalarda da kadınların sosyal medyayı daha aktif kullanmaları, dijital ortamda daha fazla sosyalleşmeleri (Başoğlu, 2020) , annelerin daha çok özel günlerin anılarına ait içerik oluşturmayı (mezuniyet, doğum günü, başarıların kutlanması ve mutlu olunan anlar gibi), paylaşmayı tercih etmeleri gibi sebeplerden (Üstündağ, 2023) ve çocukların sosyal medya hesaplarını anneleri ile ortak kullanılması durumlarından kaynaklı olabileceği düşünülmektedir. Paylaşım yapılabilecek ya da yapılamayacak durum ve mekanların bilincinde olunması bulguları değerlendirildiğinde; küçük yaştan itibaren çocukların paylaşım yapılabilecek ve yapılamayacak durum ve mekanlarla ilgili bilgi sahibi oldukları ve bunun ayrımını yapabilecek farkındalığa sahip oldukları bunun sebebinin gözlemledikleri veya deneyimledikleri durum ve mekanlardan elde ettikleri tecrübeler ya da yetişkin bilgilendirmeleri sonucunda olduğu şeklinde yorumlanmıştır.

Çalışmadan elde edilen veriler doğrultusunda her geçen gün küçük yaşlardan itibaren sosyal medya kullanımının yaygınlaştığı, çocukların sosyal medyada yapılan paylaşımlara yönelik kendilerine ait düşünce, fikir ve tutumlarının olduğu görülmüştür. Ancak kendileriyle ilgili paylaşımlarını yapabileceği ya da paylaştıklarını göstermek istedikleri kitle ile ilgili özellikle küçük yaş grubundaki çocuklarda ikilemler olduğu mahremiyet ve risk faktörlerine yönelik yeterli bilgi sahibi olmadıkları görülmüştür. Çocuklardan elde edilen veriler doğrultusunda yetişkinlerin sosyal medya paylaşımları sırasında çocukların fikir, düşünce ve izinlerine yer vermedikleri, çocuk katılımını gözden kaçırdıkları düşünülmektedir. Bu doğrultuda çocukların katılımını arttıracak ve onların görüşlerini daha etkili şekilde yansıtmalarını sağlayacak, sosyal medya uygulamalarını verimli ve amacı doğrultusunda kullanma becerilerini kazandıracak eğitim programlarının planlanıp uygulanması günümüz teknoloji çağında çocukların gelişimi açısından önem arz etmektedir.

Çalışmayla ilgili şu önerilerde bulunulabilir; konuyla ilgili oluşturulacak uygun ölçeklerle çocukların katılımı sağlanarak istatistiki veriler elde edilecek şekilde nicel bir araştırma olarak da gerçekleştirilebilir. Ebeveynlerin gözünden çocukların sosyal medya paylaşımlarıyla ilgili düşüncelerini gösteren nitel bir çalışma gerçekleştirilebilir. Sosyal medya paylaşımlarına yönelik çocukların farkındalık düzeylerini arttırıcı, erken çocukluk döneminden itibaren bu

konunun önemini vurgulayan ailede ve okullarda çocuklarla ve ebeveynlerle çeşitli çalışmalar planlanarak programlar uygulanabilir. Dijital okuryazarlık, sosyal medya gibi konularda çocuk düşüncelerinin ön planda olduğu çocukların yardımcı araştırmacılar olarak yer alacağı çocuk katılımlı araştırmalar gerçekleştirilmesi konuyla ilgili ebeveyn, öğretmen, yetişkin dışında farklı kaynaklardan veri elde etme açısından alana katkı sağlayacak önemli çalışmalardan olacaktır.

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Erken Çocukluk Eğitim Ortamlarında İyi Oluş: Öğretmen-Çocuk Etkileşimi ve Okul İklimine Dayalı Güncel Yaklaşımlar

Tuğba Kontaş Azaklı

Ordu Üniversitesi, tugbakontas@hotmail.com, ORCID: 0000-0002-1919-842X, TÜRKİYE

Özet

Erken çocukluk dönemi, bireyin yaşam boyu iyi oluşunun temellerinin atıldığı, gelişim açısından kritik bir dönemdir. Bu süreçte çocukların kendilerini güvende hissetmeleri, sosyal ilişkiler kurabilmeleri, duygularını ifade edebilmeleri ve öğrenmeye açık bir ortamda bulunmaları, iyi oluşlarını doğrudan etkileyen temel unsurlar arasında yer almaktadır. Çocuklar erken çocukluk dönemlerinin büyük bir bölümünü okul öncesi eğitim ortamlarında geçirmektedirler. Öğretmen-çocuk etkileşimi ve okul iklimi, çocukların psikososyal gelişimi ve iyi oluşları üzerinde belirleyici bir rol oynamaktadır.

Araştırmalar, öğretmenlerin çocuklarla kurduğu sıcak, anlayışlı ve destekleyici ilişkilerin, çocukların öz düzenleme becerilerini geliştirdiğini, sosyal-duygusal öğrenmelerine katkı sunduğunu ve kendilerine olan güvenlerini artırdığını göstermektedir. Bununla birlikte, okul ortamının güvenli, kapsayıcı ve aidiyet hissini destekleyici bir yapıya sahip olması, çocukların psikolojik dayanıklılıklarını ve öğrenmeye yönelik olumlu tutumlarını güçlendirmektedir. Olumlu bir okul iklimi, yalnızca akademik başarıyı değil, çocukların genel iyi oluş düzeyini de artırmaktadır.

Günümüzde öğretmen-çocuk etkileşimini ve okul iklimini güçlendirmeye yönelik pek çok yaklaşım uygulanmaktadır. Mindfulness temelli çalışmalar, sosyal-duygusal öğrenme programları ve oyun temelli öğrenme bu yaklaşımlar arasında öne çıkmaktadır. Bu güncel yaklaşımlar, erken çocukluk döneminde sağlıklı bir gelişim ortamı sunarak çocukların iyi oluşunu desteklemeyi hedeflemektedir.

Anahtar Kelimeler: iyi oluş, erken çocukluk eğitimi, okul iklimi, öğretmen çocuk etkileşimi

Well-Being in Early Childhood Education Settings: Contemporary Approaches Based on Teacher–Child Interaction and School Climate

Abstract

Early childhood is a critical developmental period during which the foundations of lifelong well-being are laid. In this phase, children's sense of safety, ability to form social relationships, express emotions, and access stimulating learning environments are key elements directly affecting their well-being. Young children spend a significant portion of this period in early

childhood education settings. Teacher-child interaction and school climate play a decisive role in their psychosocial development and overall well-being.

Research shows that warm, understanding, and supportive relationships established by teachers enhance children's self-regulation skills, contribute to their social-emotional learning, and strengthen their self-confidence. Additionally, a safe, inclusive school environment that fosters a sense of belonging supports children's psychological resilience and positive attitudes toward learning. A positive school climate not only enhances academic success but also improves children's overall well-being.

Today, various approaches are being implemented to strengthen teacher-child interaction and the school climate. Mindfulness-based practices, social-emotional learning (SEL) programs, and play-based learning stand out among these approaches. These contemporary methods aim to provide a healthy developmental environment in early childhood, supporting the well-being of children in a holistic and sustainable way.

Keywords: well-being, early childhood education, school climate, teacher child interaction

Giriş

Erken çocukluk dönemi, bireyin bilişsel, sosyal, duygusal ve fiziksel gelişiminin en hızlı ve en hassas biçimde gerçekleştiği, yaşam boyu öğrenmenin temellerinin atıldığı kritik bir evredir. Bu dönemde sunulan eğitimsel deneyimler, yalnızca çocukların bireysel potansiyellerini değil, aynı zamanda toplumsal eşitliği ve ekonomik kalkınmayı da etkileyebilecek güçlü birer yatırıma dönüşmektedir. Özellikle dezavantajlı gruplar için erken çocukluk eğitime yapılan yatırımların bireysel ve toplumsal getirisi yüksek olmakta, erken yaşlarda edinilen becerilerin ilerleyen yaşlardaki öğrenmeleri desteklediği birçok çalışmayla ortaya konmaktadır (Heckman, 2012).

Erken çocukluk eğitime yönelik yatırımların etkili olabilmesi ise doğrudan eğitim ortamlarının kalitesiyle ilişkilidir. Kaliteli eğitim, yalnızca bilişsel çıktıları değil, çocukların iyi oluşlarını ve uzun vadeli yaşam deneyimlerini de olumlu yönde etkileyen çok boyutlu bir süreçtir (UNESCO, 2017). UNESCO, eğitimin merkezine kaliteyi yerleştirerek, eğitimin çıktılarının (çocukların ne öğrendiği ne kadar iyi öğrendiği ve bundan ne kazandığı) doğrudan eğitimde kaliteye bağlı olduğunu vurgulamaktadır. Bu nedenle Sürdürülebilir Kalkınma Hedefleri kapsamında da 4.2 hedefi, 2030'a dek tüm çocukların nitelikli erken çocukluk gelişimi, bakım ve eğitime erişimini sağlamayı amaçlamaktadır. Kalitenin bu çok boyutlu yapısı; eğitim programının niteliği, öğretmen yeterliliği, öğrenme ortamı, aile katılımı ve en

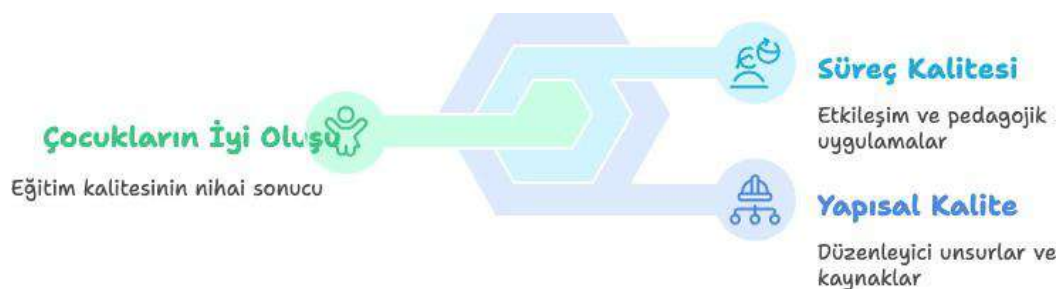
önemlisi çocukların kendilerini güvende, değerli ve ait hissettikleri bir duygusal iklimi içermektedir.

Erken yaşlarda kaliteli eğitime katılan çocuklar, bilişsel, sosyal-duygusal ve dil becerilerinde ilerleme kaydetmektedirler; bu kazanımlar okul başarısı, iyi oluş ve hatta ileriki yaşam gelirlerine kadar yansıyabilmektedir (OECD, 2023). Son yıllarda yapılan bir meta-analizin bulgularına göre, erken çocukluk programlarında kalite arttıkça çocukların akademik ve sosyal becerilerinin mütevazı da olsa iyileştiği ve problem davranışların azaldığı belirlenmiştir (von Suchodoletz et.al, 2023).

Araştırmalar, yüksek kaliteli erken çocukluk eğitimi alan çocukların zekâ gelişimlerinin daha ileri düzeyde olduğunu ve bu etkinin özellikle düşük gelirli ailelerden gelen çocuklarda daha belirgin olduğunu göstermektedir. Protzko'nun (2013) yürüttüğü meta-analiz çalışmasına göre, kaliteli okul öncesi eğitime katılan çocukların zekâ puanları, katılmayanlara kıyasla ortalama 4 ila 7 puan daha yüksek olmaktadır. Bu artışın, çocuğun bütüncül gelişimini destekleyen, zenginleştirilmiş bir çevrede bulunmasından kaynaklandığı vurgulanmaktadır.

Erken çocukluk eğitiminde kalite, genel olarak iki ana boyutta ele alınır: yapısal kalite ve süreç kalitesi. Yapısal kalite; öğretmen nitelikleri, öğretmen-çocuk oranı, müfredatın niteliği ve fiziksel öğrenme ortamı gibi dışsal unsurları kapsar. Bu öğeler genellikle hükümet politikaları, finansal kaynaklar ve düzenleyici çerçevelerle şekillenmekte; dolayısıyla kamu ve özel sektörün kontrolü dışındaki değişkenlere bağlı olarak farklılık gösterebilmektedir. Süreç kalitesi ise sınıf içi etkileşimlerin niteliğini ifade eder; özellikle öğretmen-çocuk ve çocuk-akran etkileşimlerinin duygusal ve pedagojik boyutlarını içerir. Araştırmalar, çocukların öğrenme deneyimini doğrudan etkileyen asıl belirleyicinin süreç kalitesi olduğunu ortaya koymaktadır (Slot, 2018).

Şekil 1. Erken Çocukluk Eğitiminde Kalitenin Boyutları



CLASS (Classroom Assessment Scoring System), öğretmen-çocuk etkileşimlerini üç temel boyutta inceler:

Bu bağlamda, sınıf içi etkileşim kalitesini değerlendirmek üzere en yaygın kullanılan araçlardan biri olan CLASS (Classroom Assessment Scoring System) çerçevesinde süreç kalitesi üç ana boyutta değerlendirilir. Bunlar; duygusal destek, sınıf organizasyonu ve öğretimsel destek. CLASS, hem öğretmenlerin pedagojik yeterliliklerini hem de sınıf ikliminin çocukların gelişimine sunduğu olanakları anlamak için sistematik bir gözlem çerçevesi sunar. Bu yaklaşım, süreç kalitesini nesnel biçimde değerlendirmek ve geliştirmek için önemli bir temel sağlamaktadır (Pianta, La Paro & Hamre, 2008).

Şekil 2. Süreç Kalitesinin Temel Boyutları



Bu çalışmanın amacı, erken çocukluk eğitim ortamlarında çocukların iyi oluşunu destekleyen temel unsurlardan olan okul iklimi ve öğretmen-çocuk etkileşimini literatür ışığında ele almak ve bu alanlardaki güncel yaklaşımları tartışmaktır. Bu bağlamda, erken çocukluk eğitiminde iyi oluşun bir göstergesi olarak öğretmen etkileşimi ve iklimin rolü incelenecek, ardından bu alanları güçlendiren yenilikçi eğitim yaklaşımlarına yer verilecektir.

Öğretmen-Çocuk Etkileşiminin Kalitesine Yönelik Kanıtlar

Literatürde artan sayıda çalışma, erken çocukluk eğitiminde kaliteyi değerlendirirken yapısal ölçütlerin tek başına yetersiz kaldığını, bunun yerine süreç kalitesinin bileşenleri olan

öğretmen-çocuk etkileşimi, sınıf iklimi ve pedagojik duyarlılığın belirleyici rol oynadığını göstermektedir (Howard et al., 2024; Hallam et al., 2009). Özellikle sınıf içi oyun desteği, dil etkileşimleri ve duygusal hassasiyet, çocukların gelişimsel çıktıları üzerinde güçlü öngörücüler olarak öne çıkmaktadır (Howard et al., 2024; Hu et al., 2021).

Pianta ve arkadaşları'nın (2002) sınıf gözlemleri, öğretmen etkileşim kalitesinin okulun sosyoekonomik yapısından etkilendiğini ortaya koymakta; bu durum, pedagojik etkileşimlerin yalnızca bireysel öğretmen becerileriyle değil, aynı zamanda sosyal eşitsizliklerle de iç içe geçtiğini göstermektedir (Paschall et al., 2023). Taylor ve arkadaşları (2023) ise öğretmen duyarlılığının çocukların akran ilişkilerinde belirleyici olduğunu ortaya koyarak, sosyal gelişimin öğretim bağlamıyla şekillendiğini vurgulamaktadır.

2. Süreç Kalitesinin Bileşenleri: Duygusal Destek, Organizasyon, Öğretimsel Destek

Öğretmen-çocuk etkileşim kalitesinin üç temel boyutu olan duygusal destek, sınıf organizasyonu ve öğretimsel destek, çocukların sosyal, duygusal ve bilişsel gelişimlerinde farklı etkilere sahiptir (Hamre et al., 2014). Örneğin, Cash ve arkadaşlarının (2018) bulguları, bu üç boyutun sürekliliğinin çocukların gelişiminde birikimli ve kalıcı etkiler yarattığını göstermektedir. Yüksek düzeyde yapılandırılmış yönetim ve rutinlerin uygulandığı sınıflarda çocukların akranlarıyla olan girişimsel sosyal etkileşimleri azalmaktadır (Taylor vd., 2023). Yapılandırılmış etkinliklerde yaşanan problem davranışlar, çocukların öğrenmeye yönelik yaklaşımlarını olumsuz etkilemekte, yüksek duygusal destek sunulan sınıflarda bu problem davranışların olumsuz etkisi ise azalmaktadır (Domínguez vd., 2011).

Ancak öğretimsel desteğin etkisi, her bağlamda aynı düzeyde gözlenmemektedir. Curby ve arkadaşları (2009), kavramsal gelişimin yüksek olduğu sınıflarda akademik kazanımların arttığını, duygusal destek yoğunluğunun ise sosyal yeterliklerle ilişkili olduğunu saptamıştır. Bu bulgular, etkileşim kalitesinin çocuk gelişimini desteklemede bütüncül bir yaklaşımla ele alınması gerektiğini ortaya koymaktadır.

3. Bağlam ve Eşitsizliklerin Rolü

Yapılan çok merkezli ve kültürler arası çalışmalar, etkileşim kalitesinin kültürel bağlamdan bağımsız olarak gelişim üzerinde belirleyici olduğunu ancak uygulama biçimlerinin bağlama duyarlı olması gerektiğini ortaya koymaktadır (Von Suchodoletz et al., 2020; Hu et al., 2019). Özellikle Paschall ve arkadaşlarının (2023) Head Start bağlamında yürüttüğü çalışma, sınıf

düzeyindeki etkileşim profillerinin, öğretmen tükenmişliği ve çocukların ırksal temsili ile doğrudan ilişkili olduğunu göstermektedir. Çalışmalarında siyah çocuklar düşük kaliteli ve çatışmalı profillerde aşırı temsil edilirken, beyaz çocuklar daha yüksek kaliteli etkileşim ortamlarında yer almaktadır. Bu durum erken çocukluk döneminden itibaren eşitsizlikleri vurgulamaktadır.

Nguyen ve arkadaşları (2020), sınıf kalitesinin etkisinin bireysel öğretmen-çocuk ilişkileriyle şekillendiğini belirterek, ilişkisel pedagojinin önemini vurgulamaktadır. Bu bulgu, Zaslow ve arkadaşlarının (2016) analizleriyle de örtüşmektedir; öğretimsel kalitenin etkisi ancak belirli bir eşik aşıldığında anlamlı hale gelmektedir.

4. Kaliteyi Artırmaya Yönelik Müdahale Modelleri

Son yıllarda geliştirilen çeşitli müdahale programları, öğretmen-çocuk etkileşim kalitesini artırmak amacıyla sosyal-duygusal öğrenmeyi, travma duyarlı pedagojiyi ve mindfulness temelli uygulamaları bir araya getirmektedir (Spielberger et al., 2024; Amini Virmani et al., 2013; Ryan Group, 2024). Özellikle sınıf iklimini ve öğretmen duyarlılığını geliştiren IECMHC, Pyramid Model, Teaching Through Interactions gibi programlar, sınıf içi uygulamalarda gözle görülür iyileşmeler sağlamaktadır (Blewitt et al., 2018). Yapılan araştırmalarda yüksek uygulama kalitesine sahip öğretmenlerin iş doyumlarının yüksek, stres düzeylerinin düşük ve özyeterliliklerinin güçlü olduğu belirlenmiştir (Fettig vd., 2022). Bu müdahalelerin etkisi, özellikle başlangıçta düşük kaliteye sahip sınıflarda ve öğretmen tükenmişliği yaşayan gruplarda daha belirgin olmaktadır (Fettig et al., 2022; Paschall et al., 2023). Ayrıca, öğretmenlerin pedagojik yeterliliklerinin yanı sıra psikolojik sağlamlıklarının da desteklenmesi gerektiği vurgulanmaktadır. Nores ve arkadaşları (2022), sınıf içinde metabilşsel pedagojik yaklaşımların yok denecek kadar az olmasının öğretim kalitesini düşürdüğünü belirtmektedirler.

5. Politik ve Pedagojik Çıkarımlar

Tüm bu bulgular ışığında, erken çocukluk eğitiminde kaliteyi artırmaya yönelik politikaların yalnızca yapısal düzenlemelerle sınırlı kalmaması gerekmektedir. Öğretmen-çocuk etkileşim kalitesi, öğretmenlerin pedagojik becerileri kadar onların destek sistemlerine erişimi, mesleki gelişimi ve psikolojik dayanıklılığı ile doğrudan ilişkilidir. Araştırmalar hizmet içi profesyonel

gelişim programlarının öğretmenlerin duygusal, organizasyonel ve öğretimsel etkileşim kalitesini anlamlı düzeyde artırdığını göstermektedir (Egert vd., 2020).

Tilbe ve Gai'nin (2022) çalışmasında, öğretmen-çocuk etkileşim kalitesinin düşük olduğu durumlarda çocukların sosyal-duygusal gelişimleri üzerindeki olumlu etkilerin sınırlı kaldığı bulunmuştur. Bu bulgu, erken çocukluk eğitim ortamlarında iyi oluşu sağlamak için öğretmen-çocuk etkileşiminin yüksek kalitede gerçekleşmesinin önemini vurgulamaktadır. Ayrıca, süreç kalitesi ölçüm araçlarının ve müdahale modellerinin kültürel bağlamla uyumlu hale getirilme

Süreç kalitesini önceleyen, bağlama duyarlı ve kapsayıcı müdahale modelleri ise çocukların bilişsel, sosyal ve duygusal gelişimlerini bütüncül biçimde destekleme potansiyeline sahiptir.

Sonuç ve Öneriler

Erken çocukluk eğitiminin kalitesi, yalnızca fiziksel ortam ve yapılandırılmış programlarla değil, çocukların doğrudan deneyimledikleri sınıf içi etkileşimlerin niteliğiyle şekillenmektedir. Bulgular, öğretmen-çocuk etkileşimlerinin çocukların bilişsel, sosyal-duygusal ve dil gelişimleri üzerinde hem kısa hem de uzun vadeli etkiler yarattığını açıkça ortaya koymaktadır. Özellikle öğretmenin sunduğu duygusal destek, sınıf organizasyonu becerileri ve öğretimsel kolaylaştırma düzeyi, çocukların öğrenme motivasyonu, akran ilişkileri ve öz-düzenleme becerilerini belirleyici biçimde etkilemektedir.

Bu çerçevede, erken çocukluk eğitiminde kaliteyi artırmaya yönelik aşağıdaki öneriler ön plana çıkmaktadır:

Süreç Kalitesine Odaklanan Politikalar Geliştirilmeli: Kalite değerlendirme sistemleri, yalnızca yapısal kriterlerle değil, öğretmen-çocuk etkileşiminin niteliğini merkeze alan süreç temelli araçlarla desteklenmelidir. CLASS gibi standartlaştırılmış gözlem araçlarının yanı sıra bağlamsal özellikleri dikkate alan kültürel uyarlamalar yapılmalıdır.

Öğretmenlerin Psikolojik Dayanıklılığı Güçlendirilmeli: Öğretmenlerin tükenmişlik, stres ve düşük iş doyumunu gibi risklerle baş edebilmeleri için mindfulness temelli uygulamalar, mesleki danışmanlık hizmetleri ve duygusal destek mekanizmaları yaygınlaştırılmalıdır.

Sosyal-Duygusal Öğrenme Programları Yaygınlaştırılmalı: Duygusal iklimin güçlendirilmesi ve ilişkisel pedagojinin desteklenmesi için öğretmenlere yönelik travma duyarlı, ilişki temelli ve sosyal-duygusal öğrenmeyi önceleyen programlar geliştirilmelidir.

Eşitlik Odaklı Müdahale Modelleri Uygulanmalı: Etkileşim kalitesindeki farklılıkların toplumsal eşitsizliklerle iç içe geçtiği göz önünde bulundurularak, erken çocukluk programları eşitlikçi, kapsayıcı ve kültürel açıdan duyarlı olacak şekilde yeniden yapılandırılmalıdır.

Hizmet İçi Eğitimler ve Mentorluk Sistemleri Güçlendirilmeli: Özellikle öğretimsel destek alanında deneyimli öğretmenlerle yeni başlayan öğretmenler arasında bilgi aktarımını sağlayacak etkili mentorluk ve mesleki gelişim programları oluşturulmalıdır.

Sonuç olarak, erken çocukluk eğitiminde kalite, çocukların gelişimsel gereksinimlerini merkeze alan, bağlamsal farkındalıkla şekillenen ve öğretmen iyi oluşunu gözetten bütüncül bir yaklaşımla ele alınmalıdır. Politika yapıcılar, uygulayıcılar ve akademisyenler bu çok katmanlı yapıyı dikkate alarak süreç kalitesini artırıcı, sürdürülebilir ve adil uygulamaları birlikte tasarlamalıdır.

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Engelli Evde Bakım Hizmeti ve Günümüzdeki Uygulama Şekilleri

Yusuf Safa Ünal

Ondokuz Mayıs Üniversitesi, Samsun, TÜRKİYE
e-mail: ysafaunal@gmail.com, Orcid No: 0009-0002-7554-8233

Aynur Arslan

Ondokuz Mayıs Üniversitesi Sağlık Bilimleri Fakültesi Sosyal Hizmet Bölümü, TÜRKİYE
e-posta: aynur.arslan@omu.edu.tr, Orcid No: 0000-0002-3654-2157

Özet

Temel ihtiyaçlarını bir kimsenin yardımı, desteği ve gözetimi olmadan karşılayamayan engelli bireylerin bakım süreçlerinde desteklenmesi önemli bir konudur. Bu çalışmanın amacı, engelli evde bakım hizmetlerinin günümüzdeki uygulama şekillerinin değerlendirilip kurum bakımı ile evde bakım hizmetlerinin karşılaştırılmasıdır. Çalışma sistematik derleme yöntemi ile yapılmıştır. Ulusal Engelli Veri tabanı Kasım2023 verilerinde Türkiye’de sisteme kayıtlı ve hayatta olan engelli sayısı 2.511.950’dir. Bu veriler engelli bireye sahip ailelerin sayısının oldukça fazla olduğunu ve bakım hizmetlerinin planlanmasının, çeşitlendirilmesinin ve etkinliğinin artırılmasının önemini göstermektedir. Günümüzde tüm dünyada en yaygın modeller evde (profesyonel) bakım, gündüzlü bakım, enformal bakım ve kurumsal bakım modelleridir. Değişen sosyokültürel yapılar, kadınların çalışma hayatına dahil olması, ekonomik yetersizlikler gibi sebepler engelli bireylere yönelik bakım hizmetlerinde önemli değişimlere yol açmış, kurum bakımına talep artmıştır. Bu durum bir süre sonra ülkeler için finansal bir yük olmaya başlamıştır. Türkiye’de 2024 yılı Şubat ayı itibarıyla 106 resmi engelli bakım merkezinde 7 bin 356 engelli bireye yatılı bakım hizmeti sunulmaktadır. Bu bağlamda politika belirleyicileri yeni çözüm arayışlarına yönelmişler ve çözümler arasında ilk sırayı alan uygulama evde bakım hizmetleridir. Evde bakım hizmetlerinin tercih edilme sebeplerinin başında düşük maliyeti ve engelli bireylerin topluma dahil edilmeleri gelmektedir. Kurum bakımının en olumsuz yönleri toplumsal izolasyon, damgalama ve finansal yük iken, evde bakımın olumsuz yönleri bilgisizlik ve bakım yüküdür. İsveç, Norveç, Danimarka, Finlandiya, Hollanda gibi gelişmiş Avrupa ülkelerinde engellilere yönelik kapsamlı, bireyselleştirilmiş ve bağımsız yaşamı destekleyen evde bakım hizmetleri devlet destekli olarak yürütülmektedir. Ülkemizde evde bakım yardımı alanların çoğunluğunu 60 yaş üstü engelli kadınlar oluşturmaktadır. Türkiye’de 2007 yılında 28.583 kişi evde bakım yardımından yararlanırken, 2023 yılı Nisan ayı itibarıyla bu sayı yaklaşık 19,9 kat artarak 569.627’ye ulaşmıştır. Sonuç olarak engelli evde bakım ve kurumsal bakım hizmetlerinin toplumların ihtiyaçlarına göre kapsam alanının genişletilmesi, geri dönüşlerin değerlendirilmesi, yeni uygulama modellerinin geliştirilmesi, iyi uygulamaların yaygınlaştırılması gereklidir.

Home Care Services for Persons with Disabilities and Their Current Implementation Models

Abstract

Supporting individuals with disabilities who are unable to meet their basic needs without assistance, support, and supervision is a critical issue in their care processes. The aim of this study is to evaluate the current implementation of home care services for people with disabilities and compare institutional care with home care services. The study was conducted using a systematic review method. According to the National Disability Database data of November 2023, the number of registered and living individuals with disabilities in Turkey is 2,511,950. These figures highlight the significant number of families with disabled members and emphasize the importance of planning, diversifying, and enhancing the effectiveness of care services. Today, the most common models worldwide include home (professional) care, day care, informal care, and institutional care models. Changing socio-cultural structures, the increasing participation of women in the workforce, and economic constraints have led to significant changes in care services for individuals with disabilities, resulting in an increased demand for institutional care. Over time, this situation has become a financial burden for countries. As of February 2024, there are 106 official disability care centers in Turkey, providing residential care services to 7,356 individuals with disabilities. In this context, policymakers have turned to new solutions, with home care services being the top choice. The main reasons for preferring home care services are their low cost and the inclusion of individuals with disabilities in society. The negative aspects of institutional care include social isolation, stigma, and financial burden, while the negative aspects of home care involve lack of knowledge and caregiver burden. In developed European countries such as Sweden, Norway, Denmark, Finland, and the Netherlands, comprehensive, individualized, and independent living-supporting home care services for individuals with disabilities are provided through government support. In Turkey, the majority of individuals receiving home care assistance are women with disabilities over the age of 60.. In 2007, 28,583 individuals benefited from home care assistance, and by April 2023, this number has increased nearly 19.9 times to reach 569,627. In conclusion, expanding the scope of home and institutional care services for individuals with disabilities according to the needs of societies, evaluating feedback, developing new implementation models, and disseminating best practices are essential.

Keywords Disability, Home Care for Individuals with Disabilities, Institutional Care for Individuals with Disabilities, Community-Based Care

Giriş

Aile ve sosyal çevre toplumun temelini oluşturmaktadır. Sağlıklı bir toplum iyi bir aile ve sosyal çevreden geçer. Bununla birlikte fiziksel veya zihinsel eksikliklerden dolayı engeli bulunan bireyler de toplumun bir parçasıdır. Engelli bireylerin fiziksel, zihinsel ve ruhsal engellerine göre toplum içine gerektiği şekilde dahil olmalarını sağlamak sosyal devlet anlayışının bir gerekliliğidir. Engelli bireyler günlük yaşamda karşılaştıkları zorluklara karşı çoğunlukla destek ihtiyacı duymaktadırlar. Bu destek faaliyeti engelli bireyin ailesinin, topluma hizmet veren kuruluşların ve devletin sorumluluğu altındadır. Engelli bireylerin sağlık, eğitim, temizlik ve kişisel ihtiyaçları kurum bakımı hizmetleri ve evde bakım hizmetleri şeklinde karşılanmaktadır. Kurum bakımı hizmetleri finansal açıdan evde bakım hizmetlerine göre daha maliyetlidir. Bununla birlikte engelli bireyleri toplumdan dışlayıp istismara açık hale getirmektedir. Evde bakım hizmetlerinin asıl hedefi engelli bireylerin toplumdan ve sosyal çevresinden soyutlanmadan bakım hizmetlerinin yerine getirilmesi yönündedir. Evde bakım hizmetinde tüm ihtiyaçlar göz önüne alınır. Engelli bireyin bakıcısına maddi ve manevi destek sağlanmaktadır. Bunun amacı engelli bireyin bakıcısının evde bakım hizmetini sunarken engellinin tüm ihtiyaçlarını sağlaması için destekleyici faaliyetlerdir. Bu şekilde engelli birey sosyal çevresinden ayrılmadan bakım hizmetini alacaktır.

Toplum Temelli Bakım/Rehabilitasyon

Toplum temelli rehabilitasyon çok geniş çerçeveli bir terimdir. Bundan dolayı toplum temelli rehabilitasyonu açıklama hususu da geniş bir bakış açısıyla yapılmalıdır. Literatür taraması yaptığımızda toplum temelli rehabilitasyonun birçok tanımlaması mevcuttur (Baysal, 2019).

Toplum temelli rehabilitasyon bireyin ve engellinin topluma tekrar adaptasyonun sağlanması için uygulanan psikolojik ve sosyal temelli uygulama biçimidir. Tüm bu rehabilitasyon sürecini sekteye uğratabilecek ekonomik ve sosyal problemleri minimuma indirmek asıl amaçtır. Diğer yandan engelli ve ailesinin topluma dahil olması için toplumun beklentilerine uygun hedeflerle sosyal ortama katılımları amaçlanmaktadır (Seyyar, 2006:350-351).

Dünya Sağlık Örgütü'ne göre toplum temelli rehabilitasyon büyük bir kısmı, engellilere aktiflik yetisi katmayı, belli başlı engelleri sebebi ile gerçekleştiremediği işlevlerini en üst

düzye gerekleřtirmesini saėlamayı, en az toplumun diėer kesimi gibi sosyal yařama katılım saėlamayı ve toplumun imkanlarından maksimum seviyede yararlanmayı hedeflemektedir (Baysal, 2019).

Toplum temelli rehabilitasyonun uygulamaları řu řekildedir:

- Engelliyi aile hayatına yönlendirmek
- Engelliyi toplumsal ve sosyal yařama yönlendirmek
- Engellinin psikolojik problemlerine özüm bulmak
- Engellinin hayatını sürdürdüėü sosyal evreye uyumunu en üst seviyeye ıkarmak
- Engellinin erişilebilirlik problemlerine özüm bulmak
- Engellinin ekonomik sorunlarına özümmler oluşturmak
- Engellinin sosyal yařamına tam anlamıyla uyum saėlaması için ihtiyalarına yönelik alıřmalarda bulunmak
- Engellilerin hassas noktalarına ve problemlerine karşı toplum bilincini arttırmak řeklinde hedef uygulamaları bulunmaktadır (Baysal, 2019).

Toplum temelli rehabilitasyon uygulamalarının kalıcılığı rehabilitasyon uygulamalarında daha önceden tecrübe edinilmiş bilgilerin derlenmesi ve uygulanması ile mümkün olacaktır. Yapılan uygulamaların sayısının artması toplumumuzun engelli bireylere karşı duyarlı olması ile doėru orantılı olacaktır. Bunun sonucu olarak büyük emekler verilerek uygulanan toplum temelli rehabilitasyon uygulamaları gelecekteki yönetici ve personellere rehberlik edecek ve rehabilitasyon ihtiyacı duyan engelli bireyleri topluma adaptasyonlarını saėlayıp mutlu birer birey olmalarını saėlayacaktır (Baysal, 2019).

Toplum temelli rehabilitasyon ve toplum temelli sosyal tedavi uygulamalarının ortak alıřmalar yürütmesi üreten ve alıřan başarılı bir toplum yapısı oluşturmanın en büyük řartıdır. Toplum temelli sosyal tedavi uygulamaları, birçok sebepten dolayı günlük yařam yetilerini kaybetmiş ve sosyal evresi ile uyum sorunu yařayan engellilerin topluma ve sosyal yařamlarına yeniden dahil olmalarını amaçlamaktadır. Bununla birlikte fiziksel ve sosyal kayıpları olmayan bireylere yönelik alıřmalar da engelli bireler ile saėlıklı etkileřim saėlanması açısından büyük önem arz etmektedir. Toplum temelli rehabilitasyon uygulamalarından hangi bireylerin faydalanacağı konusu hemen hemen toplumun her kesimini ilgilendirmektedir. Toplum temelli sosyal tedavi uygulamaları aracılığı ile bireylerin sosyal hayatlarını ve saėlıklarını koruma altına alıp bozulma tespit edilen alanlarda ise tedaviler uygulanabilecek alıřmalar yürütülmelidir (Demirel, 2001:149).

Engelli bireylerin dezavantajlı özellikleri sebebiyle toplum ile karşı karşıya kaldığı problemlerin çözümü için toplumdaki kurum ve kuruluşların desteğinin sağlanması açısından gerekli rehberliğin yapılması toplumdaki tüm bireylerin sorumluluğu dahilindedir. Engelli bireylerin sosyal ortamlarına ve toplumun var olduğu her kesime dahil olması sadece engelli açısından bir kazanım değildir toplum açısından da büyük bir kazanım sağlamaktadır. Engelli bireylerin dezavantajları sebebiyle günlük hayata ve sosyal yaşama dahil olamamaları yalnızca engelli bireyin sorunu değil toplumun her kesiminin bir problemidir. Çünkü engelli bireyin toplumdan soyutlanması sosyal yaşamdan bir bireyin desteğinin kesilmesi ve bunun sonucu olarak engellinin işlevini kaybetmesi ile topluma maddi bir yük olarak geri dönmektedir. Zira bu şekilde toplumdan soyutlanmış engelli bireyler sanılanın aksine topluma ve kendine tahmin edilenden daha çok daha ciddi sorunlar ortaya çıkarmaktadır (Baysal, 2019).

Yapılan araştırmalar, kurum bakımı altındaki engelli bireylerin toplum ile birlikte sosyal çevresi içinde yaşayan engelli bireylere kıyasla daha fazla istismar ile karşı karşıya kaldığını göstermektedir. Genel olarak kurum istismarının iki türü mevcuttur. Alışılmış ve sık sık yapılan istismar, bu istismar türü genellikle fark edilmeden sonlanmaktadır. Kasıtlı istismar ise uygulanan şiddet alışkanlığının bir sonucu olarak türemiştir. Kurumsal istismar yatılı kuruluşlarda sıkça karşılaşılan bir türdür. Yapılan tanımlara göre kapsadığı çerçeve değişiklik göstermektedir (1993 Akt; Wilson 2000:155-157).

Sonuç olarak toplum temelli rehabilitasyondan çıkaracağımız sonuç engelli bireyin uzun süreli evde bakılması engelli birey ve ailesi için sosyal, ekonomik ve sağlık açısından kapsamlı olarak ele alınması ve ekip çalışması yürütülmesi gereken bir uygulama sürecidir. Buna sonuç olarak engelli bireyin ihtiyaçlarına göre sağlık çalışanları, sosyal çalışmacılar ve psikologlar gibi farklı meslek grupları bu süreçte etkin rol almalıdırlar. Bunla birlikte toplum temelli rehabilitasyonun önemli adımlarından biri engelli bireyin ailesinin etkin rol alması olacaktır (Özer ve Şantaş, 2012: 97).

Engelliye Verilen Bakım Hizmetlerinin Sınıflandırılması

Toplum temelli rehabilitasyon konusunda ısrarcı olunması, kurumsal bakımın tamamen rafa kalkacağı anlamına gelmemektedir. Bakacak bir yakını olmayan veya engel durumu ağır olan bireylerin toplum temelli bakımı mümkün olmadığı için kurum bakımı daha iyi bir alternatif olarak karşımıza çıkmaktadır. Sonuç olarak toplum temelli rehabilitasyonun uygun görülmediği engelli bireylerde kurum bakımı engellinin yüksek yararına daha uygun olacaktır.

Evde (Profesyonel) Bakım

Evde profesyonel bakım hizmetleri günlük yaşamını sürdürmek için devamlı olarak bir kişinin yardımına gereksinim duyan engellilerin yaşamlarını ailelerinden ve sosyal

çevrelerinden kopmadan, ihtiyaç durumlarında bir artış oluşmadan, eğitim ve gelişim faaliyetlerinde sekteye uğramadan toplumsal yaşama uyum sağlamak adına mümkün olduğunca profesyonel uygulanan uygulamalardır. Uygulamanın bu kısmı engelli bireyin arkadaşlarından, ailesinden ve akrabalarından ayrılmadan uygulanıyor olması engelli adına büyük önem arz etmektedir. Bu uygulama evde sağlık hizmetleri, evde destek hizmetleri ve evde sosyal bakım ile desteklenmektedir (Oğlak, 2007: 101).

Gündüzlü Bakım

Gündüzlü bakım uygulamaları gelişmiş ülkelerde kurum bakımına alternatif olarak ortaya çıkmış ve zamanla sayılarında büyük artış olmuştur. Gündüzlü bakım uygulamaları engelli bakım hizmetlerinde çok önemli bir hizmet noktasıdır. Zira gündüzlü bakım hizmetleri kurum bakımı ile evde bakım hizmetleri arasına bir köprü vazifesi görmektedir. Çünkü bu süreçte gündüzlü bakım merkezi engelli bireyi sosyalleştirip kurum bakıma giden sürecini geciktirici ve rafa kaldıracı bir rol üstlenmektedir. Aynı zamanda günlük bakım hizmetleri kuruma bakımına kıyasla maliyeti daha düşük seviyelerdedir (Ayhan, 2014).

Belli başlı yayınlarda yarı zamanlı bakım olarak geçmekte olan gündüzlü bakımın aynı koşullarla gece hizmeti verdiği belirtilmektedir. Son yıllarda evde bakım hizmetlerine verilen önemin artması ile kurumsal bakımın son tercih olarak kullanılması gündüzlü bakım faaliyetlerine olan yönelimin artmasını sağlamıştır. Engelli bireyin sağlık durumunda olumsuzluklar yaşanması halinde veya bakıcının gündüz yahut gece uygun olmaması durumunda yarı zamanlı bakım uygulaması tercih edilmeye başlanmıştır (Seyyar ve Orhan, 2008: 7).

Kurumsal Bakım

Kurumsal bakım; engelli bireye sağlanan bakım hizmetinin yeterli olmaması, kendisine bakım hizmeti verecek birinin olmaması veya bir bakıcısı olduğu halde engelli bireyin fiziksel ve zihinsel sağlığına uygun koşullarda bakım hizmeti verilememesi gibi durumlarda ağır engelli bireyler için uygulamaya geçilen hizmettir(Seyyar ve Orhan, 2008: 7).

Kurumsal bakım devlet, özel sektör veya kar amacı gütmeyen kurumlar tarafından ağır engelli ve bakıma muhtaç engelliler için uygulanan hizmetler bütünüdür. Kurumsal bakımın kapsamına bakım evleri, engelsiz yaşam merkezleri, umut evleri, bakım yurtları ve huzurevleri gibi kuruluşlar girmektedir. Bu kurumlarda yatılı olarak 24 saat bakım hizmeti verilmektedir.

Engelli bireylerin hizmet aldıkları kurumsal bakım kuruluşları engellilerin evleri gibi olmaktadır. Bunun için yatılı engelli bakım hizmeti veren kurumlarda kalan engelliler farklı ev ve odalarda kalsalar bile ortak bir paydada buluşmaktadırlar. Fakat yarı zamanlı kurumlar bu tanıma uymamaktadırlar (Bettio ve Verashchagina, 2010: 69).

Enformal Bakım

Enformal bakım bakıma muhtaç engelli bireye yakın çevresi, ailesi, akrabaları veya gönüllü bireyler tarafından evde uygulanan evde bakım hizmetleridir. Başka bir bakış açısıyla enformal bakım engelli bireylere günlük yaşamlarını sürdürmeleri için alıştıkları fiziksel ortam ve sosyal çevrelerinde yakınları tarafından aktif izleme ve destekleme yöntemi ile verilen hizmettir. Engelli bireyin ne kadar bakıma uygun olduğu engellinin sosyal çevresi ile ilişkilidir. Bundan sebep enformal bakım yalnızca kendisine evde bakım hizmeti verebilecek yakını olan engelli bireyler için geçerlidir. Enformal bakım sağlayacak bir yakını olmayan engelli bireler için zaten formal bakım hizmeti sağlanmaktadır. Enformal bakım genellikle gönüllü olarak yapılmakta ve bakım veren bireyin bakım alan engelliye karşı kendisini sorumlu hissetmesi ile adeta bir görev edinmesi şeklinde gerçekleşir (Oğlak, 2007).

Enformal bakım kapsamında bakıcılar tarafından verilen hizmet formal bakıma benzer yönleri bulunmakla birlikte ayrılan vakit açısından farklılık göstermektedir. Yüzeysel sağlık kontrolü ve ilaç takibinin yapılması gibi formal bakıcılar tarafından uygulanan hizmetler enformal bakıcılar tarafından da kısmen uygulanmaktadır. Kişisel bakım hususunda ise informal bakıcıların verdiği hizmet formal bakıcıların verdiği hizmetin çeyreği oranında olduğu belirtilmektedir. Günlük yemek hazırlığı, temiz kıyafet ihtiyacı ve engelinin hareket etmesine yardım gibi hizmetler enformal bakımın temel uygulamalarını oluşturmaktadır (Beesley, 2006: 4).

Evde Bakım Hizmetlerinin Tarihsel Gelişimi

Tarih boyunca bakıma muhtaç engelliler için iki farklı anlayış gelişmiştir: medikal yaklaşım ve sosyal yaklaşım.

Medikal Yaklaşım, 19.yy ortalarında sağlık alanındaki gelişmelerle birlikte ortaya çıkmıştır. Engelli bireyleri hasta bireyler olarak kabul eden bu görüş engelli bireyi bir vaka gözüyle incelemektedir. Bunun sonucu olarak engelliğin sebeplerine çözüm bulmak yerine tedavi uygulamaları tercih edilmiştir. Engelli bireyi hasta birey olarak tanımlamış ve sağlık bireyler ile karşılaştırarak engelli bireyleri daha az becerisi olan bireyler olarak kabul etmiştir. Bu görüş engelli bireyleri olumsuz etkilemiş ve toplum dışına itmiştir. Fakat medikal

yaklaşımın tümüyle zararlı olduğunu söylemek yanlış olacaktır. Belli başlı engellilerin tedavisinde medikal yaklaşım gayet faydalı olmaktadır (Demircioğlu, 2010:14-26).

Sosyal yaklaşım, medikal anlayış aksine bireyin toplum içerisinde bir insan olduğunu kabul eden bir anlayış ile hareket etmiştir. Engellilik durumunun bir toplumsal problem olarak değerlendirip engellinin yaşadığı yetersizliklerin toplum tarafından baskılandığını iddia eder. Bunun için engelli bireylerin ihtiyaç duyduğu sağlık ve eğitim hizmetlerini uygulayıp toplum gözünde negatif bir izlenimi olan engelli algısını ortadan kaldırmak gerekmektedir (Demircioğlu, 2010:14- 26).

Engelli bakım hizmetlerinin tarihsel süreci önce medikal yaklaşım ile başlamıştır. Daha sonraları oluşan gelişmeler sosyal modelin ön plana çıkmasını sağlamıştır.

Engelli bakım uygulamalarının tarihi geçmişi ile ilgili herkes tarafından kabul gören bir olgu bulunmamaktadır. Geniş bir literatür taraması sonucu evde bakım hizmetlerinin ilk görüldüğü dönem 18.yy sonlarına doğru Amerika Birleşik Devletleri’nde dini inançlar sebebiyle fakir ve yoksul engellilerin evlerine yapılan ziyaretlerle ortaya çıkmıştır. Yine 18.yy sonlarında Boston Dispanseri tarafından ilk evde bakım hizmeti vermeye başlanmıştır. ABD evde bakım hizmetleri için eğitilmiş hemşireler çalıştırmış ve bu hizmet karşılığı hemşirelere ücret ödemiştir. Bu gelişme evde bakım hizmetlerinde ödenen ilk ücret olarak tarihe geçmiştir. 19.yy başlarında ise sanayileşme ile birlikte toplumun sağlığının bozulması evde bakım hizmetlerinin yaygınlaşmasına neden olmuştur (Öz 2010: 67-68).

Türkiye’de evde bakım hizmetleri ile ilgili ilk düzenleme 1983 yılında resmi gazetede yayımlanmıştır. 2828 Sosyal Hizmetler ve Çocuk Esirgeme Kanunu içeriğinde evde bakım hizmetlerine de değinilmiştir. Fakat 1993 yılına gelinceye kadar evde bakım hizmetine dair herhangi bir gelişme olmamıştır. 1993 yılında pilot illere uygulanmak üzere yalnız yaşayan yaşlı bireylere evde bakım hizmeti verilmiştir (Koç 2009:13- 14).

Evde Bakım Hizmetleri Yasal Alt Yapısı

Ülkemizde engelli evde bakım yönetmeliği Sosyal Hizmetler ve Çocuk Esirgeme Kurumu Genel Müdürlüğü tarafından 2006 yılında “Bakıma Muhtaç Engellilere Yönelik Resmî Kurum ve Kuruluşlar Bakım Merkezleri Yönetmelikleri” ve 23.10. 2007 tarihinde ‘Bakıma Muhtaç Özürlülerin Tespiti Ve Bakım Hizmeti Esaslarının Belirlenmesine İlişkin Yönetmelik’ ile yasal zemine oturtulmuştur. Evde engelli bakım hizmetleri Aile ve Sosyal Hizmetler Bakanlığı tarafından uygulanmakta olup Aile ve Sosyal Hizmetler İl Müdürlükleri tarafından denetimi sağlanmaktadır. Tüm bu hizmetlerin oluşturulması, uygulanması ve denetlenmesi Aile

ve Sosyal Hizmetler Bakanlığı Engelli ve Yaşlı Hizmetleri Genel Müdürlüğü sorumluluğu altındadır (Altın, 2018).

Evde Bakım Hizmetlerinin Olumsuz Yönleri

Bütün engelli bakım hizmetlerinde olduğu gibi engelli evde bakım hizmetlerinde de birtakım sorunlar ortaya çıkmaktadır. Evde bakım hizmetlerinin çok köklü bir geçmişinin olmaması belli başlı sorunları ortaya çıkarmaktadır. Evde engelli bakım hizmetleri detaylı bir eğitim gerektiren ve yoğun bir denetime ihtiyaç duyan uygulamalardır (Karabağ, 2007).

Evde engelli bakım hizmetlerinin olumsuz yönlerini inceleyecek olursak; engelli birey özel hayatının gizliliğini ihlal edildiği algısına kapılmaktadır. Bu his genellikle zihinsel ve ruhsal engeli bulun bireylerde daha sık görülmektedir (Taşdelen 2012: 59 -60).

Engelli bireye verilecek ilaçların takibi, engelli bireyin kişisel bakımı ve temizliği gibi birden fazla sorumluluk tek bakıcının üzerinde olduğu için engellinin bakıcısı yani yanı kendini fazla baskılanmış hissedebilir. Engelli bireyin tedavi ve bakımı sırasında sağlık ekipmanları vb. aletler kullanılıyorsa engelli kendini cihazlar arasında kalmış hissedebilir. Engelli bireye bakım hizmeti veren yakını sağlık cihazlarını kullanmada bilgisizlik yaşaması engelli sağlığı açısından sorun yaratabilir. Engelli bireyin rahatsızlığı gibi acil müdahale gerektiren durumlarda müdahale edecek birinin bulunmaması olası ihmallerden doğan can ve sağlık kayıplarının habercisidir. Engelli birey ve bakıcısı devamlı birlikte oldukları için karşılıklı çatışma kaçınılmaz olmaktadır. Bu gibi durumlarda bakıcı ruhsal bunalıma girerken engelli ise yakınlarına yük olduğunu düşünmektedir. Bu gibi durumlar engelli bireyde ve bakıcında mutsuzluk yaratmaktadır. Bu olumsuzlukları en düşük seviyeye indirmenin en mümkün olan yöntemi engelli evde bakım hizmeti sağlayacak bakıcıya eğitim vermekten geçmektedir (Öz 2010:80) (Taşdelen 2012: 60 -61).

Evde Bakım Hizmetlerinde Uluslararası Örnekler

ABD’de Evde Bakım Hizmetleri

1947 yılında New York'taki Montefiore Hastanesi, evde bakım alanında ilk modelini planlayarak sağlık destekli evde bakım uygulamalarının başlangıcını yapmıştır. O yıllarda evde bakım uygulamaları sağlık üzerine kurulu olduğu için dar bir alana hizmet veriyordu, ancak zamanla diğer meslek gruplarının dahil olması ile birlikte çok yönlü bir hizmet haline gelmiştir. 1960 yılında yaşlılar için ücretsiz evde bakım hizmeti onaylanmış, 1965'ten itibaren ise ABD'deki sigorta sistemlerinin dahil olması ile birlikte bireylerin evde bakım hizmetlerine ulaşımı kolaylaşmıştır. (Munchus, 1999).

1982 yılında ABD'de Ulusal Evde Bakım Birliği kurulmuştur. Bu topluluğun hedefi, hastalar için bakım standartlarını yükseltmek, bakım verenlerin haklarına sahip çıkmak ve evde bakımı bakım merkezleri ile birlikte yürütmektir. Bu birlik sağlandığı süreçte evde bakım hizmetlerinin bilinirliği artmış ve evde bakım hizmetinden faydalanan hasta sayısında önemli bir artış yaşanmıştır. 1990'lı yıllar ile birlikte ABD'de evde bakım hizmeti yaygınlaşmış ve kurupta bakım faaliyetleri önemli derecede gelişmiştir. Yaşanan bu dönemde ABD'de en hızlı gelişen 2. Sektör evde bakım hizmeti olmuştur. (Aksoy, 2015:119)

Avrupa'da Evde Bakım Hizmetleri

Avrupa'nın Ortaçağ döneminde hastaların birbirlerine hastalık bulaştırmaması ve salgının yayılmaması amacı ile yapılan karantina uygulamaları daha sonra 17. yüzyılda veba salgınlarında örnek alınan “evde tecrit” ve “evde sağlık hizmeti uygulamaları”nın temelini ortaya çıkartmıştır. Yine bu dönemde yapılmakta olan uygulamalar konaklama, besin ihtiyacını giderme gibi sosyal yaklaşımlar bulunmaktadır (Sobel,2000).

Evde hasta bakımı uzun süre aile tarafından veya sivil toplum kuruluşları tarafından verilmekteydi. Avrupa ülkelerinin büyük çoğunluğunda aile ve akrabalar tarafından engelli ve hastalara evlerinde bakım vermek kültürel olarak yaygın durumdaydı. 20. Yüzyıla yaklaştıkça kuruluştaki bakım verme hizmeti planlı olarak yaygınlaşmaya başlamıştır (Twigg, 1993).

1937 yılında Danimarka öncü bir program başlatıp engelli ve hastalara ev ziyareti modelini geliştirmiştir. Bu model diğer Avrupa ülkelerine örnek olmuştur. Danimarka'da hizmete sunulan 6 yıllık model sonucunda ölüm hızını ve hastalanma oranını azalttığını ortaya çıkması, evde bakım ve ev ziyaretlerinin öneminin artmasını büyük oranda hızlandırmıştır. Bu uygulamalar sonucunda Avrupa'da ev ziyaretleri yapan sivil toplum örgütlerinin yaygınlaştırılması ve desteklenmesi kararı alınmıştır. Bu süreçte sosyal hizmet çalışanlarının sayısının yetersiz olmasından dolayı aile yardımcıları kullanılmıştır (Wasik,1990).

Evde Bakım Hizmetlerinde Geldiğimiz Nokta

Engelli bireyin kendi yaşadığı evde, günlük yaşamın gerektirdiği temizlik, yeme ve içme, kişisel bakım ve kıyafetlerinin yıkanması gibi ihtiyaçlarının giderildiği hizmetler gündüzlü bakım ve yatılı kurum personelleri tarafından günde en fazla 3 saat süreyle verilmektedir. Bir diğer seçenek ise engelli bireyin akrabası yahut bir yakını tarafından en az 8 saat olmak üzere bakım engellinin kendi evinde bakım hizmeti verilmesi yönündedir.

Bakıma muhtaç engelli bireylerin evde bakım hizmetinden faydalanabilmesi için hanede yaşayan bireylere düşen kişi başı gelirin asgari ücretin 2/3 oranından az olma zorunluluğu vardır. 2025 yılı için güncel kişi başına düşen gelir sınırı 14736,44 TL'dir. 2025 yılında aktif olarak evde bakım hizmeti veren engelli yakını bakıcıların aldığı ücret ise 10125,55 TL'dir.

Ülkemiz de diğer gelişmiş ülkeler gibi engelli bireylerin kurumun bakımı yerine kendi sosyal çevrelerinden ayrılmadan toplum temelli bakım modellerini geliştirme yönünde çalışmalar yürütmektedir. Bunun bir sonucu olarak engelli bireylerin müstakil bir ev ya da herhangi bir dairede komşularıyla ve toplumla iç içe yaşamlarını sürdürdükleri bir uygulama olan “umut evi” isimli proje ortaya çıkmıştır. Kurum bakımı veren kuruluşlara ek olarak umut evleri de günümüzde halen hizmet vermektedir. Bununla birlikte engelli bireylerin oturma odası, mutfak, banyo, yatak odası, çamaşırhane gibi odaları bulunan ortalama on kişilik büyük dairelerden oluşan Engelsiz Yaşam Merkezleri de hizmet vermektedir. Engelsiz Yaşam Merkezleri günümüzde gittikçe sayısını arttırarak yaygınlaşmaktadır. Bütün bu uygulamalara dahil olarak evde bakım hizmetleri de desteklenmekte ve günümüzde kurum bakımı sırası bekleyen engelli birey bulunmamaktadır. (EYHGM, 2022).

Sonuç

Her birey nasıl engelli olmaya aday ise yine her birey bakım hizmeti almaya da adaydır. Büyüyen nüfus ile birlikte bakım hizmeti gereksinimi olan engelli birey sayısı artmakta ve bunun sonucu olarak ülkeler yeni politikalar üretmektedir. Kurum bakım hizmetlerinin gerek engelli için yıpratıcı olması gerek ise devlet için daha maliyetli olması politika belirleyicilerini evde bakım hizmetlerine yöneltmektedir. Avrupa ülkelerinde henüz yeni yeni evde bakım hizmetlerinin yaygınlaşması kültürel yapılarından kaynaklanmaktadır. Ülkemizin ise kültürel yapısının evde bakım hizmetlerine uygun olmasından kaynaklı hızlı bir adaptasyon söz konusudur. Devletin ise evde bakım hizmetlerini destekleyici finansman sağlaması uygulamanın daha tercih edilir hale gelmesini sağlamıştır. Sağlanan finansal destek ailelerin maddi yoksunluktan dolayı engellilerini kurum bakımına vermesini engellemiştir. Bunun sonucu olarak engelli bireyler toplumdan dışlanmamış ve toplumla iç içe sosyal hayatlarına devam etmişlerdir. Aynı zamanda sağlanan finansal destekler engelli birey için harcandığında engellinin topluma kazanımı daha kolay hale gelmiştir. Engelli bireylerin bakıcılarına verilecek eğitimler ile evde bakım hizmetlerinin verimliliği artacak bununla birlikte yaşanan sorunlar en aza inecektir. Zira eğitimsiz veya bilgisiz bakıcılar engelli için istemsiz de olsa zaman zaman tehlike oluşturmaktadır. Yapılacak çalışmalar evde bakım hizmetlerinin eksikliklerini giderici yönde olursa bu çalışmaların sonuçları politika uygulayıcılarının, engelli bireylerin ve bakıcıların faydasına olacaktır.

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Okullarda Acil Durumların Yönetimine Acil Hemşireliği Perspektifinden Yaklaşmak: Bibliyometrik Bir Analiz

Azize AYDEMİR

Giresun Üniversitesi, TÜRKİYE

azize.aydemir@giresun.edu.tr, ORCHID ID: 0000-0002-4751-7088,

Özet

Bu çalışma, 2022-2025 yılı dahil okul ortamlarında meydana gelen acil durumlarla ilgili hemşirelik literatürünün bibliyometrik analizini yapmayı amaçlamaktadır. Eğitim kurumlarında meydana gelen yangın, deprem, şiddet olayları ve bulaşıcı hastalık salgınları gibi acil durumlar sadece öğrencileri değil tüm okul personelini etkileyen kritik olaylardır. Bu durumlarda acil hemşireliği müdahale, triyaj, ilk yardım ve psikososyal destek konularında kilit rol oynamaktadır. Bu nedenle bu çalışma, hemşirelik alanında okul temelli acil durum yönetimine ilişkin bilimsel üretimin eğilimlerini ve yapısını ortaya koymayı amaçlamaktadır. Toplam 370 yayın, Web of Science Core Collection veri tabanında “okul”, “acil hemşirelik”, “afet müdahalesi” ve “acil durum planlaması” gibi anahtar kelimeler kullanılarak analiz edilmiştir. VOSviewer yazılımı yardımıyla yayınların yıllık dağılımı, konu kategorileri, dizin türleri, ülkeler, yazar işbirlikleri, atıf ağları ve anahtar kelime kümeleri görselleştirilmiştir. Bulgular, 2024 yılında yayın sayısında önemli bir artış olduğunu göstermektedir. Makalelerin çoğu SSCI’da indekslenmiş olup, Amerika Birleşik Devletleri yayın sayısı bakımından önde gelen katkı sağlayıcıdır. Bununla birlikte, uluslararası işbirliği ağlarının nispeten sınırlı olduğu görülmüştür. Sonuç olarak, hemşirelerin okul temelli acil durum müdahalesindeki rolü giderek daha önemli hale gelmektedir. Bu alanda daha fazla akademik üretime ve uluslararası işbirliğine ihtiyaç olduğu açıktır. Acil durumlarda hemşirelerin yetkinliklerini güçlendirmek için eğitim ve sağlık politikalarının güncellenmesi hem hemşirelik eğitime hem de uygulamaya önemli katkı sağlayacaktır.

Anahtar Kelimeler: Acil hemşireliği, okul sağlığı, afet yönetimi, bibliyometrik analiz, hemşirelik eğitimi

Approaching the Management of Emergencies in Schools from the Perspective of Emergency Nursing: A Bibliometric Analysis

Abstract

This study aims to conduct a bibliometric analysis of the nursing literature related to emergencies occurring in school settings between 2022 and 2025. Emergencies such as fires, earthquakes, acts of violence, and infectious disease outbreaks in educational institutions are critical events affecting not only students but all school staff. In these situations, emergency nursing plays a key role in intervention, triage, first aid, and psychosocial support. Therefore,

this study seeks to reveal the trends and structure of scientific production on school-based emergency management in the field of nursing. A total of 370 publications were analyzed by searching the Web of Science Core Collection database using keywords such as “school,” “emergency nursing,” “disaster response,” and “emergency planning.” With the help of VOSviewer software, the annual distribution of publications, subject categories, index types, countries, author collaborations, citation networks, and keyword clusters were visualized. The findings show a significant increase in the number of publications in 2024. Most of the articles were indexed in SSCI, with the United States being the leading contributor in terms of publication count. However, international collaboration networks were found to be relatively limited. In conclusion, the role of nurses in school-based emergency response is becoming increasingly important. Nevertheless, there is a clear need for greater academic production and international cooperation in this field. Updating educational and health policies to strengthen the competencies of nurses in emergency situations will contribute significantly to both nursing education and practice.

Keywords: Emergency nursing, school health, disaster management, bibliometric analysis, nursing education

Giriş

Aileler ve toplum, okullarda çocukların tehditlere (suç ve şiddet gibi insan kaynaklı acil durumlar) ve tehlikelere (doğal afetler, hastalık salgınları ve kazalar) karşı güvende olması beklenmektedir (Tuck vd., 2014). Okulların afet ve acil durumlar gibi kitlesel olaylara hazırlıklı olma olasılığı bir öğrenci veya personeli ilgilendiren bireysel bir acil durumdan daha yüksektir (Tuck vd., 2014). Okullarda yaşanma ihtimali olan bireysel acil durumlar okul hemşireleri tarafından yönetilir. Dolayısıyla okul hemşireleri yaralanan bir öğrenci ya da yetişkinden başlayarak salgın hastalıklar, endemik hastalıklar, pandemiler olmak üzere geniş bir yelpazede acil durum ve afetlere müdahale eder (Pappas, 2011).

Acil durumlar tehlikeli bir olayın ardından gerçekleşen yerel düzeyde müdahale edilip kontrol altına alınabilen olayları kapsar (Doyle, 2013; Tuck vd., 2014). Afetler, daha fazla kaynak tüketiminin olduğu, yerel düzeyde müdahalenin mümkün olmadığı ve yüksek düzeyde kitlesel yaralanmaların yaşandığı olayları kapsar ve bu anlamda acil durumlardan ayrılır (Doyle, 2013). İster acil durum ister afet olsun, etkili bir müdahale için her iki duruma karşı okulların hazırlıklı olması şarttır. Sağlıkla ilgili acil durumlara yönelik planlama, sağlıkla ilgili rahatsızlıkları olduğu bilinen öğrenciler için acil durum planları geliştirmeyi ve diğer beklenmedik tıbbi acil durumları değerlendirmek ve bunlara müdahale etmek için ilk yardım becerilerini kullanmayı içerir (Tuck vd., 2014). Okul hemşiresinin müdahale etmeye hazır

olması gereken bazı acil durumlara; yaralanan-hastalanan öğrenci veya personel, ziyaretçilerin sağlığıyla ilgili acil durumlar, tribünlerin çökmesi, zehirli gaza maruz kalma, okulda silahlı saldırı, hava koşullarıyla ilgili acil durumlar, patlamalar ve yangınlar gibi tehlikeleri örnek verebiliriz (Tuck vd., 2014).

Acil durumlar, eğitim kurumlarında sadece öğrencilerin değil, öğretmenler, aileler ve tüm okul personelinin yaşamını doğrudan etkileyen kritik olaylardır. Yangın, deprem, şiddet olayları, ani sağlık sorunları veya bulaşıcı hastalık salgınları gibi durumlarda etkili ve hızlı müdahale, hayat kurtarıcı rol oynar (Özmen vd., 2015). Bu noktada, acil hemşireliği disiplini; risklerin azaltılması, olaylara müdahale, triyaj, ilk yardım ve psikososyal destek gibi birçok alanda aktif sorumluluk üstlenir (ENA). Özellikle çocuklarla çalışan hemşirelerin, okul ortamında afet ve acil durumlara yönelik donanımı, toplum sağlığının sürdürülebilirliği açısından önemli bir güvencedir. Son yıllarda, okul temelli acil müdahale sistemlerinin yapılandırılmasında hemşirelerin rolü üzerine artan bilimsel ilgiyi ortaya koymak, bu sürecin sağlık politikaları ve hemşirelik eğitimiyle olan ilişkisini anlamak açısından önemlidir.

Bu çalışmada, 2022-2025 yılı dahil okullarda meydana gelen acil durumlara yönelik acil hemşireliği yaklaşımını ele alan bilimsel yayınları bibliyometrik yöntemle analiz edilecektir. Çalışma, bu alanda yapılan akademik üretimi değerlendirerek, yayın eğilimlerini, en etkili yazarları, ülkeleri, iş birliği ağlarını ve temel araştırma temalarını ortaya koymayı amaçlamaktadır. Böylece, hemşirelik pratiği ve eğitimi açısından okul temelli acil durum yönetimi konusundaki mevcut bilgi birikimine katkı sağlanması hedeflenmektedir.

Çalışmada bibliyometrik analiz ile şu sorulara yanıt aranmıştır; Okullarda meydana gelen acil durumların yönetiminde acil hemşireliği alanında yayın yapan araştırmacıların doküman ve atıf sayılarının dağılımı nedir? Okullarda meydana gelen acil durumların yönetiminde acil hemşireliği alanındaki makaleler en çok hangi dergilerde yayınlanmaktadır? Okullarda meydana gelen acil durumların yönetiminde acil hemşireliği alanındaki araştırma makaleleri, hangi yayıncı kuruluşta ne ölçüde yer almaktadır? Okullarda meydana gelen acil durumların yönetiminde acil hemşireliği alanındaki araştırma makaleleri, ülkelere göre nasıl bir dağılım göstermektedir? Yayınların ortak yazarlık açısından yazarlara ve ülkelere dayalı ağ haritalaması nasıldır? Okullarda meydana gelen acil durumların yönetiminde acil hemşireliği alanındaki araştırma makalelerinde en sık tekrarlanan anahtar sözcükler nelerdir?

Metot

Nicel ve tanımlayıcı kesitsel olan bu çalışma, okul temelli acil durum ve afet yönetimi kapsamında hemşirelik literatürünün bibliyometrik analizi şeklinde gerçekleştirilmiştir.

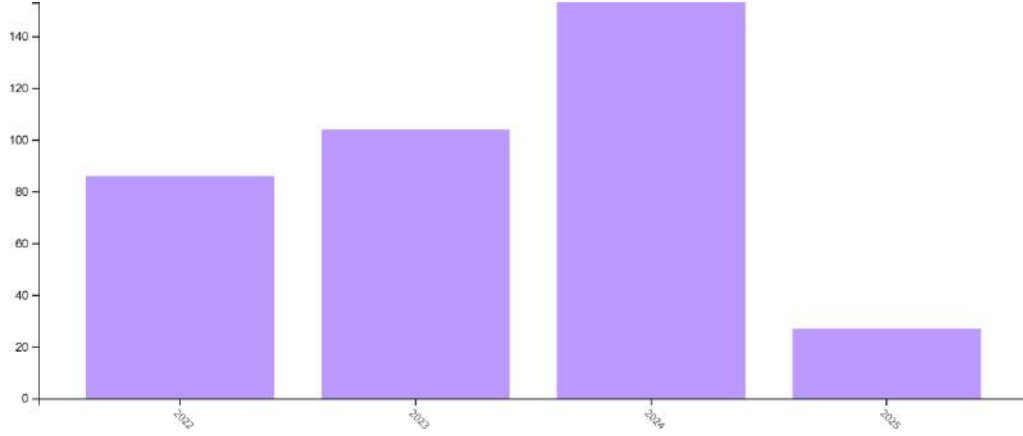
Çalışmanın verileri, Web of Science Core Collection veri tabanında belirlenen arama kriterleri doğrultusunda elde edilmiştir. Bu doğrultuda eğitim kurumları (“school-okul”, “school-based-okul temelli”, “educational institution-eğitim kurumu*”) ve hemşirelikle ilgili alanlar (“emergency nursing-acil hemşireliği”, “disaster nursing-afet hemşireliği”, “school nursing-okul hemşireliği”, “emergency care-acil bakım”, “pre-hospital care-hastane öncesi bakım”, “crisis intervention-kriz yönetim*”) ile acil durum ve afet yönetimi alanlarındaki (“emergency management-acil yönetimi”, “disaster preparedness-afet hazırlığı”, “emergency preparedness-acil durum hazırlığı”, “disaster response-afet müdahalesi”, “emergency planning-acil eylem planı*”) terimlerle ilişkili yayınlar incelenmiştir. Yayın türü olarak makaleler (article), yayın yılları olarak da 2022 ile 2025 yılı dahil üç yıllık dönem seçilmiştir. Alan olarak yalnızca Nursing (hemşirelik), alt kategori olarakta Nursing (hemşirelik) dikkate alınmıştır. Belirtilen arama kriterleri doğrultusunda ilgili döneme ait literatürün sayısal dağılımları, eğilimleri ve bilimsel üretim kapasitesi 370 yayın dahil edilerek 24.04.2025 tarihinde ve Giresun Üniversitesi Proxy ayarları üzerinden bibliyometrik yöntemlerle Vosviewer programı kullanılarak analiz edilmiştir.

Bu çalışmada, mevcut literatür temel alınarak analiz gerçekleştirilmiş olup, insan veya hayvan denekleri üzerinde doğrudan herhangi bir uygulama yapılmamıştır. Bu nedenle etik kurul onayı gerektiren bir durum söz konusu değildir. Çalışmada kullanılan veriler, kamuya açık kaynaklardan ve akademik çevrelerce erişilebilir nitelikteki yayınlardan elde edilmiştir. Araştırma sürecinde şeffaflık, doğruluk ve bilimsel güvenilirlik temel ilkeler olarak benimsenmiş; etik dışı tutumlardan özenle kaçınılmıştır. Bulguların sunumu sırasında da etik ilkelere azami düzeyde riayet edilmiş, elde edilen sonuçların doğru biçimde değerlendirilmesi ve raporlanması amacıyla titiz bir yaklaşım izlenmiştir.

Bulgular

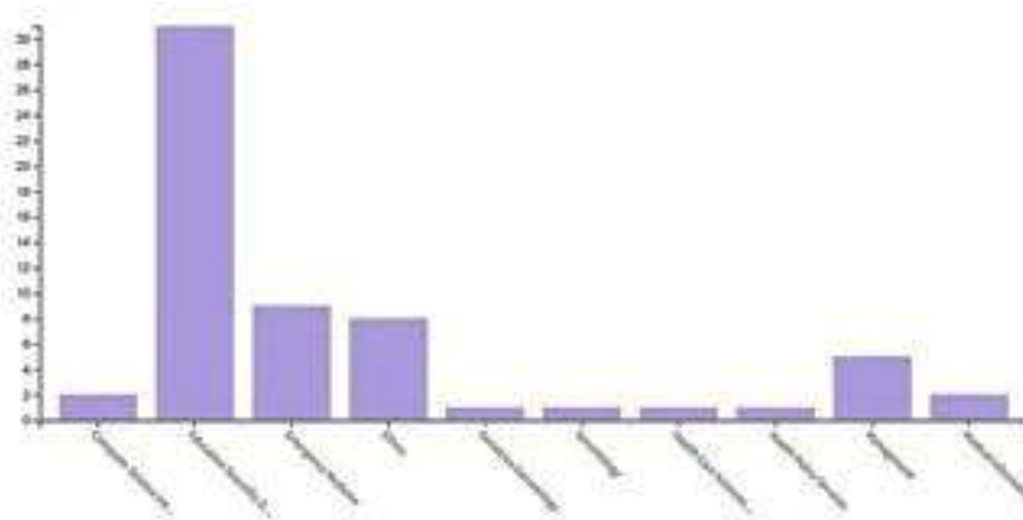
1. Tanımlayıcı Bulgular

Okul temelli acil durum ve afet yönetimi ile ilişkili hemşirelik alanındaki makalelerin yıllara göre dağılımı incelendiğinde, 2022 yılında 86, 2023 yılında 104, 2024 yılında ise 1503 makalenin yayınlandığı görülmektedir. 2024 yılı, incelenen dönem içerisinde en fazla yayının yapılan yıldır ve yayın artışı dikkat çekmektedir (Şekil 1). Bu bulgu konunun akademik çerçevede popülerliğinin yıllar içinde artarak sürmekte olduğunu göstermektedir. Son yıllarda dünya genelinde yaşanan afetlerin, acil durumların ve pandemilerin bu eğilimi arttırdığı düşünülmektedir.



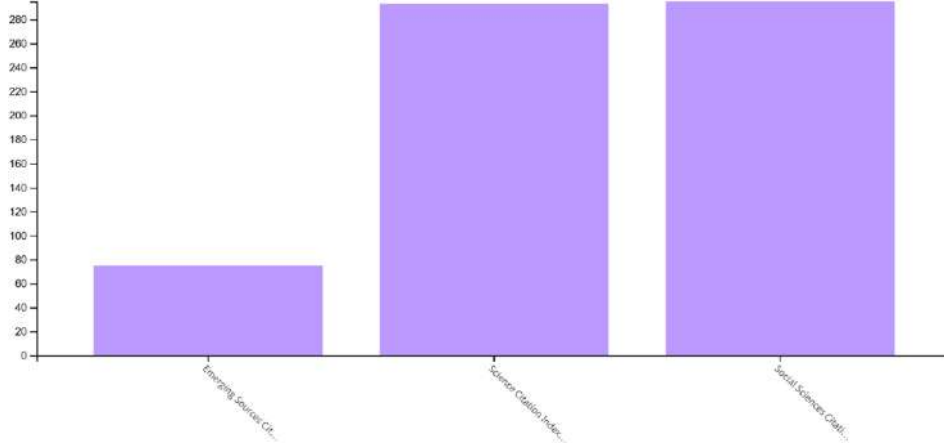
Şekil 1. Okul Temelli Acil Durum ve Afet Yönetimi Alanındaki Hemşirelik Makalelerinin Yıllara Göre Dağılımı (2022-2025)

Şekil 2’de görüldüğü üzere; en fazla yayının “Eğitim ve Bilimsel Disiplinler” alanında olduğu belirlenmiştir (n=31). Bu alanı sırasıyla Acil Tıp (n=9) ve Etik (n=8) izlemektedir. Yönetim (n=5), Sağlık Politikası ve Hizmetleri (n=3), Medikal Bilişim (n=3), Bilgisayar Bilimleri (n=2), Geriatri ve Gerontoloji (n=1), Sağlık Hizmetleri Bilimleri (n=1) ve Genetik ve Soybilim (n=1) kategorilerinde ise daha sınırlı sayıda yayın bulunmuştur. Bu bulgu, okul temelli acil durum ve afet yönetimi konularının eğitim ve bilimsel disiplinlerle güçlü bir şekilde ilişkilendirildiğini ve ağırlıklı olarak bu disiplinler çerçevesinde ele alındığını göstermektedir.



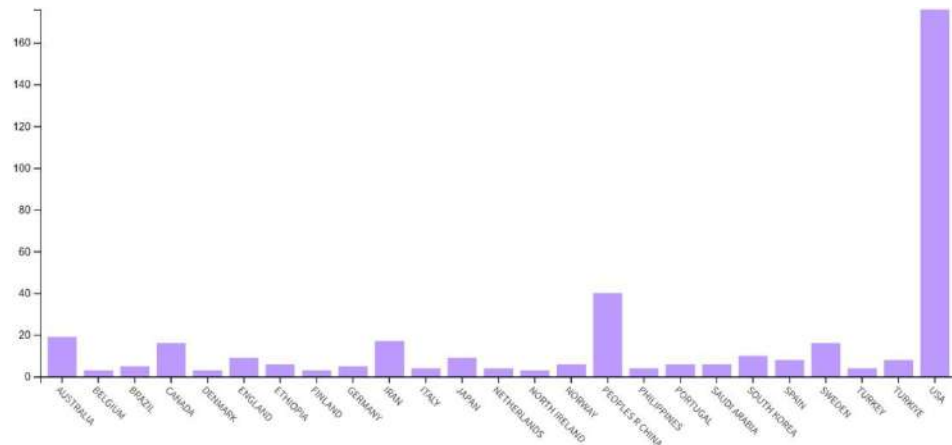
Şekil 2. Bibliyometrik Analizde Kullanılan Arama Kriterlerine Göre Makale Sayılarının Dağılımı

Okul temelli acil durum ve afet yönetimi alanında hemşirelik literatürüne yönelik yapılan bibliyometrik analizde, taranan makalelerin indeks türlerine göre dağılımı incelendiğinde, en fazla yayının SSCI İndeksi'nde (n=295) olduğu saptanmıştır. Bu durum konunun akademik anlamda oldukça değerli bulunduğunu göstermektedir.



Şekil 3. Okul Temelli Acil Durum ve Afet Yönetimi Alanındaki Hemşirelik Makalelerinin İndeks Türlerine Göre Dağılımı

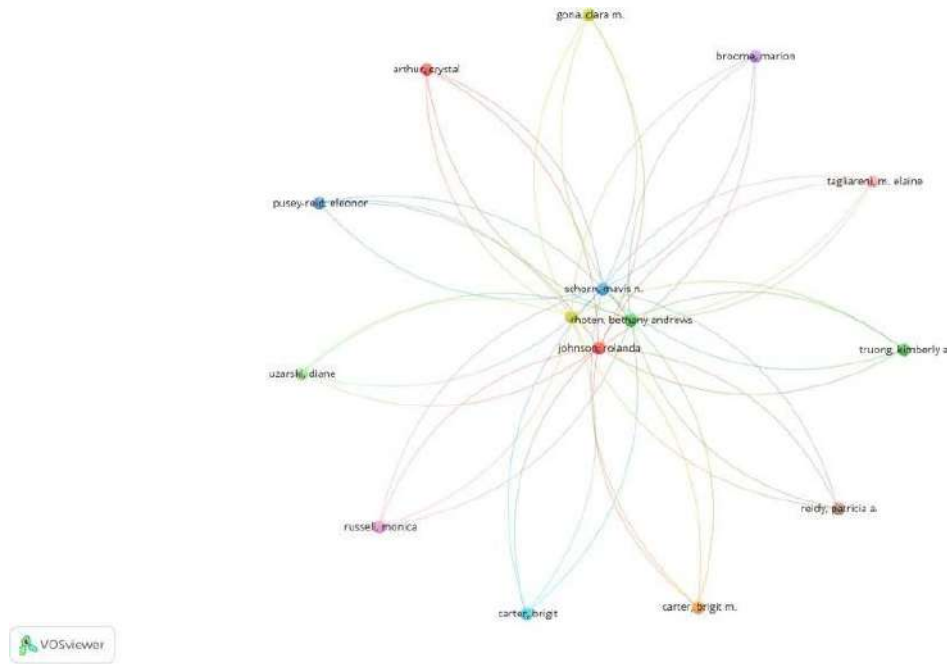
Bibliyometrik analiz kapsamında okul temelli acil durum ve afet yönetimi alanındaki hemşirelik makalelerinin ülkelere göre dağılımı incelendiğinde, en fazla yayın yapan ülkenin açık ara Amerika Birleşik Devletleri (ABD) olduğu (n=176) görülmüştür. ABD'yi Çin Halk Cumhuriyeti (n=40), Avustralya (n=19) ve Kanada (n=16) izlemektedir. Almanya, Brezilya, İran ve Norveç gibi ülkeler de görece daha yüksek yayın sayılarıyla dikkat çekmektedir. Türkiye ise bu alanda sınırlı sayıda yayın üretmiştir (n=4). Genel olarak bulgular, okul temelli acil durum ve afet yönetimi alanında hemşirelik çalışmalarının uluslararası dağılımının büyük ölçüde ABD merkezli olduğunu ve ülkemizde de bu konuda yapılacak araştırmaların büyük bir boşluğu dolduracağına işaret etmektedir (Şekil 4).



oldukça zayıf olduğunu ve iş birliği ilişkilerinin sınırlı sayıda ülke arasında oluştuğunu göstermektedir. Özellikle ABD, yüksek belge sayısına rağmen diğer ülkelerle yoğun bağlantılar kurmamıştır. Bu durum, alandaki çalışmaların daha çok ülke içi üretimle sınırlı kaldığını ve uluslararası düzeyde ortaklıkların geliştirilmesi gerektiğini düşündürmektedir.

Atıf Ağı Analizi: Şekil 6’da görüldüğü üzere, hemşirelik alanındaki çalışmaların yazar temelli atıf ağı analizine ilişkin görselleştirme VOSviewer programı kullanılarak oluşturulmuştur. Analize dahil edilen yazarlar arasında en çok atıf alan isimlerin başında Altmiller Gerry (17 atıf), Efecan Özgi Özgen (14 atıf), Güven Yaşenin (14 atıf), Öncü Emine (14 atıf) ve Vayisoğlu Sümbüle Koksoy (14 atıf) gelmektedir. Bu yazarlar çoğunlukla tek belgeyle katkı sağlamış ancak bu yayınlar literatürde yüksek düzeyde atıf almıştır.

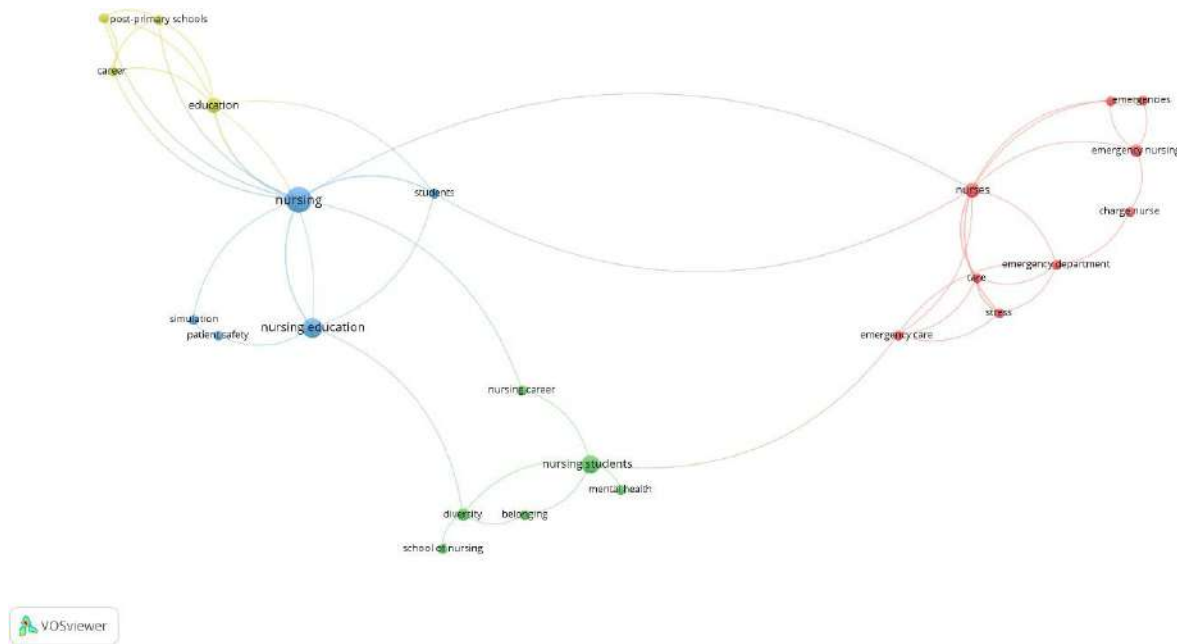
Ağ yapısı incelendiğinde, atıf bağlantılarının görece sınırlı olduğu, yazarlar arasında yoğun bir karşılıklı atıf ilişkisinin oluşmadığı görülmektedir. Bununla birlikte merkezde konumlanan yazarlar (örneğin Schorn Mavis N., Rhoten Bethany Andrews, Johnson Rolanda) daha fazla atıf bağlantısına sahiptir ve atıf ilişki ağında belirgin bir düğüm noktası oluşturmaktadır. Ağ



yapısındaki kümelenmeler ise benzer atıf davranışlarına sahip yazar gruplarının oluştuğunu göstermektedir.

Anahtar Kelime Eş-Zamanlılık Analizi: Şekil 7’de anahtar kelimeler arasında kurulan eş-zamanlılık analizine dayalı bir ağ haritası yer almaktadır. Haritada en sık tekrar eden anahtar

kelimeler arasında “nursing-hemşirelik” (n=12), “education-eğitim” (n=12), “nursing education-hemşirelik eğitimi” (n=6), “nursing students-hemşirelik öğrencisi” (n=6), “nurses-hemşire” (n=4), “career-kariyer” (n=4), “emergency care-acil bakım” (n=2), “school nurse-okul hemşireliği” (n=2) gibi ifadeler dikkat çekmektedir. Bu terimler, ilgili literatürde odaklanılan temaları göstermekte ve alandaki araştırmaların büyük ölçüde hemşirelik, eğitim ve acil bakım gibi konulara yoğunlaştığını ortaya koymaktadır. Toplamda 24 anahtar kelimenin yer aldığı analizde, kelimeler 4 kümeye ayrılmış ve bu kümeler arasında anlamlı bağlantılar kurulmuştur. Harita, çalışmanın tematik yönelimi hakkında görsel bir bakış sağlamaktadır.



Şekil 7. Anahtar kelimeler arasında eş-zamanlılık analizine dayalı ağ haritası.

Sonuç ve Öneriler

Bu çalışma, acil servislerde görev yapan hemşirelerin iyi oluş düzeyleri ve psikolojik dayanıklılıkları bağlamında pozitif psikoloji eksenli bilimsel yayınların Türkiye özelindeki bibliyometrik görünümünü ortaya koymuştur.

Web of Science veri tabanında 2022–2025 yılları arasında yayımlanan 235 makalenin analizine dayanan bulgular, özellikle 2023 ve 2024 yıllarında konunun bilimsel ilgisinin belirgin biçimde arttığını ve 2025 yılının ilk çeyreğinde sürdüğünü göstermektedir. Yine bulgular, çalışmalarda en sık vurgulanan temaların “nursing (hemşirelik)”, “nursing education (hemşirelik eğitimi)”, “resilience (dayanıklılık)”, “well-being (iyi oluş)”, “self-compassion (öz-şevkat)” ve “moral sensitivity (ahlaki duyarlılık)” gibi kavramlar etrafında şekillendiğini göstermektedir. Yayınların büyük kısmı hemşirelik disiplinine ait dergilerde yer almıştır, çalışmalarda genellikle Türkiye merkezli yazarların öne çıktığı görülmüştür. Ülke iş birliği ve

yazar iş birliği ağlarında, sınırlı sayıda güçlü kümenin oluştuğu ancak uluslararası ortaklıkların henüz yaygınlaşmadığı gözlenmiştir. Bu durum, acil hemşireliği alanında pozitif psikoloji temelli iyi oluş odaklı yayınların disiplin içinde kabul gördüğünü ancak bilimsel iş birlikleri açısından daha fazla geliştirilmesi gerektiğini düşündürmektedir.

Bulgular ışığında öneriler:

- Acil hemşireliği eğitim programlarında, psikolojik dayanıklılık, öz-şefkat, umut ve anlam arayışı gibi pozitif psikoloji temalarına doğrudan yer verilmelidir. Bu kapsamda hemşirelik öğrencilerine yönelik psiko-eğitim modülleri geliştirilebilir.
- Acil servis ortamlarında çalışan hemşireler için iyi oluşu destekleyici kurum içi programlar (örn. mindfulness temelli stres azaltma programları, psikolojik danışmanlık hizmetleri) sistematik biçimde uygulanmalı ve değerlendirilmelidir.
- Bilimsel üretkenliğin artırılması ve çeşitlendirilmesi için, acil hemşireliği alanında çalışan araştırmacıların uluslararası düzeyde ortak yayın üretmeye teşvik edilmesi önemlidir. Türkiye'nin merkezi konumu güçlendirilerek bölgesel liderlik rolü desteklenmelidir.
- Uygulayıcı hemşirelerin klinik karar alma süreçlerinde iyi oluş düzeylerinin dikkate alınması, hasta güvenliği ve ekip içi iletişim açısından olumlu sonuçlar doğuracaktır. Bu nedenle yönetim düzeyinde iyi oluşa dayalı performans ve refah ölçütleri tanımlanabilir.
- Bibliyometrik veriler doğrultusunda boşluk alanlarının belirlenmesi, özellikle travma sonrası stres, ikincil travma, mesleki tükenmişlik ve yeniden yapılandırıcı psikolojik müdahale alanlarında daha fazla nitel ve nicel araştırma yapılmasını teşvik edebilir.

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Acil Servislerde Psikolojik Dayanıklılık ve İyi Olma Hali: Pozitif Psikoloji Perspektifine Dayalı Bir Analiz

Azize AYDEMİR

Giresun Üniversitesi, TÜRKİYE

azize.aydemir @giresun.edu.tr, ORCHID ID: 0000-0002-4751-7088

Özet

Acil servislerde çalışan hemşireler sıklıkla yüksek düzeyde strese ve duygusal yüke maruz kalmakta, bu da psikolojik dayanıklılığı genel refahlarını korumak için gerekli kılmaktadır. Son yıllarda pozitif psikoloji, özellikle sağlık mesleklerinde bireysel güçlü yönleri ve psikolojik esnekliğe odaklanan teorik bir çerçeve sunmaktadır. Bu çalışmada, 2022-2026 yılları arasında Türkiye’de üretilen ve acil hemşireliği bağlamında dayanıklılık, iyi oluş ve pozitif psikolojik yaklaşımlar gibi kavramları ele alan akademik literatürü incelemek amaçlanmıştır. Veriler Web of Science Core Collection’den, SSCI, SCI-Expanded veya ESCI indeksli dergilerde “Hemşirelik” kategorisi altında yayınlanan hakemli dergi makaleleriyle sınırlı olarak elde edilmiştir. Toplam 235 makale analize dahil edilmiştir. Analiz, yayın sayısının 2023 ve 2024 yıllarında zirve yaptığını ortaya koymuştur. En çok öne çıkan araştırma alanları hemşirelik, eğitim ve psikoloji olmuştur. Literatürde en sık kullanılan terimler arasında “hemşirelik”, “dayanıklılık”, ‘esenlik’ ve “öz-şefkat” yer almaktadır. Ayrıca sonuçlar, Türkiye’nin bu araştırma alanında en üretken ülke olmasına rağmen, uluslararası işbirliğinin nispeten sınırlı kaldığını ve birkaç akademik ağ etrafında kümелendiğini göstermiştir. Bulgular, acil hemşireleri arasında psikolojik dayanıklılığı ve refahı artırmaya yönelik artan akademik ilgiyi vurgulamaktadır. Pozitif psikoloji temelli stratejilerin hemşirelik eğitime ve klinik uygulamalara entegre edilmesi, hemşirelerin ruh sağlığını, iş memnuniyetini ve hasta bakımının genel kalitesini artırmaya yardımcı olabilir. Eğitim programlarında dayanıklılık odaklı içeriğin güçlendirilmesi ve uluslararası araştırma işbirliğinin artırılması tavsiye edilmektedir.

Anahtar Kelimeler: İyi olma hali, dayanıklılık, acil bakım, hemşirelik eğitimi

Psychological Resilience and Well-Being in Emergency Departments: An Analysis Based on Positive Psychology Perspectives

Abstract

Nurses working in emergency departments are frequently exposed to high levels of stress and emotional burden, which makes psychological resilience essential for maintaining their overall well-being. In recent years, positive psychology has offered a theoretical framework focusing on individual strengths and psychological flexibility, particularly in healthcare professions. This

study aimed to explore the academic literature produced in Türkiye between 2022 and 2026 that addresses concepts such as resilience, well-being, and positive psychological approaches within the context of emergency nursing. The data were obtained from the Web of Science Core Collection, limited to peer-reviewed journal articles published in SSCI, SCI-Expanded, or ESCI indexed journals under the category of “Nursing.” A total of 235 articles were included in the analysis. The analysis revealed that the number of publications peaked in 2023 and 2024. The most prominent research domains were nursing, education, and psychology. Among the most frequently used terms in the literature were “nursing,” “resilience,” “well-being,” and “self-compassion.” The results also showed that while Türkiye was the most productive country in this research area, international collaboration remained relatively limited and clustered around a few academic networks. The findings highlight the growing academic interest in enhancing psychological resilience and well-being among emergency nurses. Integrating positive psychology-based strategies into nursing education and clinical practice may help promote nurses’ mental health, job satisfaction, and the overall quality of patient care. Strengthening resilience-focused content in training programs and increasing international research cooperation are strongly recommended.

Keywords: Well-being, resilience, emergency care, nursing education

Giriş

Acil servisler, sağlık sistemlerinin en yoğun ve stresli çalışma alanlarından biridir (Aydemir, 2024). Çalışanlar, acil servislerde güvenli olmayan ortamlar ve acil bakıma ihtiyaç duyan kritik yaralı kişilerle uğraşmak gibi işyeri stresine maruz kalmaktadır (Eftekhari vd., 2025). Bu stresörler sağlık çalışanlarında fiziksel ve ruhsal sorunlara yol açabilmekte bu durum verilen sağlık bakımının kalitesinde düşüşe ve hizmet sunumuna devam etme isteğinde azalmalara yol açabilmektedir (Moshtagh-Eshgh vd., 2017). Özellikle acil hemşirelerinin yüksek düzeyde psikolojik dayanıklılığa sahip olmaları, mesleki tükenmişliği azaltmada ve iyi oluş hallerini sürdürebilmelerinde kritik rol oynamaktadır (Wattad, 2023). Son yıllarda pozitif psikoloji, bireylerin güçlü yönlerini ve psikolojik esnekliklerini ön plana çıkararak sağlık çalışanlarının iyi oluşunu destekleyen teorik bir çerçeve sunmaktadır.

Psikolojik iyilik hali, insanların yaşamı tanımlama, anlamlandırma ve değerlendirme çerçevesini belirler. Psikolojik iyi oluşları yüksek kişiler genellikle olumlu duygulara sahiptir. Onlar sorunlarla ve olumsuz olaylarla başa çıkma konusunda daha pozitif bir bakış açısı geliştirmişlerdir. Ancak psikolojik iyi oluşları düşük kişiler genellikle depresyon ve kaygı gibi

olumsuz duygulara sahiptir. Bu bağlamda onların hayatla ilişkili konularda pozitif bir bakış açısı geliştirmeleri oldukça zordur (Eftekhari vd., 2025).

Acil hemşirelerinin iş kaynaklı kaygı ve stresleri, duygusal, bilişsel, fiziksel dengelerini bozabilir. Bu durumlar mesleki tükenmişliğe, bilişsel, duygusal ve fiziksel yorgunluğa, duygusal bozulma, isteksizlik, motivasyon eksikliği ve çaresizliğe yol açabilir (Eftekhari vd., 2025). Bu süreçte acil hemşireleri olumlu duygular deneyimleme ve yaşamlarından memnun olma gibi ihtimallere kendilerini kapatırlar, bu da psikolojik iyi oluş düzeylerini düşürür. Stres kaynaklı yaşanabilecek duygusal karmaşanın azaltılması için dayanıklılık, dayanıklılık için ise psikolojik iyilik halinin sürdürülmesi veya yükseltilmesi en önemli unsurdur. Bu nedenle acil servis hemşirelerinin dayanıklılık kapasitesi ile iyi oluş halleri arasındaki ilişki, akademik alanda giderek artan bir ilgiyle ele alınmaktadır (Bruria vd., 2022; Sánchez-Zaballos ve Mosteiro-Díaz, 2021; Wattad, 2023). Literatürde bu temaya dair yapılan çalışmaların haritasını çıkarmak, güncel eğilimleri ve araştırma boşluklarını belirlemek açısından önem arz etmektedir.

Bu çalışmada, 2022-2025 yılı dahil Türkiye adresli araştırmacılar tarafından yayınlanmış ve Web of Science veri tabanında yer alan, Science Citation Index Expanded (SCI-E), Social Sciences Citation Index (SSCI) ve Emerging Sources Citation Index (ESCI) indekslerine dahil dergilerde yayımlanmış makaleler üzerinden, acil hemşireliği alanında iyi oluş, psikolojik dayanıklılık ve pozitif psikoloji temalarının bibliyometrik olarak analiz edilmiştir. Çalışma ile Türkiye’de acil hemşireliği literatüründe pozitif psikolojiye dayalı iyi oluş konularının nasıl ele alındığını, hangi kavramların ön plana çıktığını, yıllara göre yayın eğilimlerini, en üretken yazar ve kurumları, iş birliği ağlarını ve kavramsal odakları ortaya koymayı amaçlamaktadır. Böylece, hemşirelerin iyi oluşunu destekleyen kuramsal ve uygulamalı yaklaşımların gelişimine katkı sağlanması hedeflenmektedir.

Metot

Tanımlayıcı kesitsel olan ve verilerinin bibliyometrik analizle çözümlendiği bu çalışmada veri toplama süreci, Web of Science Core Collection (WoS) veri tabanından 24 Nisan 2025 tarihinde olacak şekilde ve Giresun Üniversitesi Proxy ayarları üzerinden gerçekleştirilmiştir. Literatür taramasında; “*emergency nursing (acil hemşireliği)*” OR “*emergency care (acil bakım)*” OR “*emergency department(acil departmanı)*” OR “*emergency nurse (acil hemşiresi)*” OR “*emergency services (acil servis)*” AND “*well-being (iyi oluş)*” OR “*wellbeing (iyi oluş)*” OR “*psychological resilience (psikolojik dayanıklılık)*” OR “*resilience (dayanıklılık)*” OR “*positive psychology (pozitif psikoloji)*” OR “*self-*

compassion (öz-şevkat)” OR “*optimism (optimizm)*” OR “*hope (mutluluk)*” OR “*meaning in life (hayatın anlamı)*” OR “*flourishing (gelişmek)*” OR “*mindfulness (farkındalık)*” AND “*nurse (hemşire)*” OR “*nursing (hemşirelik)*” anahtar kelimeleri kullanılmıştır. Bu anahtar kelimeler, konunun pozitif psikoloji ve iyi oluş temelli yönünü acil hemşireliği bağlamında ortaya koymak için literatür doğrultusunda belirlenmiştir. Başlangıçta 1 589 802 çalışmaya ulaşılmıştır. Sonrasında arama filtreleri uygulanmıştır. Arama filtrelerinde yayın türü olarak sadece makaleler (Articles) seçilmiş; yayın yılı ise 2022, 2023, 2024 ve 2025 olarak sınırlandırılmıştır. Alan olarak yalnızca Nursing (hemşirelik), alt kategori olarakta Nursing (hemşirelik) dikkate alınmıştır. Ayrıca tarama sadece Türkiye menşeli yayınları kapsayacak şekilde sınırlandırılmıştır. Web of Science indeksleri kapsamında yalnızca SSCI, SCI-E ve ESCI dahil edilmiştir. Belirlenen bu sınırlamalar sonucunda toplam 235 makaleye ulaşılmıştır. Bu makalelerden elde edilen veriler bibliyometrik analiz yöntemiyle VOSviewer (v1.6.20) programı kullanılarak analiz edilmiştir.

Veri kaynağı olarak Web of Science Core Collection tercih edilmiştir; çünkü bu veri tabanı, uluslararası hakemli ve yüksek etki değerine sahip dergileri içermesi, disiplinler arası kapsam sunması ve hem sosyal bilimler hem de sağlık bilimleri alanındaki yayınları bütünsel biçimde sunabilmesi açısından güvenilirlik, geçerlilik ve güncellik kriterlerini karşılamaktadır (Delgado ve Repiso, 2013; MacDonald ve Dressler, 2018). Bununla birlikte araştırma kapsamına yalnızca Türkiye adresli, hemşirelik disiplinine ait makaleler dâhil edilmiştir. Böylece, çalışmanın akademik ve bölgesel geçerliliğini artırmak amaçlanmıştır.

Verilerin analizinde VOSviewer (v1.6.20) yazılımı kullanılmıştır. Analiz sürecinde yazar, ülke ve anahtar kelime düzeyinde iş birliği, yoğunluk ve ilişki ağları görselleştirilmiş; kümeleme ve bağlantı gücü gibi göstergeler üzerinden tematik odaklar belirlenmiştir. Bu analizler sayesinde acil hemşireliğinde iyi oluş ve psikolojik dayanıklılık konusunun akademik gelişim seyri ve güncel eğilimleri ortaya konmuştur.

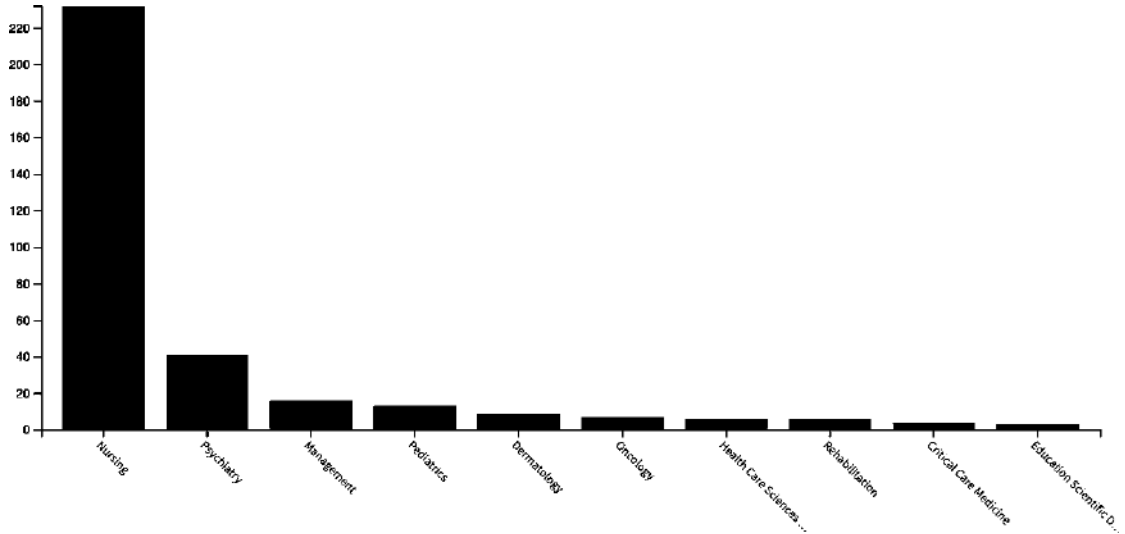
Bu çalışma kapsamında doğrudan insan ya da hayvan denekler üzerinde herhangi bir deneysel uygulama gerçekleştirilmemiştir. Dolayısıyla, etik kurul onayı gerektiren bir araştırma prosedürü söz konusu değildir. Analiz süreci yalnızca ikincil verilere dayandırılmış olup, kullanılan tüm veriler kamuya açık nitelikteki, bilimsel topluluk tarafından erişilebilir, telif haklarına ve açık erişim kurallarına uygun yayınlardan elde edilmiştir. Ayrıca araştırmanın tüm aşamalarında bilimsel dürüstlük, şeffaflık ve metodolojik açıklık temel alınmıştır. Etik dışı herhangi bir müdahaleden veya yönlendirmeden kaçınılmış; analiz süreçleri açık biçimde raporlanmış ve elde edilen bulguların çarpıtılmadan sunulmasına özen gösterilmiştir.

Bulgular

“Acil hemşireliği ve iyi oluş” temalı yayınların yıllara göre dağılımı incelendiğinde, en fazla yayın 2024 yılında yapılmıştır (n=111). 2023 yılında 59 yayımla belirgin bir artış gözlenirken, 2025 yılında bu sayı ilk dört ay için henüz 20’dir. 2022 yılı ise yalnızca 2 yayımla en düşük üretim yılı olarak dikkat çekmektedir. Bu bulgular, araştırma konusunun son yıllarda artan bir akademik ilgi gördüğünü ve konunun güncelliğini koruduğunu göstermektedir.

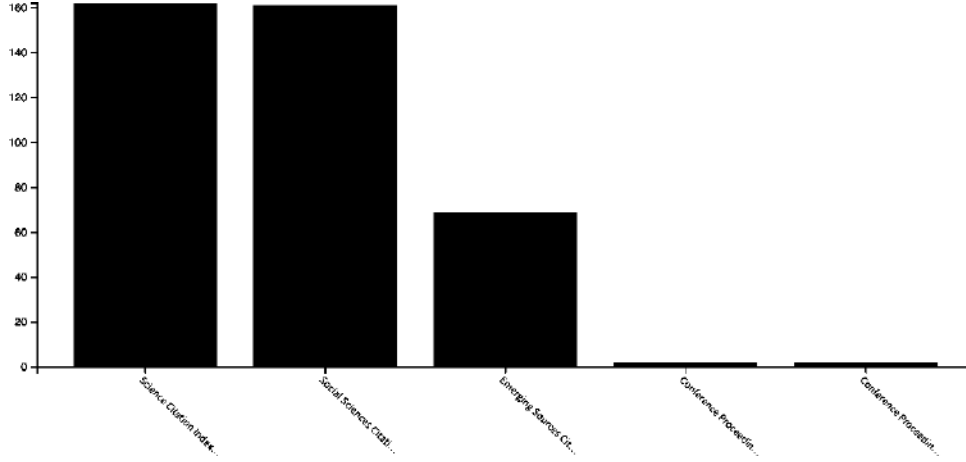
Şekil 1’de yer alan dağılıma göre, incelenen yayınların büyük çoğunluğu “Nursing” (Hemşirelik) kategorisinde yer almakta olup bu alandaki yayın sayısı 232’yi aşmaktadır. Bunu,

“Psychiatry (psikiyatri)” (n=41) ve “Manegement (yönetim)” (n=16) kategorileri izlemektedir. “Medical Informatics (Medikal Bileşim)”, “Ethics (Etik)”, “Oncology (Kanser Bilimi)”, “Education Scientific Disciplines (Eğitim Bilimleri)” ve “Public Environmental Occupational Health (iş sağlığı)” gibi kategorilerde daha sınırlı sayıda yayın yer almaktadır. Bu bulgu, araştırma konusunun en yoğun şekilde hemşirelik disiplini içerisinde ele alındığını ve bu alanın bu konudaki literatürdeki belirleyici rolünü ortaya koymaktadır.



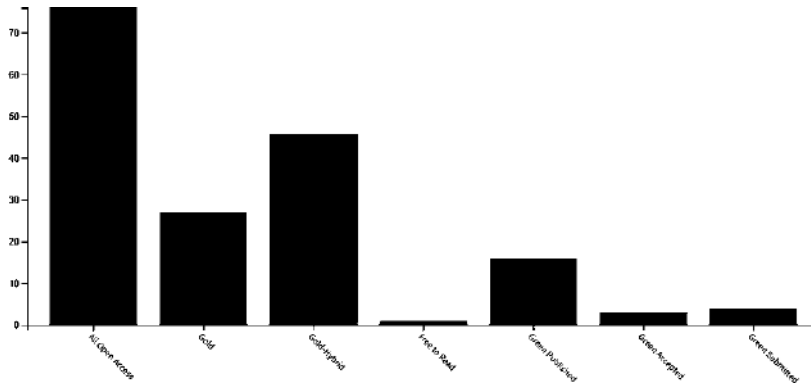
Şekil 1. Konunun ilgili kategorilere göre dağılımı

Şekil 3 incelendiğinde, seçilen yayınların tamamının SSCI (161) ve SCI-E (162) kapsamında tarandığı görülmektedir. Her iki indeks için de yaklaşık 160 yayın belirlenmiştir. Bu durum, ilgili konunun hem sosyal bilimler hem de sağlık bilimleri perspektifinden ele alındığını ve disiplinlerarası bir nitelik taşıdığını göstermektedir. Ayrıca, her iki indeksin yüksek etki faktörlü dergileri kapsamı, literatürde yer alan çalışmaların akademik kalite açısından güçlü bir temele dayandığına işaret etmektedir.



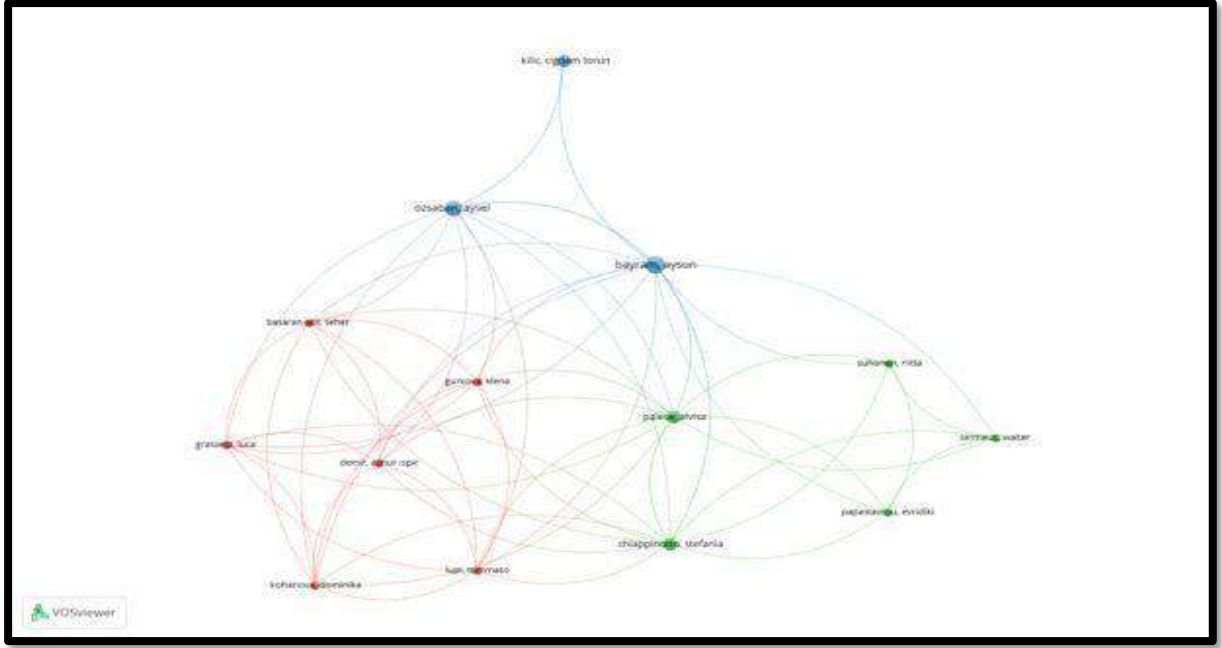
Şekil 3. Yayınların Web of Science Atıf İndekslerine Göre Dağılımı

Şekil 4 incelendiğinde, analiz kapsamındaki yayınların büyük bir bölümünün açık erişim kapsamında yayımlandığı görülmektedir. Özellikle “All Open Access” kategorisinde yer alan yayın sayısı 76 ile en yüksek değere ulaşmıştır. Bunu sırasıyla “Gold-Hybrid” (46) ve “Gold” (27) açık erişim türleri takip etmektedir. “Green Published” (16), “Green Submitted” (4) ve “Green Accepted” (3) kategorilerindeki yayın sayıları ise daha düşüktür. Bu durum, acil hemşireliği, iyi oluş ve pozitif psikoloji temalı çalışmaların bilimsel topluluk tarafından daha erişilebilir hale getirildiğini ve açık erişim politikalarının bu alandaki yayınları desteklediğini göstermektedir.



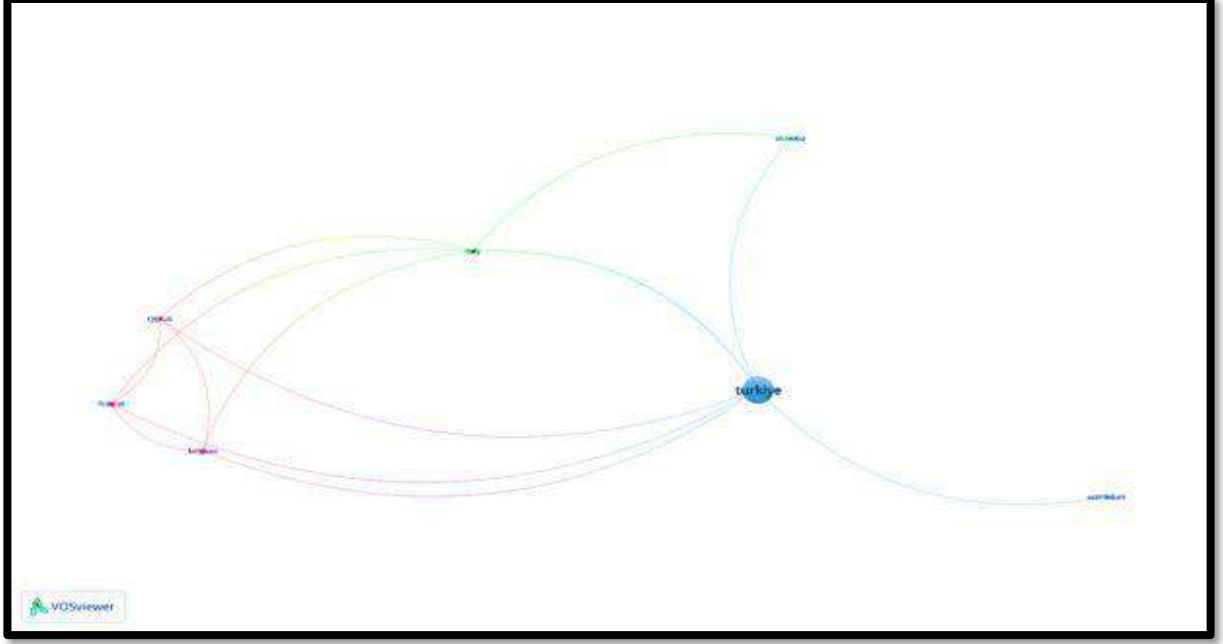
Şekil 4. Yayınların Açık Erişim Türlerine Göre Dağılımı

Türkiye merkezli acil hemşireliği alanında pozitif psikoloji ve iyi oluş temalı çalışmalar toplamda 14 yazarın yer aldığı bir ağda, üç farklı iş birliği kümesi oluşturmaktadır. En geniş kümeyi Bayram_Aysun, Ozsaban_Aysel ve Kilic_Cigdem_Torun gibi yazarların içinde bulunduğu mavi küme oluşturmaktadır. Bu kümenin merkezinde bulunan Bayram_Aysun, yüksek belge sayısı ve toplam bağlantı gücüyle dikkat çekmektedir. Yeşil kümeye dahil olan yazarlar arasında Palese_Alvisa, Chiappinotto Stefania ve Sermeus Walter gibi isimler öne çıkmaktadır. Kırmızı küme ise Grasseti Luca, Demir Oznur İspir ve Lupi Tommaso gibi yazarların oluşturduğu uluslararası iş birliklerini temsil etmektedir. Bu bulgular, Türkiye merkezli araştırmacıların belirli kümeler içerisinde yoğunlaştığını, ancak bazı yazarların uluslararası düzeyde iş birliği ağlarına entegre olabildiğini göstermektedir. Aynı zamanda, alandaki araştırma üretiminin bireysel değil, çok yazarlı ve iş birliği odaklı yürütüldüğü anlaşılmaktadır (Şekil 5).



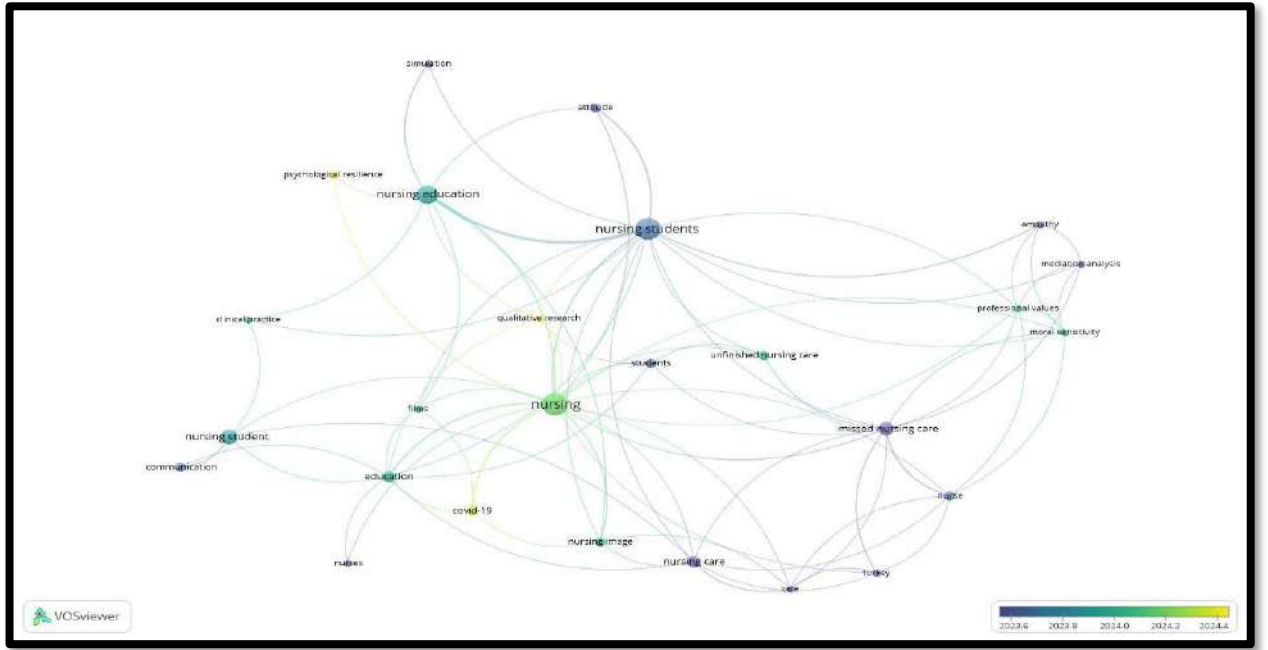
Şekil 5. Acil Hemşireliği Alanında Yayın Yapan Yazarların İş Birliği Ağı

Şekil 6, Türkiye bağlamındaki yazarların diğer ülkelerdeki yazarlar ile işbirliği ağını göstermektedir. Türkiye, toplam 50 yayın ve 116 atıf ile iş birliği ağının merkezinde yer alırken; İtalya, Belçika, Azerbaycan, Kıbrıs, Finlandiya ve Slovakya gibi ülkelerle sınırlı düzeyde iş birlikleri gerçekleştirilmiştir. Türkiye ile İtalya arasındaki bağlantı daha güçlü görünmekte olup, diğer ülkelerle olan ilişkiler daha zayıf bağlantılarla temsil edilmiştir. Üç ana küme oluşmuş olup Türkiye ve Azerbaycan aynı kümede konumlanmıştır. Bu durum, Türkiye'nin bu alandaki üretim gücünü ve bölgesel liderliğini ortaya koymaktadır.



Şekil 6. Ülkelere Göre Bilimsel İş Birliği Ağı

Yazar anahtar kelimeleri üzerinden yürütülen eş-eş görüm (co-occurrence) analizinde, en sık tekrar eden terimlerin başında “nursing (hemşirelik)” (18), “nursing students (öğrenci hemşire)” (17), ve “nursing education (hemşirelik eğitimi)” (12) yer almaktadır. Bu kelimeleri “missed nursing care (arzulanan hemşirelik bakımı)”, “moral sensitivity (ahlaki duyarlılık)”, “professional values (profesyonel değerler)” gibi mesleki etik ve değer temelli kavramlar takip etmektedir. Ayrıca “empathy (empati)”, “communication (haberleşme)”, “covid-19” gibi kavramlar, hemşirelik eğitiminde çağdaş konuların literatürde ele alındığını göstermektedir. Bu bulgular, çalışmaların hem klinik hem de eğitimsel ve etik boyutlarıyla ele alındığını ortaya koymaktadır (Şekil 8).



Şekil 8. Anahtar kelimelerin eş-eşgörüm analizine dayalı görselleştirilmiş kavramsal ağ yapısı

Sonuç ve Öneriler

Bu çalışma, acil servislerde görev yapan hemşirelerin iyi oluş düzeyleri ve psikolojik dayanıklılıkları bağlamında pozitif psikoloji eksenli bilimsel yayınların Türkiye özelindeki bibliyometrik görünümünü ortaya koymuştur.

Web of Science veri tabanında 2022–2025 yılları arasında yayımlanan 235 makalenin analizine dayanan bulgular, özellikle 2023 ve 2024 yıllarında konunun bilimsel ilgisinin belirgin biçimde arttığını ve 2025 yılının ilk çeyreğinde sürdüğünü göstermektedir. Yine bulgular, çalışmalarda en sık vurgulanan temaların “nursing (hemşirelik)”, “nursing education (hemşirelik eğitimi)”, “resilience (dayanıklılık)”, “well-being (iyi oluş)”, “self-compassion (öz-şevkat)” ve “moral sensitivity (ahlaki duyarlılık)” gibi kavramlar etrafında şekillendiğini göstermektedir. Yayınların büyük kısmı hemşirelik disiplinine ait dergilerde yer almıştır, çalışmalarda genellikle Türkiye merkezli yazarların öne çıktığı görülmüştür. Ülke iş birliği ve yazar iş birliği ağlarında, sınırlı sayıda güçlü kümenin oluştuğu ancak uluslararası ortaklıkların henüz yaygınlaşmadığı gözlenmiştir. Bu durum, acil hemşireliği alanında pozitif psikoloji

temelli iyi oluş odaklı yayınların disiplin içinde kabul gördüğünü ancak bilimsel iş birlikleri açısından daha fazla geliştirilmesi gerektiğini düşündürmektedir.

Bulgular ışığında öneriler:

- Acil hemşireliği eğitim programlarında, psikolojik dayanıklılık, öz-şefkat, umut ve anlam arayışı gibi pozitif psikoloji temalarına doğrudan yer verilmelidir. Bu kapsamda hemşirelik öğrencilerine yönelik psiko-eğitim modülleri geliştirilebilir.
- Acil servis ortamlarında çalışan hemşireler için iyi oluşu destekleyici kurum içi programlar (örn. mindfulness temelli stres azaltma programları, psikolojik danışmanlık hizmetleri) sistematik biçimde uygulanmalı ve değerlendirilmelidir.
- Bilimsel üretkenliğin artırılması ve çeşitlendirilmesi için, acil hemşireliği alanında çalışan araştırmacıların uluslararası düzeyde ortak yayın üretmeye teşvik edilmesi önemlidir. Türkiye'nin merkezi konumu güçlendirilerek bölgesel liderlik rolü desteklenmelidir.
- Uygulayıcı hemşirelerin klinik karar alma süreçlerinde iyi oluş düzeylerinin dikkate alınması, hasta güvenliği ve ekip içi iletişim açısından olumlu sonuçlar doğuracaktır. Bu nedenle yönetim düzeyinde iyi oluşa dayalı performans ve refah ölçütleri tanımlanabilir.
- Bibliyometrik veriler doğrultusunda boşluk alanlarının belirlenmesi, özellikle travma sonrası stres, ikincil travma, mesleki tükenmişlik ve yeniden yapılandırıcı psikolojik müdahale alanlarında daha fazla nitel ve nicel araştırma yapılmasını teşvik edebilir.

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İyi Oluş İçin Sürdürülebilirlik: Coğrafi İşaretli Mersin Tantunisi ile Tarsus Fındık Lahmacununun Karbon Ayak İzi Karşılaştırması

Seyran ERGİN AYDEMİR

Yenişehir Belediyesi Bilim ve Sanat Merkezi, erginseyran@gmail.com, 0000-0003-0222-6241, TÜRKİYE

Gülcem Gece ÇUBUK

Yenişehir Belediyesi Bilim ve Sanat Merkezi, gececubuk@gmail.com, 0009-0002-9011-8207, TÜRKİYE

Özet

İyi oluş, bireyin yaşamını olumlu değerlendirdiği; olumlu duyguların yüksek, olumsuz duyguların düşük olduğu; yaşam doyumu ve psikolojik işlevselliğin sağlandığı bir psikolojik durumdur. İyi oluşun hangi bağlamda ele alındığı önemlidir. Türk Mutfağı, yedi farklı bölgenin çeşitlilik gösteren lezzetlerini bir araya getiren yapısıyla dünyanın en önemli ve en eski mutfaklarından biri olarak zengin bir ürün yelpazesi sunmaktadır. Adana, Mersin, Hatay, Urfa ve Mardin gibi yöresel lezzetleriyle öne çıkan şehirler gastronomi turizmine büyük önem vermektedir. Sürdürülebilir gastronomi çalışmalarında doğanın korunması, kaynakların verimli kullanımı ve çevresel etkilerin azaltılması hedeflenmektedir. Bu kapsamda, gastronomi uygulamalarında hammadde üretimi, ürün kullanımı ve atık yönetimi süreçlerinden kaynaklanan sera gazı salınımları "karbon ayak izi" olarak hesaplanmaktadır. Köklü tarihi, zengin mutfak kültürü ve turistik cazibesi sayesinde Türkiye, gastronomi turizmi açısından öncelikli tercih edilen ülkeler arasında yer almaktadır. Geniş bir etnik çeşitliliğe sahip olan Mersin mutfağında, bölge genelinde benzer tüketim alışkanlıkları görülmesine rağmen, bazı yiyecekler ve alışkanlıklar belirli şehirlerle özdeşleşmiştir. Akdeniz Bölgesi illeri karşılaştırıldığında en fazla tescilli ürüne (16 adet) sahip olan Mersin, bu alanda ön plana çıkmaktadır. Bu çalışmada, coğrafi işaretli Mersin Tantunisi ile Tarsus Fındık Lahmacununun üretim süreçlerindeki karbon ayak izini karşılaştırmak amaçlanmaktadır. Karbon ayak izinin azaltılmasının sosyal ve çevresel iyi oluşa etkisi konusunda farkındalık yaratmak hedeflenmiştir. Çalışma kapsamında, her iki yiyeceğin sadece ham maddeleri dikkate alınarak karbon ayak izi hesaplanacaktır. Bu çalışmada coğrafi işaretli “Mersin Tantunisi” ve “Tarsus Fındık Lahmacunu” üretiminde kullanılan ham maddelerden kaynaklı oluşan karbon ayak izi belirlenmiş ve karşılaştırılmıştır. Bu çalışma belirlenen bu yemeklerin 1 porsiyonu için yapılmıştır. Çalışmada Mersin ilinin coğrafi işaretli olan Mersin Tantunisi ve Tarsus Fındık Lahmacunu yemeklerinin standart reçetesinde bulunan ürünler dikkate alınarak karbon ayak izi hesaplanmıştır. Türk Patent ve Marka Kurumundan alınan standart reçetelerde verilen miktarlar dikkate alınmıştır.

Hesaplamalar, karbon ayak izi hesaplama aracı olan CCaLC2 1.700 2016 uygulaması ile yapılmış, uygulamada bulunan hazır veriler kullanılmıştır. Taşıma, depolama, su kullanımı ve üretim uygulamaları dahil edilmemiştir. Elde edilen bulgular bir porsiyon Tarsus fındık lahmacunun bir porsiyon Mersin tantunisine göre karbon ayak izinin daha fazla olduğunu (2,85 kg CO₂e/porsiyon > 1,90 kg CO₂e/porsiyon) göstermektedir.

Anahtar kelimeler: tantuni, fındık lahmacun, karbon ayak izi, coğrafi işaret, sürdürülebilirlik, Mersin, sosyal iyi oluş

Sustainability for Well-Being: Carbon Footprint Comparison of Geographically Signed Mersin Tantuni and Tarsus Fındık Lahmacun

Abstract

Well-being is a psychological state in which an individual evaluates his/her life positively; positive emotions are high, negative emotions are low; life satisfaction and psychological functionality are provided. The context in which well-being is addressed is important. Turkish Cuisine offers a rich product range as one of the most important and oldest cuisines in the world with its structure that brings together the diverse flavours of seven different regions. Cities such as Adana, Mersin, Hatay, Urfa and Mardin, which stand out with their local flavours, attach great importance to gastronomy tourism. Sustainable gastronomy studies aim to protect nature, use resources efficiently and reduce environmental impacts. In this context, greenhouse gas emissions resulting from raw material production, product use and waste management processes in gastronomy practices are calculated as "carbon footprint". Thanks to its deep-rooted history, rich culinary culture and touristic attraction, Turkey is one of the most preferred countries for gastronomy tourism. Mersin cuisine has a wide ethnic diversity and although similar consumption habits are observed throughout the region, some foods and habits are identified with certain cities. Compared to the provinces of the Mediterranean Region, Mersin, which has the highest number of registered products (16), stands out in this field. In this study, it is aimed to compare the carbon footprint of the production processes of geographically labelled Mersin Tantuni and Tarsus Fındık Lahmacun. It is aimed to raise awareness on the impact of reducing carbon footprint on social and environmental well-being. Within the scope of the study, the carbon footprint of both foods will be calculated by considering only the raw materials. In this study, the carbon footprint resulting from the raw materials used in the production of geographically labelled 'Mersin Tantunisi' and 'Tarsus Fındık Lahmacunu' was determined and compared. This study was conducted for 1 portion of these dishes. In the study, the carbon footprint of

Mersin Tantunisi and Tarsus Fındık Lahmacunu, which are geographically marked dishes of Mersin province, was calculated by taking into account the products in the standard recipe. The quantities given in the standard recipes obtained from the Turkish Patent and Trademark Office were taken into consideration. The calculations were made with the CCaLC2 1.700 2016 application, which is a carbon footprint calculation tool, and the ready-made data available in the application were used. Transport, storage, water use and production practices were not included. The findings show that one portion of Tarsus fındık lahmacun has a higher carbon footprint than one portion of Mersin tantuni (2.85 kg CO₂e/portion > 1.90 kg CO₂e/portion).

Key words: tantuni, fındık lahmacun, carbon footprint, geographical indication, sustainability, Mersin, social well-being

Giriş

İyi oluş kavramı ile ilgili karşımıza çok sayıda tanım çıkmaktadır. Genel olarak iyi oluş, bireyin yaşamını olumlu değerlendirdiği; olumlu duyguların yüksek, olumsuz duyguların düşük olduğu; yaşam doyumu ve psikolojik işlevselliğin sağlandığı bir psikolojik durumdur (Diener, 1984). İyi oluşun hangi bağlamda ele alındığı önemlidir. Bu çerçevede iyi oluşu tanımlamak istediğimizde;

Psikolojik iyi oluş, bireyin kendini gerçekleştirme, yaşamda anlam bulma, çevresel ustalık, özerklik, olumlu ilişkiler ve kişisel gelişim gibi temel alanlarda sağlıklı ve dengeli bir işleyiş içinde olmasıdır (Ryff, 1989).

Sosyal iyi oluş, bireyin toplumla olan ilişkilerinde kendini ait, değerli ve işlevsel hissetmesiyle ilgili bir durumdur. Sosyal kabul, toplumsal katkı, toplumsal bütünlük, sosyal entegrasyon ve toplumda anlam bulma gibi boyutları içerir (Keyes, 1998).

Çevresel iyi oluş, bireyin yaşadığı fiziksel çevreyle olan ilişkisini fark etmesi, çevresel sürdürülebilirliğe katkı sağlaması ve çevresel tehditlere karşı duyarlılık geliştirilmesiyle ilgilidir. Temiz hava, sağlıklı yaşam alanları, doğayla etkileşim ve ekolojik denge bu boyutun parçalarıdır (Corral-Verdugo ve diğerleri, 2010).

Sürdürülebilir gastronomi çalışmalarında doğanın korunması, kaynakların verimli kullanımı ve çevresel olumsuz etkilerin azaltılması hedeflenmektedir.

Karbon ayak izinin azaltılması sosyal ve çevresel iyi oluşu etkilemektedir. Karbon ayak izinin azaltılması:

-çevresel iyi oluşu artırır çünkü daha az fosil yakıt kullanımı, hava ve su kirliliğinin azalmasına ve ekosistemlerin korunmasına katkı sağlamaktadır.

-sosyal iyi oluşu destekler çünkü kolektif çevre bilinciyle hareket etmek, toplumsal dayanışmayı artırır, ortak sorumluluk duygusu yaratır.

-toplumsal adaleti güçlendirir.

-toplumun sürdürülebilirliğini ve uzun vadeli refahını destekler.

Sosyal ve çevresel iyi oluş, bireyin yalnızca kendi yaşam kalitesini değil, toplumun ve doğanın sağlığını da gözetken bir yaşam anlayışını içerir. Karbon ayak izinin azaltılması bu iki iyi oluş boyutunu doğrudan destekler; hem ekolojik dengeyi korur hem de toplumsal bilinç ve dayanışma duygusunu geliştirir (Corral-Verdugo et al., 2010; Keyes, 1998).

Türk Mutfağı, yedi farklı bölgenin çeşitlilik gösteren lezzetlerini bir araya getiren yapısıyla dünyanın en önemli ve en eski mutfaklarından biri olarak zengin bir ürün yelpazesi sunmaktadır. Köklü tarihi, zengin mutfak kültürü ve turistik cazibesi sayesinde Türkiye, gastronomi turizmi açısından öncelikli tercih edilen ülkeler arasında yer almaktadır. Adana, Mersin, Hatay, Urfa ve Mardin gibi yöresel lezzetleriyle öne çıkan şehirler gastronomi turizmine büyük önem vermektedir (Güzel Şahin ve Ünver, 2015). Ayrıca, gastronomi kavramı yalnızca kültür ve gelenekleri değil, aynı zamanda sağlıklı yaşam tarzı, özgünlük, sürdürülebilirlik ve deneyim gibi geleneksel değerleri de kapsamaktadır (Küçükkömürler, Şirvan ve Sezgin, 2018).

Sürdürülebilir gastronomi çalışmalarında doğanın korunması, kaynakların verimli kullanımı ve çevresel etkilerin azaltılması hedeflenmektedir. Bu kapsamda, gastronomi uygulamalarında hammadde üretimi, ürün kullanımı ve atık yönetimi süreçlerinden kaynaklanan sera gazı salınımları "karbon ayak izi" olarak hesaplanmaktadır (Budak ve diğerleri, 2025). Karbon ayak izi, modern dünyanın önemli kavramları arasında yer almakta olup turizm ve gastronomi ile sıkı bir ilişki içerisinde. Küresel ölçekte çevresel etkilerin yanı sıra kültürel ve ekonomik sonuçlar doğuran bu kavram, insan faaliyetleri sonucu ortaya çıkan karbon emisyonlarının tespiti ve izlenmesine yönelik en güncel yöntem olarak kabul edilmektedir (Coşkun ve Doğan, 2021). Bir bireyin, bir binanın, bir şirketin veya bir ülkenin tüm faaliyetlerinden kaynaklanan karbondioksit salınım miktarı "karbon ayak izi" kavramını ifade etmektedir (Galli vd., 2012).

Bir gıda ürününün karbon ayak izi hesaplaması hem üreticiler hem de tüketiciler için sürdürülebilir seçimler yapma olanağı sunmaktadır (Clune ve diğerlerinden (2017) aktaran Durlu Özkaya ve diğerleri, 2024). Literatürde yapılan çalışmalara bakıldığında; Türk mutfak kültürünün sera gazı emisyonu (Erdoğan, 2018), geleneksel Elâzığ mutfağı yemeklerinin karbon ayak izinin tespit edilmesi (Ural, 2023) ve bir üniversite yemekhanesinde uygulanan menülerin çevresel etkilerinin belirlenmesi (Taş Özdemir, 2020) gibi az sayıda araştırmaya

rastlanmaktadır. Karbon ayak izi hesaplamaları Ural (2023) tarafından CCaLC2 Build 1.700 programı (CCaLC2, 2016) kullanılarak hesaplanmıştır. Erdoğan (2018) ve Taş Özdemir (2020) tarafından ise meta analiz yöntemiyle derlenen karbon ayak izi faktörleri kullanılarak hesaplamalar yapılmıştır. Menülerde yer alan hayvansal kaynaklı besinlerin yüksek miktarlarda bulunduğu yemeklerin, diğer yemeklere göre yüksek karbon ayak izine sahip olduğu belirlenmiştir (Taş Özdemir, 2020). Durlu Özkaya ve diğerleri (2024) "Ankara'nın Coğrafi İşaretli Yemeklerinin Karbon Ayak İzinin Belirlenmesi" adlı çalışmalarında yöresel yemeklerin karbon ayak izini incelemiştir. Budak ve diğerlerinin (2025) çalışmasında ise Isparta Kaşıkli Tören Menüsü'nün karbon ayak izi değerlendirilmiştir.

Geniş bir etnik çeşitliliğe sahip olan Mersin mutfağında, bölge genelinde benzer tüketim alışkanlıkları görülmesine rağmen, bazı yiyecekler ve alışkanlıklar belirli şehirlerle özdeşleşmiştir (Özbek ve Güzeller, 2022). Akdeniz Bölgesi illeri karşılaştırıldığında en fazla tescilli ürüne (16 adet) sahip olan Mersin, bu alanda ön plana çıkmaktadır. Mersin'in coğrafi işaretli yöresel ürünleri incelendiğinde, en fazla ürünün "işlenmiş ve işlenmemiş meyve vd." grubunda yer aldığı görülmektedir (Seçuk ve Tugay, 2021).

Bu çalışmada, coğrafi işaretli Mersin Tantunisi ile Tarsus Fındık Lahmacununun üretim süreçlerindeki karbon ayak izini karşılaştırmak amaçlanmaktadır. Geleneksel gıdaların sürdürülebilirlik açısından değerlendirilmesi, hem çevresel farkındalık oluşturmak hem de yerel üreticilere sürdürülebilir üretim yöntemleri konusunda yol göstermek açısından önem taşımaktadır. Karbon ayak izinin azaltılmasının sosyal ve çevresel iyi oluşa etkisi konusunda farkındalık yaratmak hedeflenmiştir

Bu çalışmada coğrafi işaretli “Mersin Tantunisi” ve “Tarsus Fındık Lahmacunu” üretiminde kullanılan ham maddelerden kaynaklı oluşan karbon ayak izi belirlenmiş ve karşılaştırılmıştır. Bu çalışma belirlenen bu yemeklerin 1 porsiyonu için yapılmıştır.

Mersin Tantunisi, Mahreç İşareti olarak tescillenmiş olup, bu tescil 15.07.2014 tarihinde başvurulmuş ve 21.03.2017 tarihinde onaylanmıştır. Tescil numarası 211 ve dosya numarası C2014/049'dir. Ürün grubu olarak "Yemekler ve Çorbalar" kategorisinde yer almaktadır. Coğrafi işaret, Mersin iline özgü olan ve tescillenen bir ürün olarak Mersin Kebapçılar Lokantacılar Kafeteryacılar ve Pastacılar Esnaf ve Sanatkârlar Odası tarafından başvurulmuş ve tescil ettirilmiştir (TÜRK PATENT, 2024).

Tarsus Fındık Lahmacunu Mahreç İşareti olarak tescillenmiş olup, bu tescil 02.09.2019 tarihinde başvurulmuş ve 17.09.2020 tarihinde onaylanmıştır. Tescil numarası 538 ve dosya

numarası C2019/115'tir. Ürün grubu olarak "Lahmacun/Yemekler ve Çorbalar" kategorisinde yer almaktadır. Coğrafi işaret, Mersin ilinin Tarsus ilçesine özgü olan ve tescillenen bir ürün olarak Tarsus Ticaret ve Sanayi Odası tarafından başvurulmuş ve tescil ettirilmiştir (TÜRK PATENT, 2024).

Her iki ürün, Mersin ve Tarsus mutfak kültürünün önemli temsilcileri olup coğrafi işaret ile tescillenmiştir. Ancak, bu geleneksel lezzetlerin üretiminde kullanılan malzemelerin çevresel etkileri hakkında yeterli bilimsel çalışma bulunmamaktadır. Bu nedenle, çalışmada sadece ham madde üretim süreçleri dikkate alınarak her iki yiyeceğin karbon ayak izi hesaplanacak ve karşılaştırılacaktır. Çalışmada bu iki yemeğin seçilmesinde yemeklerin reçetelerinde ortak ve benzer ürünlerin olması etkili olmuştur.

Mersin Tantunisine ait patentli tarifte kullanılan malzemeler 5 kg et için verilmiştir. Bir porsiyon tantunide en az 60 gr et kullanıldığı patentte belirtilmiştir. Bu bilgilere göre oranlama yapılarak 1 porsiyon tantuni için gerekli bileşenler ve miktarları Tablo 1'de yer almaktadır.

Tablo 1 : Bir Porsiyon Mersin Tantunisi İçin Kullanılan Bileşen Listesi Ve Miktarları

Hammadde Bileşen	Ortalama Miktar
Et (dana eti)	60 g
Ekmek (somun, lavaş veya açık)	150 g
Pamuk Yağı	0.012 L
Tuz	1.2 g
Kuru soğan (isteğe bağlı)	25 g
Domates (isteğe bağlı)	25 g
Maydanoz (isteğe bağlı)	
Sumak (isteğe bağlı)	0.6 g
Kırmızı toz biber (isteğe bağlı)	3.6 g

Tarsus Fındık Lahmacununa ait patentli tarifte kullanılan malzemeler ve miktarları Tablo 2'de gösterildiği gibidir.

Tablo 2: Bir Porsiyon Tarsus Fındık Lahmacunu İçin Kullanılan Bileşen Listesi Ve Miktarları

Hammadde Bileşen	Ortalama Miktar
Harcı	
Et (erkek koyun eti)	100 g
Kırmızı / kuru soğan	20 g
Kapya biber	15 g
Domates	15 g
Maydanoz	15 g
Tuz	3 g
Kırmızı toz biber (isteğe bağlı)	1g
Hamuru	
Buğday unu	100 g
Maya (yaş maya)	10 g
Tuz	5 g

Çalışma sonucunda elde edilecek veriler, yerel üreticilere daha düşük karbon ayak izine sahip yöntemler konusunda öneriler sunarken, tüketicilerin sürdürülebilir gıda tercihleri konusunda bilinçlenmesine katkı sağlayacaktır. Ayrıca, karbon salınımını azaltmaya yönelik öneriler geliştirilerek sürdürülebilir gastronomi alanında bilimsel çalışmalara kaynak oluşturulması hedeflenmektedir. Bu çalışmada, geleneksel lezzetlerin çevresel etkilerini ortaya koyarak hem bireysel hem de endüstriyel düzeyde sürdürülebilir yaklaşımlar geliştirilmesine katkı sunacaktır.

Yöntem

Çalışmada Mersin ilinin coğrafi işaretli olan Mersin Tantunisi ve Tarsus Fındık Lahmacunu yemeklerinin standart reçetesinde bulunan ürünler dikkate alınarak karbon ayak izi hesaplanmıştır. Türk Patent ve Marka Kurumundan alınan standart reçetelerde verilen miktarlar dikkate alınmıştır. Hesaplamalar, karbon ayak izi hesaplama aracı olan CCaLC2 1.700 2016 uygulaması ile yapılmış, uygulamada bulunan hazır veriler kullanılmıştır. Taşıma, depolama, su kullanımı ve üretim uygulamaları dahil edilmemiştir. Hesaplamalar 1 porsiyon için yapılmıştır. Fındık lahmacununa ait patent reçetesi 1 porsiyon olarak verildiği için direkt kullanılmıştır. Tantuniye ait patent reçetesi 1 porsiyona göre olacak şekilde oranlanıp o şekilde ele alınmıştır. Tantunide kullanılması gereken pamuk yağı kullanılan programın veri tabanında bulunmadığı için bunun yerine ayçiçeği yağı tercih edilmiştir. Reçetede yer alan ve isteğe bağlı olarak ifade edilen kuru soğan ve domates çalışmaya dahil edilmiştir. Çalışmaya konu olan yemeklerin karbon ayak izi değerleri standart reçetede

ürün miktarları dikkate alınarak hesaplanmış ve standart reçetedeki ürünlerin karbon ayak izi değerleri kg CO₂e/reçete, kg CO₂/kg yemek, kg CO₂e/porsiyon şeklinde verilmiştir.

Bulgular

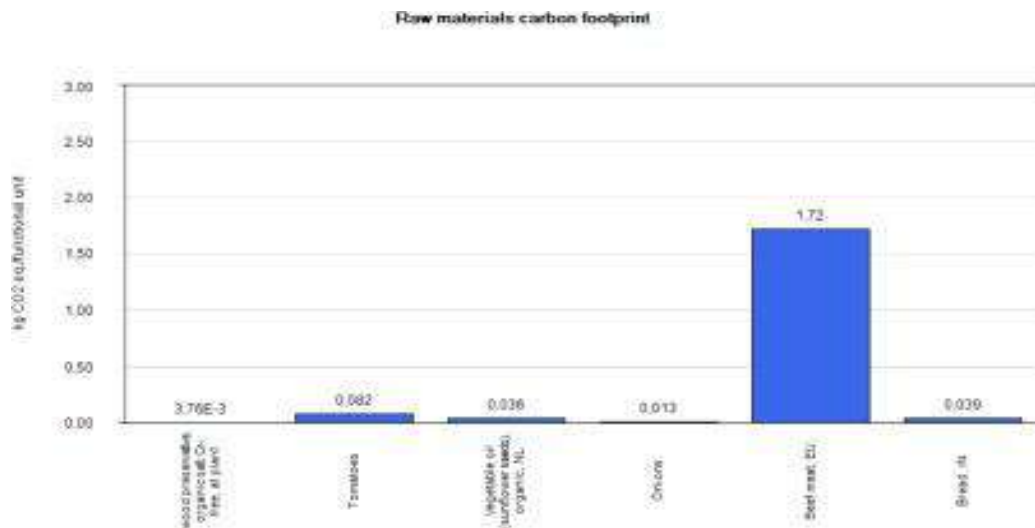
Bir porsiyon coğrafi işaretli “Mersin Tantunisi” için toplam karbon ayak izi 1.90 kg CO₂e/porsiyon olarak hesaplanmıştır. Karbon ayak izindeki en büyük pay 1.72 kg CO₂e/porsiyon ile dana etine aittir. Reçetedeki diğer bileşenlerin karbon ayak izine Tablo 3’te yer verilmiştir.

Tablo 3 : Bir Porsiyon Mersin Tantunisi İçin Karbon Ayak İzi Değerleri

Ham madde Bileşen	Ortalama Miktar	kg CO ₂ e/ ürün
Et (dana eti)	60 g	1.720
Ekmek (somun, lavaş veya açık)	150 g	0.039
Ayçiçek yağı (Pamuk Yağı yerine)	0.012 L	0.036
Tuz	1.2 g	0.003
Kuru soğan (isteğe bağlı)	25 g	0.013
Domates (isteğe bağlı)	25 g	0.082
Toplam	273 g (0.273 kg)	1.900

Bir porsiyon tantunideki her bir bileşenin karbon ayak izini birbiri ile karşılaştırdığımızda kullanılan programın kendi ürettiği Grafik 1’de görüldüğü gibi en çok karbon ayak izi dana etine, en az karbon ayak izi tuza aittir.

Grafik 1: Mersin Tantunisi Ham Madde Karbon Ayak İzi



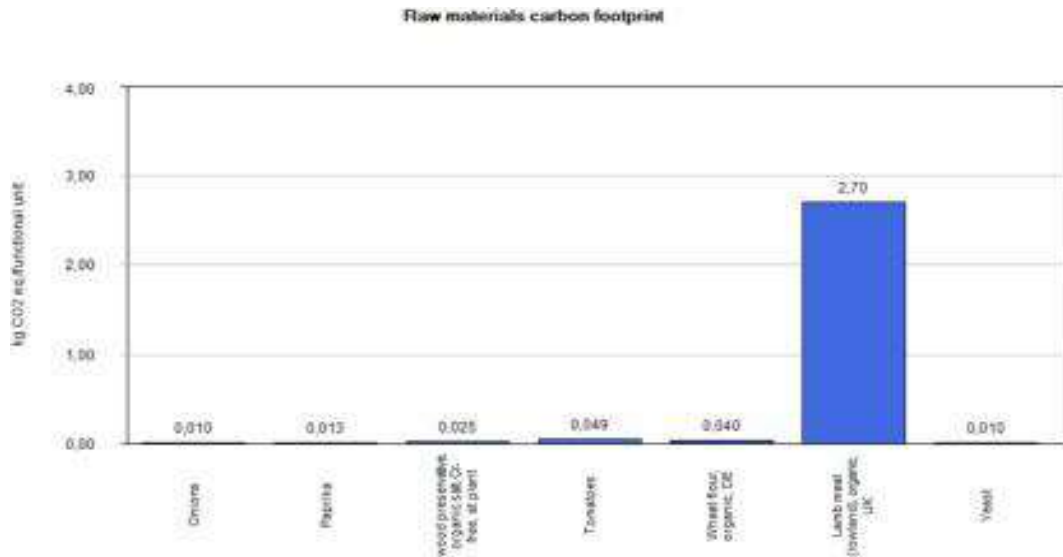
Bir porsiyon coğrafi işaretli “Tarsus Fındık Lahmacunu” için toplam karbon ayak izi 2.85 kg CO₂e/porsiyon olarak hesaplanmıştır. Karbon ayak izindeki en büyük pay 2.70 kg CO₂e/porsiyon ile koyun etine aittir. Reçetedeki diğer bileşenlerin karbon ayak izine Tablo4’te yer verilmiştir.

Tablo 4: Bir Porsiyon Tarsus Fındık Lahmacunu Karbon Ayak İzi Değerleri

Hammadde Bileşen	Ortalama Miktar	kg CO ₂ e/ ürün (kullanılan
Harcı		
Et (koyun eti)	100 g	2.700
Kırmızı / kuru soğan	20 g	0.010
Kapya biber	15 g	0.013
Domates	15 g	0.049
Tuz	3 g + 5 g	0.025
Buğday unu	100 g	0.040
Maya (yaş maya)	10 g	0.010
Toplam	268 g (0.268 kg)	2.850

Bir porsiyon fındık lahmacunundaki her bir bileşenin karbon ayak izini birbiri ile karşılaştırdığımızda kullanılan programın kendi ürettiği Grafik 2’de görüldüğü gibi en çok karbon ayak izi koyun etine, en az karbon ayak izi kuru soğan ve mayaya aittir.

Grafik 2:Tarsus Fındık Lahmacunu Ham Madde Karbon Ayak İzi



Sonuç ve Tartışma

Bir porsiyon coğrafi işaretli “Mersin Tantunisı” için toplam karbon ayak izi 1.90 kg CO₂e/porsiyon olarak hesaplanmıştır. Karbon ayak izindeki en büyük pay 1.72 kg CO₂e/porsiyon ile dana etine aittir. Dana etini sırasıyla domates(0,082 kg CO₂e/porsiyon), ekmek (0,039 kg CO₂e/porsiyon), ayçiçeği yağı (0,036 kg CO₂e/porsiyon), kuru soğan (0,013 kg CO₂e/porsiyon) ve tuz (0,003 kg CO₂e/porsiyon) izlemektedir.

Bir porsiyon coğrafi işaretli “Tarsus Fındık Lahmacunu” için toplam karbon ayak izi 2.85 kg CO₂e/porsiyon olarak hesaplanmıştır. Karbon ayak izindeki en büyük pay 2.70 kg CO₂e/porsiyon ile koyun etine aittir. Koyun etini sırasıyla domates (0,049 kg CO₂e/porsiyon), buğday unu (0,040 kg CO₂e/porsiyon), tuz (0,025 kg CO₂e/porsiyon), kapaya biber (0,013 kg CO₂e/porsiyon), soğan ve maya (0,010 kg CO₂e/porsiyon) izlemektedir.

Elde edilen bulgular bir porsiyon Tarsus fındık lahmacunun bir porsiyon Mersin tantunisine göre karbon ayak izinin daha fazla olduğunu (2,85>1,90) göstermektedir.

Bu ürünler için hesaplanan karbon ayak izlerinde kullanılan su, tedarik zinciri, atık madde dahil edilmemiştir. Bunlar dahil edildiğinde çok daha fazla karbon ayak izi oluşacağı aşıkardır. Ayrıca bu ürünler porsiyon olarak değil de daha büyük oranlarda hazırlandığında oluşacak karbon ayak izi aynı oranda artmayacaktır.

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Kronik Fiziksel Hastalığı Olan Ergenlerde Spiritüel İyi-Oluşun Psikososyal Sağlık Üzerine Etkisine İlişkin Bir Derleme Çalışması

Cansu GÜLER

Muğla Sıtkı Koçman Üniversitesi, Sağlık Bilimleri Fakültesi Psikiyatri Hemşireliği AD.
Türkiye

E-posta: cansuguler@mu.edu.tr, Orcid: [0000-0002-0939-1760](https://orcid.org/0000-0002-0939-1760)

Serap YILDIRIM

Ege Üniversitesi, Hemşirelik Fakültesi, Ruh Sağlığı ve Hastalıkları Hemşireliği AD. Türkiye

E-posta: camserap@yahoo.com, Orcid: [0000-0002-9822-1877](https://orcid.org/0000-0002-9822-1877)

Özet

Bu derleme çalışmasının amacı, kronik fiziksel hastalığı olan ergenlerde spiritüel iyi-oluşun psikososyal sağlık üzerine etkilerini incelemektir. Kronik hastalık, üç ay veya daha uzun süren, ergenin normal aktivitelerini etkileyen ve sık sık hastaneye yatış, evde sağlık hizmeti veya kapsamlı tıbbi bakım gerektiren durumlardır. Kronik fiziksel hastalıklar, ergenlerin uyumlarını, sağlıklarını ve yaşam kalitelerini etkileyerek onları çeşitli fiziksel, psikolojik ve sosyal mücadelelere maruz bırakabilir. Bu nedenle, bu bireyler yalnızca hastalık kaynaklı akut stresle değil tedavilerinin etkileri ve sağlık hizmetlerinde yaşadıkları deneyimler nedeniyle de kronik stresle baş etmenin yolunu bulmak zorundadır. Spiritüel iyi-oluş başa çıkma ve yaşanan durumu anlamlandırmada önemli bir kavramdır. Spiritüel iyi-oluş bireyin hayatta bir anlam arayışı ve kendinden daha güçlü bir şeyle bağlantı kurması şeklinde deneyimlenen dinamik ve içsel bir süreçtir. Spiritüel iyi-oluş gereksinimlerinin kapsamı ve derinliği, yaşam beklentisi, ölümün yakınlığı, acı çekme, izolasyon, ebeveyne bağımlılık, akademik yaşantının sekteye uğraması, olumsuz beden imajı ve öz-saygıya bağlı olarak değişebilmektedir. Yüksek spiritüel iyi-oluş, tedaviye uyum, sağlık hizmetlerinden yararlanma, ağrı yönetimi, yaşam kalitesi ve geleceğe yönelik umudu artırabilir. Bu bireyler daha az izole ve kaygılı, daha rahatlamış ve olumlu bir bakış açısına sahip olur, hastanede kalış süresi kısalabilir. Düşük spiritüel iyi-oluş ise bireyin kendini cezalandırılmış ve terk edilmiş hissetmesine, kaygı ve öfkenin artmasına, hastalık durumunu haksızlık olarak görerek saldırgan davranışlar sergilemesine yol açabilir. Bu durum hastalığın seyrini ve tedaviye uyumu olumsuz etkileyerek hastanede kalış süresini artırabilir. Bu nedenle, kronik fiziksel hastalıklar gibi zor durumlarda ergenlerin spiritüel iyi-oluşlarının belirlenmesi ve desteklenmesi için sağlık profesyonellerinin iş birliği içinde çalışması oldukça önemlidir.

Anahtar Kelimeler: Ergen, kronik fiziksel hastalık, spiritüel iyi-oluş, psikososyal sağlık

A Review Study on the Effect of Spiritual Well-Being on Psychosocial Health in Adolescents with Chronic Physical Illness

Abstract

The aim of this review study was to examine the effects of spiritual well-being on psychosocial health in adolescents with chronic physical illness. Chronic illness is a condition that lasts three months or longer, affects the normal activities of the adolescent and requires frequent hospitalisation, home health care or comprehensive medical care. Chronic physical illnesses can affect adolescents' adjustment, health and quality of life, exposing them to various physical, psychological and social struggles. Therefore, these individuals have to find ways to cope not only with acute stress due to the illness, but also with chronic stress due to the effects of their treatment and their experiences in health care. Spiritual well-being is an important concept in coping and making sense of the situation. Spiritual well-being is a dynamic and internal process experienced by the individual as a search for meaning in life and a connection with something stronger than oneself. The scope and depth of spiritual well-being needs may vary depending on life expectancy, the closeness of death, suffering, isolation, parental dependency, disruption of academic life, negative body image and self-esteem. High spiritual well-being may improve adherence to treatment, utilisation of health services, pain management, quality of life and hope for the future. These individuals may be less isolated and anxious, more relaxed and have a positive outlook, and hospital stays may be shorter. Low spiritual well-being may cause the individual to feel punished and abandoned, to increase anxiety and anger, and to exhibit aggressive behaviours by seeing the disease as an injustice. This may negatively affect the course of the disease and compliance with treatment and may increase the duration of hospitalisation. Therefore, it is very important for health professionals to work in cooperation to identify and support the spiritual well-being of adolescents in difficult situations such as chronic physical illnesses.

Keywords: Adolescent, chronic physical illness, spiritual well-being, psychosocial health

Giriş

Kronik hastalıklar, üç ay veya daha uzun süren, bireyin normal aktivitelerini etkileyen ve sık sık hastaneye yatış, evde sağlık hizmeti veya kapsamlı tıbbi bakım gerektiren durumlardır. Bu hastalıklar süreklilik arz eder, zamanla kötüleşebilir ya da uzun süreli remisyonda kalabilir. Tam olarak tedavi edilemeyen bu hastalıklar, bireyin ve yakınlarının yaşam kalitesini ciddi şekilde etkileyebilir (Iannello ve ark., 2022).

Dünya Sağlık Örgütü'ne (DSÖ, 2014) göre kronik hastalıklar üç ana başlık altında

sınıflandırılmaktadır: (1) depresyon, şizofreni, epilepsi ve alkol bağımlılığı gibi ruhsal, nörolojik ve madde kullanım bozuklukları; (2) HIV/AIDS, tüberküloz ve viral hepatit gibi bulaşıcı hastalıklar; (3) kardiyovasküler hastalıklar, diyabet, kanser, kronik solunum hastalıkları ile duyuşal, sindirim ve kas-iskelet sistemi bozuklukları gibi bulaşıcı olmayan fiziksel hastalıklar. Kronik fiziksel hastalıkla yaşamak; diyet, egzersiz ve tıbbi tedavi gibi yaşam tarzı deęişikliklerinin yanı sıra sürekli saęlık hizmeti takibini gerektirmesi nedeniyle, özellikle ergenlerin günlük yaşamını önemli ölçüde kısıtlayabilir (Lacomba-Trejo ve ark., 2020). Bu hastalıkların olumsuz etkileri yalnızca fiziksel işlev alanlarıyla sınırlı kalmayıp, psiko-sosyal uyumu da olumsuz yönde etkileyebilmekte ve bu etkiler yetişkinlik dönemine kadar sürebilmektedir (Reynolds ve ark., 2016). Ağrı, anksiyete, depresif belirtiler, yorgunluk ve sosyal izolasyon gibi durumlar, bu bireylerin yaşam kalitesini düşüren temel unsurlar arasında yer almaktadır (Grossoehme ve ark., 2020; Cotton ve ark., 2012).

Ergenlik; bedensel deęişimlerle baş etme, kimlik geliştirme, özerklik kazanma, güven duygusu oluşturma ve akran ilişkileri kurma gibi çeşitli gelişimsel görevlerle karakterize edilen kritik bir dönemdir (Iannello ve ark., 2022). Kronik fiziksel hastalıklar, bu gelişimsel süreçleri sekteye uğratabilecek önemli bir risk faktörüdür. Kronik fiziksel hastalığı olan ergenler, izolasyona neden olabilecek yaşam tarzlarına zorlanabilirler (Cotton ve ark., 2012; Lacomba-Trejo ve ark., 2020). Bu durum, akranlarıyla etkinliklere katılma, kabul görme ve yeni sosyal roller geliştirme gibi ihtiyaçlarını karşılamalarını zorlaştırabilir (Lacomba-Trejo ve ark., 2020). Ayrıca, cerrahi müdahalelere baęlı yara izleri de beden imajı üzerinde olumsuz etkiler yaratabilir (Iannello ve ark., 2022).

Tıbbi tedavi süreçleri, ergenlerin bağımsızlık kazanmasını geciktirebilir ve ebeveyn ya da bakım verenlere bağımlılığı artırabilir. Bazı durumlarda, biyolojik düzeyde kronik bir rahatsızlık ergenliğin fizyolojik süreçlerini de geciktirebilir (Cotton ve ark., 2012). Aynı zamanda bu hastalıklar, ergenlerin okula devamlılığını ve akademik hedeflerine ulaşmalarını da olumsuz etkileyebilir. Öte yandan, gelişimsel ihtiyaçlara öncelik verilmesi, hastalığın tedavi ve yönetimine yönelik dikkatin azalmasına neden olabilir. Tüm bu etmenler, kronik hastalıkla yaşayan ergenlerin fiziksel, psikolojik ve sosyal alanlarda çok yönlü zorluklarla karşılaşmasına neden olmaktadır (Berkelbach van der Sprenkel ve ark., 2022).

Kronik fiziksel hastalığı olan ergenler, hastalığın gidişatına ilişkin belirsizlik, ölüm korkusu, psikolojik yükler ve olumsuz yaşam deneyimleriyle daha sık karşılaşmakta ve bu durum, gelecek kaygısını artırmaktadır (de Andrade Alvarenga ve ark., 2021; Reynolds ve ark., 2016). Bu bağlamda, yalnızca hastalığın kendisinden kaynaklanan stresle deęil; aynı zamanda sosyal yaşamda karşılaşılan kısıtlamalar, tedavi süreçleri ve saęlık sistemiyle yaşanan

deneyimlerden kaynaklanan kronik stresle de başa çıkmaları gerekmektedir (Iannello ve ark., 2022). Bu noktada, spiritüel iyi-oluş, ergenlerin bu tür sorunlarla baş etme, durumu anlamlandırma ve umut geliştirme süreçlerinde önemli bir kaynak olarak ortaya çıkmaktadır (Grossoehme ve ark., 2020; de Andrade Alvarenga ve ark., 2021).

Koenig (2012), spiritüaliteyi yaşam, anlam ve kutsallık ya da aşkınlıkla ilgili sorulara yanıt arama süreci olarak tanımlamaktadır. Spiritüalite, bireyin hayata anlam verme çabası ve kendinden daha büyük bir güçle bağ kurma isteği olarak da ifade edilen dinamik ve içsel bir süreçtir. Literatürde spiritüalite genellikle üç temel bileşen çerçevesinde ele alınmaktadır: bağlılık, aşkınlık ve yaşam anlamı (de Andrade Alvarenga ve ark., 2021). Her ne kadar sıklıkla dinle ilişkilendirilse de spiritüalite dini ritüeller aracılığıyla gelişebileceği gibi, dinî inançlardan bağımsız olarak da bireyin yaşamında önemli bir rol oynayabilir (Iannello ve ark., 2022).

Spiritüalite, pozitif dini değerlendirmeler ve dini bağışlama gibi işlevsel başa çıkma biçimleriyle bireylerin psikolojik sağlamlığını artırabileceği gibi, Tanrı tarafından cezalandırılmış ya da terk edilmiş hissetmek gibi işlevsiz başa çıkma biçimlerine de dönüşebilir (de Campos ve ark., 2021). Literatürde spiritüel iyi-oluş kavramı çoğu zaman spiritüaliteyle eş anlamlı şekilde kullanılsa da bu iki kavram arasında çeşitli fikir ayrılıkları ve tanımsal tutarsızlıklar bulunmaktadır (Reynolds ve ark., 2016).

Spiritüel iyi-oluş, bireyin manevi yönünün sağlıklı, dengeli ve anlamlı bir şekilde yaşamına entegre edilmesi olarak tanımlanabilir. Spiritüalite bireyin değer ve inanç sistemini kapsayan geniş bir çerçeve sunarken; spiritüel iyi-oluş, bu manevi boyutun yaşam kalitesine somut katkılarını ifade eden bir çıktıdır. Özellikle kronik fiziksel hastalıkla baş etmede, etkili başa çıkma stratejilerinin geliştirilmesi ve yaşanan deneyimlerin anlamlandırılması açısından önemli bir kaynak olarak değerlendirilmektedir (de Andrade Alvarenga ve ark., 2021).

Spiritüel iyi-oluş ihtiyacının niteliği; yaşam beklentisi, ölümün yakınlığı, ağrı, sosyal izolasyon, ebeveyn bağımlılık, eğitim yaşamının sekteye uğraması, beden imajı ve özsaygı gibi faktörlere bağlı olarak değişkenlik gösterebilir (de Andrade Alvarenga ve ark., 2021; Iannello ve ark., 2022). Diğer taraftan iletişim problemleri, düşük yaşam kalitesi, hastalık deneyimleri ve stres etkenleri de spiritüel iyi-oluşu olumsuz yönde etkileyebilir (de Andrade Alvarenga ve ark., 2021). Bu bağlamda kronik fiziksel hastalıklar gibi zor durumlarda ergenlerin spiritüel iyi-oluşlarının belirlenmesi ve desteklenmesi, psiko-sosyal sağlıkların korunması açısından oldukça önemlidir. Bu doğrultuda bu derleme çalışmasının amacı, kronik fiziksel hastalığı olan ergenlerde spiritüel iyi-oluşun psikososyal sağlık üzerine etkilerini incelemektir.

Kronik Fiziksel Hastalığı Olan Ergenlerde Spiritüel İyi-oluş

Sağlık ve spiritüel iyi-oluş arasındaki ilişkinin önemi konunun tıp ve bakım ile ilişkili

alanlarda bilimsel literatürün artması ve müfredata girmesiyle giderek belirginleşmiştir (de Campos ve ark., 2021). Kronik fiziksel hastalık tanısı ve hastane yatışları gibi tedavi sürecine bağlı zorluklar, ergenlerin spiritüel gereksinimlerini artırabilir (de Andrade Alvarenga ve ark., 2021). Spiritüel iyi-oluş, kronik fiziksel hastalık nedeniyle stres altında olan ergenlerin psikososyal işleyişini ve genel iyilik halini destekleyebilir. Bu durum, gençlerin hastalıklarını yeniden anlamlandırmalarına, geleceğe dair kaygılarını hafifletmelerine ve sosyal destek kaynaklarının yetersiz olduğu durumlarda alternatif baş etme yolları geliştirmelerine katkı sağlayabilir (Reynolds ve ark., 2016). De Andrade Alvarenga ve arkadaşları (2021), kanser, kistik fibroz ve tip 1 diyabet hastası ergenlerle yürüttüğü nitel çalışmada, katılımcıların hastane yatış sürecinde yaşamın anlamını ve amacını sorguladıkları, umudu sürdürme, inancı ifade etme, dini ritüelleri yerine getirme, yaşamın sonuna dair huzur arayışı ve sosyal bağları güçlendirme gibi çeşitli spiritüel gereksinimlere sahip oldukları belirlenmiştir.

Soyut düşünme kapasitesinin gelişmesiyle birlikte ergenlik döneminde spiritüalite, önemli bir baş etme mekanizması olarak öne çıkmaktadır. Spiritüel iyi-oluş; ergenin anlam ve amaç bulmasına, farklı bakış açılarını ve destek sistemlerini fark etmesine, kendisini daha büyük bir bütünle – ideolojik, sosyal ya da aşkın düzeyde – ilişkilendirmesine yardımcı olarak baş etme kapasitesini artırabilir (Iannello ve ark., 2022). Öte yandan, iletişim zorlukları, düşük yaşam kalitesi, kronik fiziksel hastalığa uyum problemleri ve hastalığa bağlı stres faktörleri spiritüel iyi-oluşu olumsuz yönde etkileyebilir (de Andrade Alvarenga ve ark., 2021).

Araştırmalar, spiritüel iyi-oluşun kronik fiziksel hastalık yaşayan ergenlerin tedaviye katılım ve uyum düzeylerini, sağlık hizmetlerinden fayda görmelerini, ağrı gibi olumsuz semptomların yönetimini, yaşam kalitesini ve gelecek umutlarını olumlu yönde etkilediğini göstermektedir (Grossoehme ve ark., 2020; Reynolds ve ark., 2016). Spiritüel iyi-oluş düzeyi yüksek bireyler daha az yalnız, daha az kaygılı ve daha az saldırgan olmakta; kendilerini daha rahatlamış ve teselli bulmuş hissetmekte; tıbbi durumlarını daha olumlu değerlendirmekte ve hastanede kalış süreleri daha kısa olmaktadır (Reynolds ve ark., 2014; Iannello ve ark., 2022). Varoluşsal sorunlar, yaşamın sonluluğu ve belirsizliklerle başa çıkmada spiritüel iyi-oluş önemli bir kaynak haline gelmektedir. De Andrade Alvarenga ve arkadaşları (2021), kronik fiziksel hastalık sürecinde ergenlerin yaşamda anlam ve amaç arayışına yöneldiklerini; umudu koruma, inancı ifade etme, dini ritüelleri sürdürme ve aile/arkadaşlarla bağ kurma gibi çeşitli spiritüel gereksinimlerinin bulunduğunu ortaya koymuştur (de Andrade Alvarenga ve ark., 2021).

Spiritüalite tek başına olumlu ya da olumsuz olarak değerlendirilmemektedir. Spiritüalitenin nasıl deneyimlendiği, ergenin kronik fiziksel hastalıkla başa çıkmasında hem

koruyucu hem de risk faktörü olabilir (Iannello ve ark., 2022). Tanrı'ya güvenen, dua eden ve Tanrı'yı sevgi dolu bir figür olarak gören ergenler, daha az yalnızlık hissetmekte, hastalık durumunu daha olumlu değerlendirmekte ve tedaviye daha iyi uyum sağlamaktadır. Buna karşılık, Tanrı tarafından terk edildiğini hisseden, hastalığını bir ceza olarak algılayan veya Tanrı'dan yardım istemeyen ergenlerde tedavi uyumu düşmekte ve klinik seyir olumsuz yönde etkilenmektedir. Bazı çalışmalar, spiritüalitenin işlevsiz ve olumsuz bir biçimde de deneyimlenebileceğini de göstermektedir (de Andrade Alvarenga ve ark., 2021). Spiritüel iyi oluş düzeyi düşük olan bireyler, hastalıklarını Tanrı tarafından cezalandırıldıkları ya da terk edildikleri şeklinde yorumlayabilir, bu da öfke, saldırganlık ve depresif belirtiler gibi olumsuz psikolojik sonuçlara neden olabilir (Iannello ve ark., 2022). Bu durum, tedaviye uyumu ve hastalığın seyrini olumsuz etkileyerek hastane yatış süresini uzatabilmektedir (de Andrade Alvarenga ve ark., 2021).

Spiritüel İyi-Oluşun Psikososyal Sağlık Üzerine Olumlu Etkileri

Spiritüelite, kronik fiziksel hastalığı olan ergenlerin rahatlamasına, acıdan uzaklaşmasına ve zihinsel dinginlik kazanmasına yardımcı olarak umut, konfor ve dayanıklılık gibi psikolojik kaynakları güçlendirebilmektedir (Iannello ve ark., 2022; de Andrade Alvarenga ve ark., 2021). Tayland'da, Budist inancına sahip ve farklı kronik hastalıkları olan ergenlerle yapılan nitel bir çalışmada; ergenlerin acı çektiklerinde veya kendilerini kötü hissettiklerinde ailelerinden ve ebeveynlerinden manevi destek aldıkları, ayrıca ailelerini hastalıkla mücadelede bir tür manevi dayanak (çapa) olarak gördükleri ortaya koyulmuştur. Ayrıca, ergenlerin içinde bulundukları koşullar nedeniyle meditasyon yapma, dua etme ve tapınakta sevap kazanma gibi dini uygulamalara daha fazla yöneldikleri; bu ritüeller aracılığıyla iç huzur, manevi doyum ve rahatlama yaşadıkları gözlemlenmiştir (Thanattheerakul ve ark., 2020). Clayton-Jones ve arkadaşlarının (2016) orak hücre hastalığı olan Hristiyan ergenler ile yürüttükleri nitel bir çalışmada, katılımcıların spiritüaliteyi doğayla, sanatla ve diğer insanlarla bağlantı kurma aracı olarak tanımladıkları ve bu bağlantıların onlara yenilenme, anlam bulma ve hastalıklarının ötesine geçme fırsatı sunduğunu ifade etmişlerdir. (Clayton-Jones ve ark., 2016). Ayrıca Lyon ve arkadaşlarının (2014) çoğunluğu Afro-Amerikan kökenli, HIV tanısı almış ergenlerle yürüttükleri randomize kontrollü klinik bir çalışmada, spiritüel iyi oluşun (inanç ve anlam/huzur duygusu) depresyon ve kaygı düzeylerinin azalmasıyla ve yaşam kalitesinin artmasıyla anlamlı düzeyde ilişkili olduğu bulunmuştur. Reynolds ve arkadaşları (2013), diyabet ve kistik fibrozisi olan ergenlerle yürüttükleri iki yıllık takip çalışmasında, spiritüel başa çıkma ile psikolojik uyum arasındaki ilişkiyi incelemişlerdir. Bulgular, hastalık türünden bağımsız olarak, olumlu spiritüel başa çıkma (Tanrı'dan manevi destek arama ve olumlu dini değerlendirmeler)

biçimlerinin zamanla daha az depresif belirtiliyle ilişkili olduğunu göstermiştir. Ayrıca, olumlu spiritüel başa çıkmanın, Tanrı tarafından cezalandırıldığını veya

terk edildiğini hissetme gibi olumsuz spiritüel başa çıkmayı azalttığı da saptanmıştır. Grossoehme ve arkadaşları (2020) 14 ila 21 yaş arasındaki kanserli gençlerde farklı dini/spiritüel faktörler ile psikolojik uyum arasındaki ilişkide anlam/huzur duygusu ve inancın aracı rolünü incelemişlerdir. Araştırmada Tanrı'nın varlığını hissetmek ve kendini çok dindar olarak tanımlamak, daha yüksek anlam ve huzur duygusu aracılığıyla anksiyete, depresif belirtiler ve yorgunlukla dolaylı ve negatif yönde ilişkili bulunmuştur. Ayrıca anlam, huzur ve inanç duygusunun, manevi faktörler ve psikolojik uyum arasındaki ilişkisini inceledikleri araştırmada; Tanrı'nın varlığını hissetmenin ve kendini çok dindar olarak görmenin, gençlerde daha yüksek anlam ve huzur duygusu aracılığıyla kaygı, depresif semptomlar ve yorgunluk semptomlarını azalttığını ortaya koymuştur (Grossoehme ve ark., 2020).

Spiritüel İyi-Oluşun Psikososyal Sağlık Üzerine Olumsuz Etkileri

Spiritüalizm, kronik hastalığı olan ergenler için psikososyal açıdan koruyucu bir kaynak olabileceği gibi, olumsuz bir deneyime de dönüşebilir. Tanrı'ya ve dini inançlara ilişkin olumsuz algılar, bireyin kendini cezalandırılmış, terk edilmiş ya da manevi olarak değersiz hissetmesine neden olabilir. Bu durum, başa çıkma becerilerini zayıflatarak psikolojik uyumu ve genel iyi-oluşu olumsuz etkileyebilir (Iannello ve ark., 2022). Grossoehme ve arkadaşları (2016), Tanrı'nın yardımını istememek ve Tanrı'nın sevgisini sorgulamak gibi spiritüel çatışma yaşayan kistik fibrozisi olan ergenlerin hava yolu temizleme tedavisinden daha az yarar gördükleri ve dolayısıyla bu tedaviye yönelik uyumlarının düşük olduğunu ortaya koymuştur. Aynı araştırmacılar tarafından yine kistik fibrozisi olan ergenlerle yürüttükleri başka bir araştırmada (Grossoehme ve ark., 2013) olumsuz spiritüel başa çıkma biçimlerinin daha hızlı solunum fonksiyonlarında bozulma gibi kötü klinik seyirle ilişkili olduğu saptanmıştır. Reynolds ve arkadaşları (2014) diyabet ve kistik fibrozisi olan ergenlerde yürüttükleri bir başka çalışmada spiritüel başa çıkma ve psikososyal uyum arasındaki ilişkiyi incelemişlerdir. Bulgular, Tanrı'nın gücüne yönelik olumsuz değerlendirmelere dayanan olumsuz spiritüel başa çıkma biçimlerinin, ergenlerde daha yüksek düzeyde hiperaktivite, saldırganlık ve davranış bozuklukları gibi dışsallaştırma problemleriyle ilişkili olduğunu göstermiştir. Ayrıca, kistik fibrozisi olan ergenlerde olumsuz spiritüel başa çıkmanın, depresyon ve anksiyete gibi içselleştirme sorunlarıyla anlamlı biçimde ilişkili olduğu da saptanmıştır (Reynolds ve ark., 2014).

Sonuç ve Öneriler

Bu derleme çalışması, kronik fiziksel hastalığı olan ergenlerde spiritüel iyi oluşun

psikososyal uyum, başa çıkma becerileri ve genel sağlık sonuçları üzerinde önemli bir rol oynadığını ortaya koymaktadır. Ergenlik dönemi, bireyin kimlik gelişiminin, anlam arayışının ve geleceğe yönelik umutlarının şekillendiği kritik bir evredir. Bu dönemde yaşanan kronik fiziksel hastalıklar, yalnızca fiziksel sağlığı değil; aynı zamanda psikolojik, sosyal ve spiritüel dengeyi de tehdit etmektedir. Spiritüel iyi oluş sadece bireyin manevi gereksinimlerini karşılamakla kalmayıp; aynı zamanda tedaviye uyum, duygusal dayanıklılık, sosyal ilişkiler ve yaşam kalitesi gibi pek çok sağlık göstergesini de olumlu yönde etkileyebilmektedir. Bu bağlamda, ergenlerin spiritüel gereksinimlerinin tanınması ve bu alanda desteklenmeleri, tedavi sürecinin etkinliğini artırabileceği gibi uzun vadeli sağlık sonuçlarını da iyileştirebilir. Sağlık profesyonellerinin, ergenlerin spiritüel yönelimlerini, inanç yapılarını ve bu alandaki başa çıkma stratejilerini tanımaları; yalnızca tıbbi bir yaklaşımın ötesine geçerek bütüncül ve birey odaklı bir bakım modeli sunmalarına olanak tanıyacaktır. Ayrıca, bu süreçte ailelerin ve sosyal çevrenin de sürece dahil edilmesi, ergenin destek ağlarını güçlendirecek ve tedaviye katılımını artıracaktır. Spiritüel iyi oluşun sağlık sistemlerinin önemli ama sıklıkla ihmal edilen bir boyutu olduğu göz önüne alındığında, bu alana yönelik bütüncül yaklaşımların geliştirilmesi; ergenlerin yalnızca hastalıkla değil, yaşamla da daha sağlıklı bir bağ kurmalarına katkı sağlayacaktır.

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Gri Kentlerden Yeşil Yaşama: Türkiye Nüfusu İçin Müstakil Ev Modellemesi

Seyran Ergin Aydemir

Yenişehir Belediyesi Bilim ve Sanat Merkezi, Öğretmen, erginseyran@gmail.com, 0000-0003-0222-6241, TÜRKİYE

Esra Çakıcı

Yenişehir Belediyesi Bilim ve Sanat Merkezi, Öğrenci, seyitayse73@gmail.com, 0009-0008-1156-6794, TÜRKİYE

Özet

İyi oluş, bireyin yaşamını olumlu değerlendirdiği, olumlu duyguların yüksek, olumsuz duyguların düşük olduğu; yaşam doyumu ve psikolojik işlevselliğin sağlandığı bir psikolojik durumdur. Kentleşmenin hızlanmasıyla birlikte yerleşim alanları doğadan uzaklaşmış, plansız yapılaşma ve yoğunluk artışı yeşil alanların azalmasına neden olmuştur. Bu durum, bireylerin doğayla ilişkisini zayıflatarak stres ve gerginlik düzeyini artırmaktadır. Bu bağlamda, fiziksel çevrede yapılacak düzenlemelerle bireylerin iyi oluş hâlinin desteklenmesi günümüz kent yaşamında önemli bir ihtiyaç hâline gelmiştir. Bu çalışmada, Türkiye'deki tüm nüfusun belirlenen özelliklere sahip müstakil konutlarda yaşamasını temel alan bir matematiksel modelleme oluşturulması amaç edinilmiştir. Geliştirilen model aracılığıyla, denklemde yer alan değişkenlerin (kullanılacak arazi alanı ve evde yaşayan ortalama birey sayısı) farklı değerler alması durumunda ortaya çıkabilecek senaryolar incelenecek ve bu değişikliklerin mümkün olup olamayacağı değerlendirilecektir. Yapılan çalışmalar incelendiğinde Türkiye nüfusunun tamamının müstakil evde yaşaması durumu ile ilgili herhangi bir modelleme çalışmasına rastlanmamıştır. Bu çalışmada yapılan modelleme bu anlamda önem arz etmektedir. Çalışmanın temel amacı, farklı değişkenler doğrultusunda (ev için kullanılacak arazi alanı ve evde yaşayan ortalama birey sayısı) nasıl senaryolar oluşturulabileceğini analiz ederek, bu durumun mümkün olup olmadığı belirlemek ve afetlere dayanıklı, sürdürülebilir ve yaşanabilir bir kentsel dönüşüm modeli geliştirmektir. Çalışmanın yöntemi matematiksel modelleme olarak belirlenmiştir. Yerleşim kurulabilecek arazinin alanı 175963235000 m² olarak hesaplanmıştır. Bu modelleme için 2 farklı senaryo ve her senaryoda 4 farklı durum ele alınmıştır. Her iki senaryo için modellemeye göre yapılabilecek ev sayısından ihtiyaç duyulan ev sayısı çıkarıldığında dört farklı durum için pozitif sayı elde edilmiştir. Bu durum ortayakonulan bu modellemenin barınma ihtiyacına ev sayısı açısından uygun olduğunu ortaya koymaktadır. Yerleşim kurulan arazilerde her evin yeşil alanı olacağı için kesintisiz tüm Türkiye arazisinin %11.28'ini oluşturan bir yeşil alan olacağı belirlenmiştir.

Anahtar kelimeler: modelleme, müstakil ev, yerleşim alanı, sürdürülebilir şehirler

From Gray Cities to Green Living: Detached House Modeling for Türkiye's Population

Abstract

Well-being is a psychological state in which the individual evaluates his/her life positively; positive emotions are high, negative emotions are low; life satisfaction and psychological functionality are provided. With the acceleration of urbanisation, residential areas have moved away from nature, unplanned construction and density increase have led to a decrease in green areas. This situation weakens the relationship of individuals with nature and increases the level of stress and tension. In this context, supporting the well-being of individuals through arrangements to be made in the physical environment has become an important need in today's urban life. In this study, it is aimed to create a mathematical modelling based on the fact that the entire population in Turkey lives in detached houses with specified characteristics. Through the developed model, the scenarios that may arise if the variables in the equation (land area to be used and the average number of individuals living in the house) take different values will be examined and it will be evaluated whether these changes are possible or not. When the previous studies are analysed, no modelling study has been found for the case where the entire population of Turkey lives in detached houses. The modelling performed in this study is important in this sense. The main purpose of the study is to determine whether this situation is possible or not by analysing how scenarios can be created in line with different variables (land area to be used for the house and the average number of individuals living in the house) and to develop a disaster-resistant, sustainable and livable urban transformation model. The method of the study was determined as mathematical modelling. The area of the land where settlement can be established is calculated as 175963235000 m². For this modelling, 2 different scenarios and 4 different situations in each scenario were considered. When the number of houses needed is subtracted from the number of houses that can be built according to the modelling for both scenarios, a positive number is obtained for four different situations. This shows that this modelling is suitable for the housing need in terms of the number of houses. Since each house will have a green area in the lands where settlements are established, it is determined that there will be a green area that constitutes 11.28% of the whole uninterrupted land of Turkey.

Key words: modelling, detached house, residential area, sustainable cities

Giriş

İyi oluş kavramı genel olarak iki araştırma alanı olarak karşımıza çıkmaktadır. Bunlardan biri yaşam kalitesinin niteliğini araştırmaya yönelik bilimsel eğilimin bir parçası olarak 1950'de

başlamış olan öznel iyi oluştur. İkincisi ise 1980’li yıllarda deneysel çalışmalar ile başlamış, zorluklar ile yüz yüze gelindiğinde kendini gerçekleştirme ve anlamlı bir yaşam için kişinin potansiyellerini vurgulayan daha önceki klinik ve yetişkin gelişim psikolojisi teorilerine dayanan psikolojik iyi oluştur.

İyi oluş kavramı ile ilgili çok sayıda tanım ile karşılaşılmaktadır. Genel olarak iyi oluş, bireyin yaşamını olumlu değerlendirdiği; olumlu duyguların yüksek, olumsuz duyguların düşük olduğu; yaşam doyumu ve psikolojik işlevselliğin sağlandığı bir psikolojik durumdur (Diener, 1984). İyi oluşun hangi bağlamda ele alındığı önemlidir. Bu çerçevede iyi oluşu tanımlamak istediğimizde;

Psikolojik iyi oluş, bireyin kendini gerçekleştirme, yaşamda anlam bulma, çevresel ustalık, özerklik, olumlu ilişkiler ve kişisel gelişim gibi temel alanlarda sağlıklı ve dengeli bir işleyiş içinde olmasıdır (Ryff, 1989).

Sosyal iyi oluş, bireyin toplumla olan ilişkilerinde kendini ait, değerli ve işlevsel hissetmesiyle ilgili bir durumdur. Sosyal kabul, toplumsal katkı, toplumsal bütünlük, sosyal entegrasyon ve toplumda anlam bulma gibi boyutları içerir (Keyes, 1998).

Çevresel iyi oluş, bireyin yaşadığı fiziksel çevreyle olan ilişkisini farketmesi, çevresel sürdürülebilirliğe katkı sağlaması ve çevresel tehditlere karşı duyarlılık geliştirilmesiyle ilgilidir. Temiz hava, sağlıklı yaşam alanları, doğayla etkileşim ve ekolojik denge bu boyutun parçalarıdır (Corral-Verdugo ve diğerleri, 2010).

Kentleşmenin hızlanmasıyla birlikte yerleşim alanları doğadan uzaklaşmış, plansız yapılaşma ve yoğunluk artışı yeşil alanların azalmasına neden olmuştur. Bu durum, bireylerin doğayla ilişkisini zayıflatarak stres ve gerginlik düzeyini artırmaktadır. Bu bağlamda, fiziksel çevrede yapılacak düzenlemelerle bireylerin iyi oluş hâlinin desteklenmesi günümüz kent yaşamında önemli bir ihtiyaç hâline gelmiştir (Aydoğdu Bıçak, 2019; Aydoğdu Bıçak ve Çolpan Erkan, 2020).

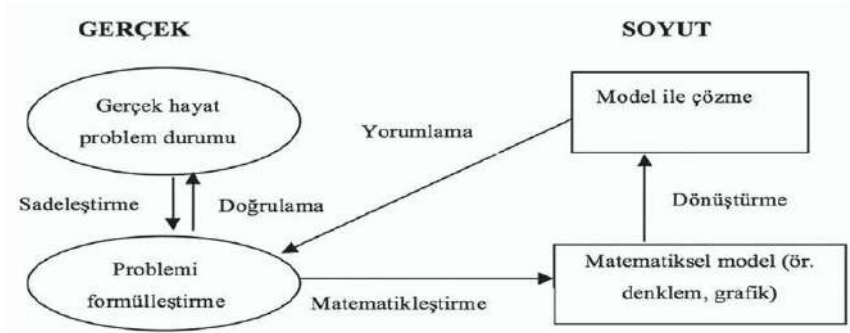
Kentleşme süreci, dünya genelinde hızla ilerlemekte olup, nüfus artışıyla birlikte büyük şehirlerde yoğun yapılaşmaya ve gri kentlerin yaygınlaşmasına yol açmaktadır. Bu durum, çevresel sürdürülebilirlik, yaşam kalitesi ve afetlere karşı dayanıklılık açısından çeşitli sorunları beraberinde getirmektedir (UN-Habitat, 2022). Günümüzde artan şehirleşme ve nüfus, yeni yerleşim alanlarının oluşturulmasını zorunlu kılmaktadır. Yerleşim alanları artık sadece yatay

yönde değil, çok katlı binaların inşasıyla dikey yönde de genişlemektedir. Şehirlerin bu yatay ve dikey büyümesi, doğal ortamın değişimini beraberinde getirmektedir. İnsanların ve toplumların oluşturduğu sosyal, kültürel, ekonomik ve politik sistemlerin başarısız olması durumunda, doğa kaynaklı afetlerin yaşanma riski artacaktır (Dölek,2016).

1999 Marmara Depremi ve 2023 Kahramanmaraş Depremleri, plansız kentleşmenin ve dayanıksız yapı stoğunun büyük can ve mal kayıplarına yol açtığını göstermiştir. Can ve mal kaybının yanında kentlerin sosyal dokuları da yara almıştır (AFAD, 2023). Afetlere dayanıklı ve sürdürülebilir şehircilik anlayışı, bireylerin güvenli, sağlıklı ve doğayla uyumlu yaşam alanlarına sahip olmasını hedefleyen yaklaşımları içermektedir (Newman, 2006). Son yıllarda yapılan çalışmalar, müstakil konutların deprem, sel ve diğer afetlere karşı daha dirençli olabileceğini ve düşük yoğunluklu yerleşim bölgelerinin riskleri azaltabileceğini ortaya koymuştur (Ewing&Hamidi, 2015). Bu tür yerleşim modellerinin ekonomik, coğrafi ve altyapısal gereklilikleri kapsamlı bir analiz gerektirdiği de göz ardı edilmemelidir.

Matematiksel modelleme, kent planlaması ve sürdürülebilir yerleşim senaryoları oluşturma sürecinde güçlü bir araç olarak kullanılmaktadır. Özellikle, nüfus dağılımı, arazi kullanımı, altyapı planlaması ve afet risk yönetimi gibi konuların modellenmesi, karar vericilere bilimsel verilere dayalı çözümler sunmaktadır (Batty, 2007). Örneğin, Coombes ve Raybould (2001) tarafından yapılan çalışmada, kentsel büyümenin mekansal dağılımı matematiksel modeller ile incelenmiş ve farklı yerleşim senaryolarının sosyal ve çevresel etkileri değerlendirilmiştir. Han ve arkadaşları (2015), Çin için arazi kullanımına yönelik bir senaryo simülasyonu çalışması yapmıştır. Li ve arkadaşları (2008), hızlı kentleşme nedeniyle ortaya çıkan arazi kullanımı sorunlarını analiz etmek ve sürdürülebilir kalkınma stratejilerini değerlendirmek için bir model ortaya koymuş ve Pearl Nehri Deltası'nda hızla genişleyen bir şehirde konut gelişimine yönelik planlama senaryolarının simülasyonlarına uygulamışlardır.

Tutak ve Güder (2014), modellemeyi olayları ve problemleri anlama yolunda çözülmesi gerekenleri akılda sınıflandırıp ilişkilendirerek ve ayırt ederek hem model kullanma hem de meydana getirme süreci olarak tanımlamaktadır. Modelleme yapmaktaki temel amaç model oluşturmak değil; modeller aracılığıyla bir olayın veya problemin anlaşılmasını sağlamaya çalışmaktır (Bukova Güzel, 2016). Modelleme kavramının kapsamında olan matematiksel modelleme, gerçek yaşam problemlerinin değişik hallerdeki modellerinin meydana getirildiği döngüsel bir süreci anlatır (Peter, 2018). Erbaş ve arkadaşları (2014), matematiksel modelleme sürecini Şekil 1'deki gibi aktarmışlardır. Matematiksel modelleme yapılırken gündelik olaylar ve birbirleri arasındaki bağlantılar matematiksel olarak gösterilir ve matematiksel örüntüler ortaya konur (Urhan ve Dost, 2016).



Şekil 1: Matematiksel Modelleme Süreci

Matematiksel model, belli bir amaç için oluşturulmuş ve gerçeğin bir parçasıyla ilişkili olan soyut, basitleştirilmiş bir yapıdır. Başka bir ifade ile matematik dilini kullanarak gerçeğin taklit edilmesidir (Bender(1978)’den aktaran Akgün ve diğerleri,2013). Gerçek dünya ile matematik arasında çeviri yapma olarak ele alınan matematiksel modelleme son birkaç on yılda matematik eğitimde en çok tartışılan ve ele alınan konulardan biridir (Blum ve Borromeo Ferri,2009). Matematiksel modellemenin matematikteki yeri ve önemi birçok matematik eğitimcisi ve NCTM tarafından vurgulanmaktadır (Kertil, 2008). Matematiksel modelleme günümüzde sadece matematik alanında değil, teknoloji, mimarlık, ekonomi, mühendislik, tıp ve daha birçok farklı alanlarda matematiksel modelleme kullanılmaktadır (Tutak ve Güder,2014).

Birgün ve Öztürk (2021)’ün çalışmasında Türkiye’de 2010-2020 yılları arasında matematiksel modelleme konusunda yapılan toplam 160 çalışma (63 yüksek lisans tezi, 26 doktora tezi ve 71 makale) incelemeye alınmış ve farklı açılardan değerlendirilmiştir. Matematiksel modelleme üzerine yapılan çalışmalar incelendiğinde matematik öğretmeni adaylarının konu ile algıları, farkındalıkları gibi çok sayıda çalışma olduğu görülmüştür. Matematiksel modelleme üzerine yapılan çalışmaların aynı zamanda matematik, fizik, kimya, biyoloji, tıp, bankacılık, şehir planlama ve mühendislik gibi çeşitli alanlarda da modellemenin ele alındığı görülmektedir.

Yapılan çalışmalar incelendiğinde Türkiye nüfusunun tamamen müstakil evde yaşaması durumu ile ilgili herhangi bir modelleme çalışmasına rastlanmamıştır. Bu projede yapılan modelleme bu anlamda önem arz etmektedir.

Türkiye yükseltisi oldukça fazla olan (ortalama yükselti 1141 m) ve kabaca dikdörtgen şeklinde bir ülkedir. Bu alanın çok önemli bir kısmını meydana getiren dağlık sahalar ana

hatlarıyla kuzeyde (Kuzey Anadolu Dağları) ve güneyde (Toros Dağları) doğu-batı yönünde uzanırlar. Doğu Anadolu Bölgesi bütünüyle dağlık ve yüksek bir bölgedir. Buradaki dağlık alanlar arasına yüksek ovalar yerleşmiştir. Ülkenin batısında ise doğu-batı doğrultusundaki dağlık alanlar arasında aynı doğrultudaki depresyonlar yer alır (Url 2).

Eskiden de yaygın olmakla beraber özellikle yaşanan depremlerden sonra müstakil evlere daha çok talep gösterildiği söylenebilir. Müstakil terimi emlak literatüründe çoğunlukla “müstakil ev” olarak kullanılmakla birlikte müstakil evler genellikle arsa üzerine sıfırdan inşa edilen yapılardır. Çoğunlukla mülkiyetinin bir kişiye ait olduğu müstakil yapılarda, apartman dairelerinde olduğu gibi alt ve üst katlarda ayrı daireler olmaz. Müstakil evler genellikle bir ya da iki kattan oluşur. Plansız Alanlar Tip İmar Yönetmeliği gereğince her müstakil konutta en az 1 oturma odası, 1 yatak odası veya nişi, 1 mutfak veya yemek pişirme yeri, 1 banyo ve 1 tuvalet bulunması gerekir. Bazen üç katlı tripleks müstakil evlere de rastlanabilir. Bu tip müstakil evlere en iyi örnek, villa tipindeki yapılardır (Url 3).

Türkiye'nin toplam nüfusu Adrese Dayalı Nüfus Kayıt Sistemi (ADNKS) sonuçlarına göre 2023 yıl sonu itibarıyla 85 372 377 kişidir (Url 1). Türkiye'nin yüzölçümü Milli Savunma Bakanlığı Harita Genel Müdürlüğü verilerine göre 780 043 km²'dir (Url 4). TÜİK'in 2022 yılı verilerine göre ülkemizin 384 620 km²'lik kısmı tarım alanı olarak belirlenmiştir (Url 5). Çevre ve Orman Bakanlığı'nın 2004 yılında yayınladığı Türkiye Çevre Atlası'na göre Türkiye'nin deniz seviyesinden oldukça yüksek bir bölgede yer alması ve Doğu Avrupa ülkelerinin tersine deniz seviyesi ile 250 m arasındaki alçak alanlar, yurdumuzun ancak % 10'unu kaplarken 1000 m'den yüksek alanlar toplam yüzeyin % 55.5'ini kaplar. 2000 m'den yüksek alanlar ise, Türkiye'nin toplam yüzölçümünün % 10'u kadardır.

Bu çalışma, Türkiye'deki tüm nüfusun belirlenen özelliklere sahip müstakil evlerde yaşaması durumunda ortaya çıkabilecek olasılıkları incelemek amacıyla matematiksel bir model geliştirmeyi hedeflemektedir. Çalışmanın temel amacı, farklı değişkenler doğrultusunda (ev için kullanılacak arazi alanı ve evde yaşayan ortalama birey sayısı) nasıl senaryolar oluşturulabileceğini analiz ederek, bu durumun mümkün olup olmadığı belirlemek ve afetlere dayanıklı, sürdürülebilir ve yaşanabilir bir kentsel dönüşüm modeli geliştirmektir.

Yöntem

Projenin yöntemi matematiksel modelleme olarak belirlenmiştir. Öncelikle Türkiye'ye dair şu bilgilere ulaşılmıştır:

-Nüfusu

-Yüzölçümü

-Tarım Alanı

-1000 m'den yüksek alanların toplam yüzeyin alanına oranı

Türkiye'nin yüzölçümünden tarım alanları çıkartılarak tarım alanı olmayan alan hesaplanmıştır. Tarım alanı olmayan kısmın 1000 m ve altında olan bölgelerde yerleşim alanı kurulabileceği kabul edilmiştir. Yerleşim alanı kurulabileceği kabul edilen bu alanı hesaplamak için tarım alanı olmayan alanın % 44.5'i hesaplanmıştır. Veri girişi ve hesaplamalar için Excel programı kullanılmıştır.

Modelleme ile ilgili iki farklı senaryo ve her senaryo için dört farklı durum belirlenmiştir. Her evde yaşayan ortalama birey sayısı 4 kişi olacak şekilde sabitlenerek arazi alanları 1000, 750, 500 ve 250 metrekare olacak şekilde modellemeler yapılmıştır. Müstakil evlerin arazi alanlarının her birinin 1000 metrekare olarak sabitlenip, evde yaşayacak ortalama birey sayısının 5, 3, 2 ve 1 kişi olmasına dair dört farklı durum belirlenmiştir.

Yerleşim kurulabilecek alan müstakil evin yapılacağı arsanın alanına bölünerek modellemeye göre yapılabilecek ev sayısı belirlenmiştir. Toplam nüfus her evde yaşayan ortalama birey sayısına bölünerek ihtiyaç duyulan ev sayısı belirlenmiştir. Modellemeye göre yapılabilecek ev sayısından ihtiyaç duyulan ev sayısı çıkarılarak elde edilen fark belirlenmiştir.

Ev yapılacak arazinin alanının yarısının yeşil alan olarak bırakılacağı kabul edilmiştir. Evin arazisinin alanının yarısı ile modellemeye göre yapılabilecek ev sayısı çarpılarak sadece evlere ait toplam yeşil alan arazisi hesaplanmıştır.

Bulgular

Türkiye'nin yüzölçümünden tarım alanı arazi miktarı çıkarılarak tarım alanı olmayan arazi 395423000000 m² olarak hesaplanmıştır. Yerleşim kurulabilecek arazinin alanı 175963235000 m² olarak hesaplanmıştır. Tablo 1 'de görüleceği gibi nüfus, Türkiye'nin yüzölçümü ve yerleşim kurulabilecek arazinin alanı sabit değişkenler olarak yer almaktadır.

Tablo 1: Modelleme Senaryoları ve Elde Edilen Veriler

		Nüfus	Türkiye Yüz Ölçümü (m²)	Yerleşim Kurulabilecek Arazi (m²)	Müstakil Evin Yapılacağı Arazi (m²)	Herbir Evde Yaşayan Ortalama Kişi Sayısı	Modellemeye Göre Yapılabilecek Ev Sayısı (x)	İhtiyaç Duyulan Ev Sayısı (y)	x-y	Sadece Evlere Ait Toplam Yeşil Alan Arazisi (m²)
Senaryo 1	Durum 1	85372377	780043000000	175963235000	1000	4	175963235,00	21343094,25	154620140,75	87981617500
	Durum 2	85372377	780043000000	175963235000	750	4	234617646,67	21343094,25	213274552,42	87981617500
	Durum 3	85372377	780043000000	175963235000	500	4	351926470,00	21343094,25	330583375,75	87981617500
	Durum 4	85372377	780043000000	175963235000	250	4	703852940,00	21343094,25	682509845,75	87981617500
Senaryo 2	Durum 1	85372377	780043000000	175963235000	1000	5	175963235,00	17074475,40	158888759,60	87981617500
	Durum 2	85372377	780043000000	175963235000	1000	3	175963235,00	28457459,00	147505776,00	87981617500
	Durum 3	85372377	780043000000	175963235000	1000	2	175963235,00	42686188,50	133277046,50	87981617500
	Durum 4	85372377	780043000000	175963235000	1000	1	175963235,00	85372377,00	90590858,00	87981617500
Tarım Alanı (m²)										
384620000000,00										
Tarım Alanı Olmayan Arazi (m²)				Sadece Evlere Ait Toplam Yeşil Alan Arazisinin Türkiye Yüz Ölçümüne Oranı (%)						
395423000000,00				11,28						

Senaryo 1 için her bir evde yaşayan ortalama kişi sayısı 4 kabul edilerek bu değişken de sabit tutulmuştur. Senaryo 1’de her bir müstakil evin yapılacağı arazinin tamamının 1000, 750, 500 ve 250’şer m² olması durumları ele alınmıştır.

Tablo 2: Senaryo 1

	Müstakil Evin Yapılacağı Arazi (m²)	Modellemeye Göre Yapılabilecek Ev Sayısı (x)	İhtiyaç Duyulan Ev Sayısı (y)	
Senaryo 1	Durum 1	1000	175963235,00	21343094,25
	Durum 2	750	234617646,67	21343094,25
	Durum 3	500	351926470,00	21343094,25
	Durum 4	250	703852940,00	21343094,25

Senaryo 1’e göre ihtiyaç duyulan ev sayısı 21343094 adet ev olarak hesaplanmıştır ve dört durum için de eşittir. Müstakil evin yapılacağı arazinin alanının değiştiği bu senaryoda dört farklı durum için modellemeye göre yapılabilecek ev sayısı Tablo 2’de yer almaktadır.

Tablo 3: Senaryo 1'e Ait Ev Sayısı ve İhtiyaç

		Müstakil Evin Yapılacağı Arazi (m ²)	Modellemeye Göre Yapılabilecek Ev Sayısı (x)	İhtiyaç Duyulan Ev Sayısı (y)	x-y
Senaryo 1	Durum 1	1000	175963235,00	21343094,25	154620140,75
	Durum 2	750	234617646,67	21343094,25	213274552,42
	Durum 3	500	351926470,00	21343094,25	330583375,75
	Durum 4	250	703852940,00	21343094,25	682509845,75

Senaryo 1 için modellemeye göre yapılabilecek ev sayısından ihtiyaç duyulan ev sayısı çıkarıldığında Tablo 3'te görüldüğü gibi dört farklı durum için pozitif sayı elde edilmiştir.

Tablo 4: Senaryo 2

		Her Evde Yaşayan Ortalama Kişi Sayısı	Modellemeye Göre Yapılabilecek Ev Sayısı (x)	İhtiyaç Duyulan Ev Sayısı (y)
Senaryo 2	Durum 1	5	175963235,00	17074475,40
	Durum 2	3	175963235,00	28457459,00
	Durum 3	2	175963235,00	42686188,50
	Durum 4	1	175963235,00	85372377,00

Senaryo 2'de modellemeye göre yapılabilecek ev sayısı 175963235 adet ev olarak hesaplanmıştır ve dört durum için de eşittir. Her bir müstakil evde yaşayan ortalama kişi sayısının değiştiği bu senaryoda dört farklı durum için modellemeye göre ihtiyaç duyulan ev sayısı Tablo 4'te yer almaktadır.

Tablo 5: Senaryo 2'ye Göre Ev Sayısı ve İhtiyaç

		Her Evde Yaşayan Ortalama Kişi Sayısı	Modellemeye Göre Yapılabilecek Ev Sayısı (x)	İhtiyaç Duyulan Ev Sayısı (y)	x-y
Senaryo 2	Durum 1	5	175963235,00	17074475,40	158888759,60
	Durum 2	3	175963235,00	28457459,00	147505776,00
	Durum 3	2	175963235,00	42686188,50	133277046,50
	Durum 4	1	175963235,00	85372377,00	90590858,00

Senaryo 2 için modellemeye göre yapılabilecek ev sayısından ihtiyaç duyulan ev sayısı çıkarıldığında Tablo 5'te görüldüğü gibi dört farklı durum için pozitif sayı elde edilmiştir.

Her iki senaryoda ev arazilerinin yarısının yeşil alan olması şartı belirlenmişti. Tablo 1 incelendiğinde sadece evlere ait toplam yeşil alan arazisinin her senaryo ve durumda eşit ve 87981617500 m² olduğu görülmüştür. Yerleşim kurulabilecek arazide bulunan bu alan aynı zamanda tüm Türkiye arazisinin %11.28'ini oluşturmaktadır (Tablo 1).

Tartışma ve Sonuç

Türkiye'nin yüzölçümünden tarım alanı arazi miktarı çıkarılarak tarım alanı olmayan arazi 395423000000 m² olarak hesaplanmıştır. Yerleşim kurulabilecek arazinin alanı 175963235000 m² olarak hesaplanmıştır.

Senaryo 1 için her bir evde yaşayan ortalama kişi sayısı 4 kabul edilmiş evin yapılacağı arazinin tamamının 1000, 750, 500 ve 250'şer m² olması durumunda sırasıyla 175963235,00; 234617646,67; 351926470,00 ve 703852940,00 adet ev yapılabileceği sonucuna ulaşılmıştır. Toplam nüfus ve her bir evde yaşayan ortalama kişi sayısı sabit olduğundan Senaryo 1'de dört farklı durum için ihtiyaç duyulan toplam ev sayısı aynı ve 21343094,25 olarak bulunmuştur.

Senaryo 1 için modellemeye göre yapılabilecek ev sayısından ihtiyaç duyulan ev sayısı çıkarıldığında dört farklı durum için pozitif sayı elde edilmiştir. Elde edilen sayıların pozitif olması modellemeye göre yapılacak olan ev sayısının dört farklı durumda da ihtiyaç duyulan ev sayısından fazla olduğunu gösterir. Bu durum ortaya konulan bu modellemenin barınma ihtiyacına ev sayısı açısından uygun olduğunu gösterir. Bu şekilde olması barınmanın ev sayısı açısından sorun olmayacağını gösterir.

Senaryo 2'de modellemeye göre yapılabilecek ev sayısı 175963235,00 adet ev olarak hesaplanmıştır. Yüz ölçümü ve müstakil evin yapılacağı arazi alanı sabit olduğundan dört durum için de eşittir. Her bir müstakil evde yaşayan ortalama kişi sayısının değiştiği bu senaryoda dört farklı durum için ihtiyaç duyulan ev sayısı ortalama 5, 3, 2 ve 1 bireyin yaşadığı durumlara göre sırasıyla 17074475,40; 28457459,00; 42686188,50 ve 85372377,00 olarak hesaplanmıştır.

Senaryo 2 için modellemeye göre yapılabilecek ev sayısından ihtiyaç duyulan ev sayısı çıkarıldığında dört farklı durum için pozitif sayı elde edilmiştir. Elde edilen sayıların pozitif olması modellemeye göre yapılacak olan ev sayısının dört farklı durumda da ihtiyaç duyulan ev sayısından fazla olduğunu gösterir. Bu durum ortaya konulan bu modellemenin barınma ihtiyacına ev sayısı açısından uygun olduğunu gösterir. Bu şekilde olması barınmanın ev sayısı açısından sorun olmayacağını gösterir.

Her iki senaryoda sadece evlere ait toplam yeşil alan arazisinin her senaryo ve durumda eşit ve 87981617500 m² olduğu görülmüştür. Yerleşim kurulabilecek arazide bulunan bu alan aynı zamanda tüm Türkiye arazisinin %11.28'ini oluşturmaktadır. Bu oran yerleşim kurulan arazilerde her evin yeşil alanı olacağı için kesintisiz tüm Türkiye arazisinin %11.28'ini oluşturan bir yeşil alan olacağını göstermektedir. Yerleşim alanlarının dışında da tarım ve yeşil alanlar olacağı düşünüldüğünde kesintisiz ve yüksek oranda bir yeşil alan ülkeyi kaplayacaktır. Bu da erozyon oluşumunu engelleyen bir durum ortaya koyacaktır. Sürdürülebilir, doğa dostu bir yerleşim planı ortaya konularak her anlamda daha sağlıklı bir yaşam sürülmesine imkan sağlayacaktır. Sürdürülebilir, doğa dostu bir ortamda yaşayan sağlıklı bireylerin psikolojik ve çevresel iyi oluş açısından olumlu bir durumda olması kaçınılmaz görünmektedir.

Bu çalışma başka değişkenler kullanılarak yapılabilir. Bunun yanında bu çalışmada yer verilen değişkenlerin değerleri değiştirilerek çalışma genişletilip geliştirilebilir. Elde edilen sonuçlar farklı modellemelerde veri olarak değerlendirilip başka analizler yapılabilir.

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Kanser Hastalarında Psikolojik İyi Oluşun Geliştirilmesinde Dijital Ruh Sağlığın Rolüne İlişkin Bir Derleme Çalışması

Erkan DURAR

Iğdır Üniversitesi, Türkiye,

e-mail: erkandurar@gmail.com, Orcid No: 0000-0003-1793-0522

Nesrullah AYŞİN

Hakkari Üniversitesi, TÜRKİYE,

e-mail: nesrullahaysin@hakkari.edu.tr, Orcid No: 0000-0001-7087-8810

Özet

Kanser, küresel halk sağlığı açısından büyük önem taşıyan çok boyutlu bir hastalıktır. Hem bireylerin günlük yaşamını hem de dünyayla etkileşim biçimlerini derinden etkiler. Uzun ve zorlu tedavi süreçleri fiziksel acının yanı sıra hastalar ve aileleri üzerinde ağır bir psikolojik yük oluşturur. Bu durum hastaların psikolojik iyi oluşunu olumsuz etkileyerek çeşitli psikiyatrik rahatsızlıklara yol açabilir. Kanser hastalarının ruh sağlığı desteği, tedavi başarıları kadar öncelikli bir gereksinimdir. Buna karşın tıbbi tedavilerdeki ilerlemelere rağmen psikolojik destek hizmetlerinin kapsamı sıklıkla yeterli düzeyde değildir. Günümüzde tele- sağlık ve mobil sağlık uygulamaları gibi dijital ruh sağlığı çözümleri, hastaların ve bakım verenlerin psikolojik iyi oluşunu desteklemek amacıyla giderek yaygınlaşmaktadır. Dijital ruh sağlığı, kanser hastalarının ruh sağlığını, psikolojik iyilik halini ve yaşam kalitesini iyileştirmek için kişi merkezli ve ihtiyaç odaklı sağlık müdahaleleri sunma konusunda dönüştürücü bir potansiyele sahiptir. Özellikle dijital ruh sağlığı uygulamaları, hastaların kişisel gelişimlerini güçlendirme, onlara daha fazla özerklik ve öz kabul sağlama, çevresel hakimiyetlerini ve sosyal ilişkilerini geliştirmelerine ve yaşamlarının anlamını bulmalarına olanak tanımaktadır. Birçok literatür incelemesi, sağlık teknolojisinin bakım sonuçlarını, iletişimi ve bakım kalitesini desteklemedeki rolünü araştırmıştır. Ancak, kanser hastalarının psikolojik iyilik hallerine ve teknolojinin onların ruhsal iyilik hallerini nasıl destekleyebileceğine çok az dikkat edilmiştir. Bu nedenle, dijital sağlığın kanserli hastaların ruhsal sağlığını nasıl destekleyebileceğini daha iyi anlamak için mevcut bilgi tabanını genişletmek esastır. Bu amaç doğrultusunda bu bildiri derleme çalışması, kanser hastalarının ruhsal sağlığı ve psikolojik iyilik halini desteklemek için dijital ruh sağlığı uygulamasına yönelik bilgi vermek, koruyucu önlemlere yönelik araştırmaların planlanması ve uyarlanabilir stratejilerin geliştirilmesi amacıyla yazılmıştır.

Anahtar Sözcükler: Dijital ruh sağlığı, kanser, psikolojik iyi oluş, ruh sağlığı

Abstract

Cancer is a multidimensional disease of great importance in terms of global public health. It deeply affects both the daily lives of individuals and the way they interact with the world. Long and difficult treatment processes create a heavy psychological burden on patients and their families in addition to physical pain. This situation negatively affects the psychological well-being of patients and can lead to various psychiatric disorders. Mental health support for cancer patients is a priority need as much as treatment success. However, despite advances in medical treatments, the scope of psychological support services is often inadequate. Today, digital mental health solutions such as telehealth and mobile health applications are increasingly widespread in order to support the psychological well-being of patients and their caregivers. Digital mental health has a transformative potential in providing person-centered and needs-oriented health interventions to improve the mental health, psychological well-being and quality of life of cancer patients. In particular, digital mental health applications enable patients to strengthen their personal development, provide them with greater autonomy and self-acceptance, improve their environmental mastery and social relationships, and find meaning in their lives. Many literature reviews have investigated the role of health technology in supporting care outcomes, communication, and quality of care. However, little attention has been paid to the psychological well-being of cancer patients and how technology can support their mental well-being. Therefore, it is essential to expand the current knowledge base to better understand how digital health can support the mental health of cancer patients. To this end, this abstract is written to inform the application of digital mental health to support the mental health and psychological well-being of cancer patients, to plan research on preventive measures, and to develop adaptive strategies.

Keywords: Cancer, digital mental health, mental health, psychological well-being

Giriş

Kanser, günlük yaşamı, insanların dünyayla etkileşim ve deneyimleme biçimini etkileyen çok yönlü küresel bir hastalıktır (Elkefi ve ark., 2023). Amerika Birleşik Devletleri'nde 2022 yılında 1.918.030 yeni kanser vakası ve 609.360 kanser ölümü olduğu belirtilmiştir (Ferlay ve ark., 2021). Yapılan çalışmalar her 100.000 kişi için 439 yeni kanser vakası olduğunu ve bunlardan 146 kişinin kanserden öldüğü bildirilmiştir (Elkefi ve ark., 2023). Fiziksel acıya ek olarak, kanser hastaları psikiyatrik sendromlar geçirebilir veya önemli sıkıntı bileşenleri

olarak kabul edilen önceden var olan durumların kötüleşmesini yaşayabilirler(Kadan ve ark., 2005). Ölüm korkusu ve beklenen kayıplar, yaşam kalitelerini etkileyebilecek duygusal sıkıntı, kaygı ve depresyona yol açabilir(Elkefi ve ark., 2023). Kanserli hastalarda bütünsel bakımı planlamak, hastanın yaşam kalitesini iyileştirmek, ortaya çıkan engellilikle başa çıkmak ve psikolojik iyi oluşlarını artırmak için önemlidir(Bringmann ve ark., 2008). Psikolojik sıkıntının hastaların bakım ve yaşam kalitesini olumsuz olarak etkilediği belirtilmektedir. Tedavi seçenekleri ve sonuçlarındaki gelişmelere rağmen, kanser hastaları için psikolojik hizmetler ve destek geride kalmıştır(Ebob-Any ve Bassah, 2022). Çalışmalar ayrıca kanser hastaları arasındaki psikolojik sıkıntının fiziksel sağlıkları ve tedaviye uyumları üzerinde olumsuz bir etkiye sahip olduğunu göstermiştir(Deshields ve ark., 2014). Meme kanseri olan kadınlarla yapılan çalışmalarda, hastaların psikolojik iyi oluşlarının yüksek olması tedaviye uyumunu artırdığı ve tedavi sonuçlarını iyileştirdiği belirtilmiştir(Antoni ve ark., 2006).

Kanser hastalarına yönelik psikiyatrik desteğin artırılmasının önemi üzerinde durulmaktadır. Ancak, yüz yüze terapi veya psikiyatrik destek gibi geleneksel zihinsel sağlık müdahaleleri, maliyet, konum ve zihinsel sağlık profesyonellerinin bulunabilirliği nedeniyle çoğu kişi için genellikle erişilemezdir(Alodhialah ve ark., 2024).Bu erişilebilirlik sorununa yanıt olarak, dijital ruh sağlığı müdahaleleri umut verici bir çözüm olarak ortaya çıkmıştır. Bu müdahaleler, özellikle kanser hastaları için ruh sağlığına daha erişilebilir, esnek ve ölçeklenebilir bir yaklaşım sunmaktadır. Dijital ruh sağlığı müdahaleleri, mobil uygulamalar, çevrimiçi bilişsel davranışçı terapi, telepsikiyatri ve hatta sanal gerçeklik terapisi dahil olmak üzere çok çeşitli araçları kapsamaktadır. Bu araçların her biri, bireyin özel ihtiyaçlarına, ruh sağlığı semptomlarının şiddetine ve yaşadıkları sıkıntı düzeyine bağlı olarak değişen düzeylerde etkinliğe sahiptirler(Alodhialah ve ark., 2024). Psikolojik iyi oluşu artırmak için tasarlanmış mobil sağlık uygulamaları ve platformları, hastaların tedavi durumunu izlerken aynı zamanda ruh sağlığı desteği almalarını sağlamaktadır(Lattie ve ark., 2022). Hastalar, dijital sağlık teknolojilerinin yardımıyla hastalıkları ile ilgili daha fazla bilgi sahibi olmaya başlamışlardır. Özellikle dijital uygulamalar kullanılarak kanser hastalarının eğitimi ve sağlık profesyonelleriyle etkili iletişimi sağlanmalıdır(Clauserve ark., 2011).

Birçok literatür incelemesi, dijital sağlık teknolojisinin bakım sonuçlarını, iletişimi ve bakım kalitesini desteklemedeki rolünü araştırmıştır(Jiang ve ark., 2021; ElKefi ve Asan, 2021) Ancak, kanser hastalarının psikolojik iyilik hallerine ve teknolojinin onların ruhsal iyilik

hallerini nasıl destekleyebileceğine çok az değinilmiştir. Bu nedenle, dijital uygulamaların kanserli hastaların ruhsal sağlığını nasıl destekleyebileceğini daha iyi anlamak için mevcut bilgi

tabanını genişletmek esastır. Bu nedenle, kanser hastalarının psikolojik iyi oluşlarının geliştirilmesinde dijital ruh sağlığının rolünün anlamak önemlidir. Özellikle entegre bir bakım modeli oluşturmak için hemşirelerin, diyetisyenlerin, ve ruh sağlığı uzmanlarının dijital araçların kullanımını desteklemedeki rollerinin daha iyi anlaşılması gerekir(Gómez-Velasco ve ark., 2019). Bu derleme çalışmasında, kanser hastalarında psikolojik iyi oluşun artırılmasında dijital ruh sağlığının rolü hakkında bilinenler açıklanmakta ve sorunu ele almak için bir dizi halk sağlığı politikası önerilmektedir.

1. Psikolojik İyi Oluş

Psikolojik iyi oluş, psikolojik, duygusal ve sosyal yönlerden oluşan çok boyutlu bir yapıdır. Psikolojik iyi oluşun altı boyutu vardır. Bu boyutlardan biri olan "Başkalarıyla Olumlu İlişkiler", bireylerin içtenlikle değer verdikleri başkalarıyla olumlu, güvenilir bir ilişki kurma yeteneğini ifade eder. Bir diğer boyut olan "Çevresel Uсталık", kişisel ihtiyaçlara ve değerlere uygun bağlamları seçme veya oluşturma yeteneğini ifade eder. "Kişisel Gelişim", bireylerin karşılaştıkları zorlukların üstesinden gelme potansiyellerinin farkında olmaları, büyüme ve genişleme arzusunu ifade eder. "Yaşamdaki Amaç", yönlendirilmişlik duygusunu, bireylerin belirlediği yaşam hedefleri doğrultusunda hareket etmeyi ifade eder. "Öz Kabul" boyutu, bireylerin iyi ve kötü nitelikler de dahil olmak üzere benliklerinin birden fazla yönünü kabul etmelerini ve onaylamalarını ifade eder. Son olarak, "Özerklik" kendi kendini belirleme ve bağımsız olma, yani kişinin kendi başına karar alma ve belirli şekillerde düşünme ve hareket etme becerisini ifade eder(Keyes ve ark., 2002). Psikolojik iyi oluş kavramı, bireyin olumlu ve güvenilir kişilerarası ilişkiler geliştirebildiği ve sürdürebildiği, hayatta bir amaca ve kendini kabul etme duygusuna sahip olduğu, kişisel gelişim için sürekli çalıştığı ve hayattan tatmin aldığı bir iyi oluş hali olarak tanımlanmaktadır(Keyes ve ark., 2002). Psikolojik iyi oluş, bireylerin etkili bir şekilde iletişim kurmalarına, başarıya ulaşmalarına, mali durumlarını iyileştirmelerine, sağlıklarını korumalarına ve kişisel gelişimlerini olumlu yönde etkileyecek yönelimlere sahip olarak hayatlarını daha yaşanabilir hale getirmelerine yardımcı olur. Psikolojik iyi oluş düzeyleri yüksek olan bireylerin en belirgin özelliği, hayata karşı olumlu bir bakış açısına sahip olmalarının yanı sıra mutluluğa ulaşabilmeleri ve bunu sürdürebilmeleridir(Yiğit ve Çakmak, 2024).Bireyin optimum işleyişine odaklanan psikolojik iyi oluş kavramı, psikolojik sıkıntı, depresyon ve işlev bozukluğundan ziyade olumlu işlevleri ifade eder ve yüksek düzeyde esnekliğe, pozitifliğe ve güçlü sosyal bağlara dikkat çeker(Dhanabhakya ve Sarath, 2022). Bireyin genel mutluluğunu, yaşam memnuniyetini, yaşam amacını, zihinsel ve duygusal sağlığını kapsayan çok yönlü bir yapıdır(Dhanabhakya ve Sarath, 2022). Psikolojik iyi oluş için, bireyin potansiyelini ve güçlü yönlerini

gerçekleştirebileceği ve buna göre gelişebileceği bir ortam gereklidir. Yüksek düzeyde psikolojik iyi oluşa sahip bireyler, yaşamlarında amaç, anlam ararlar ve diğer insanlarla olumlu ilişkiler kurarlar. Ayrıca, bu bireyler, kendilerine güvendikleri ve bağımsız oldukları için ulaşmak istedikleri hedefler doğrultusunda doğru kararlar alabileceklerini düşünürler(Yiğit ve ark., 2024). Seligman (2004), psikolojik iyi oluşun olumlu duyguları ve aktiviteleri bir araya getirdiğini belirtmiştir. Bazı araştırmacılar, yüksek düzeyde yaşam doyumuna sahip olmanın ve olumlu duygular yaşarken düşük düzeyde olumsuz duygular yaşamamanın iyi oluşu gösterdiğini belirtmektedirler(Yiğit ve ark., 2024). Araştırmacılar, psikolojik iyilik halinin çeşitli boyutları değiştirilebildiğinden, kanser gibi tıbbi rahatsızlıkları olan bireylerde fiziksel sağlığı iyileştirmek için bir strateji olarak psikolojik iyilik halini hedefleyen müdahaleleri önermişlerdir(Carr ve ark., 2021).

2. Dijital Ruh Sağlığı

Dijital uygulamalar gibi yeni yenilikler önleme ve tedavi müdahaleleri olarak ruh sağlığının geliştirilmesinde büyük öneme sahiptirler(Acyhtes ve ark., 2023). Özellikle COVID-19 döneminde dijital uygulamaların kullanımı yaygınlaşmıştır(Smith ve ark., 2023). Dijital ruh sağlığı, zihinsel sağlık koşullarını desteklemek ve iyileştirmek, sağlığı geliştirme, önleme, erken müdahale, tedavi ve nüksetmeyi önleme dahil olmak üzere zihinsel sağlık bakımı sağlamak için dijital teknolojilerin kullanılması olarak anlaşılabilir(Brunt ve Gale-Grant, 2023). Dijital ruh sağlığı, izleme ve değerlendirme, görüntülü konferans danışmanlığı, psikoterapi ve mesleki eğitim (e-öğrenme ve e-denetim) olmak üzere çok çeşitli yöntemleri kapsar. Bu bağlamda, sağlık sonuçlarını iyileştirmek veya sağlık hizmeti sunumunu kolaylaştırmak için çeşitli teknolojiler (telefon, mobil cihazlar, uygulamalar, görüntülü konferans, sohbet yazılımları, psikolojik değerlendirme, destek ve müdahale platformları, yapay zeka, sanal gerçeklik, giyilebilir cihazlar, vb.) kullanılmaktadır(Acyhtes ve ark., 2023).

Dijital ruh sağlığının ruh sağlığı bakımına erişimi artırma, eşitsizlikleri ortadan kaldırma ve tedavi sunum maliyetlerini düşürme potansiyeli nedeniyle, bu alana olan ilgi ve araştırma son yıllarda katlanarak artmıştır(Brunt ve Gale-Grant, 2023). Çok sayıda randomize kontrollü çalışma internet müdahaleleri, görüntülü konferans danışmanlığı ve psikoterapi alanlarında etkili olduğuna dair güçlü kanıtlar sunmuşlardır(Bashshur ve ark., 2016;Shore, 2020). İnternet müdahaleleri, sağlık ve ruh sağlığıyla ilgili yardım sağlamayı amaçlayan, kendi kendine yardım, rehberli veya rehbersiz, teknoloji destekli müdahalelerdir(Bashshur ve ark., 2016). Bunların her zamanki tedaviden daha etkili olduğu ve çeşitli durumlar için yüz yüze terapiler kadar etkili olduğu bulunmuştur(örneğin, yaygın anksiyete bozukluğu, depresyon, kanserle ilgili sıkıntı)(Acyhtes ve ark., 2023; Shore, 2020). Video konferans yoluyla sunulan

danışmanlık ve psikoterapiye ilişkin olarak, daha önceki sistematik incelemeler farklı popülasyonlarda (örneğin çocuklar, yetişkinler ve yaşlı yetişkinler), coğrafyalarda (örneğin kentsel ve kırsal), bakım ortamlarında (örneğin birincil sağlık bakımı ortamları ve klinikleri) ve ruh sağlığı koşullarında (örneğin kaygı, depresyon ve sıkıntı) etkili olabileceklerini bildirmişlerdir(Smith ve ark., 2023). Ayrıca dünya çapında, dijital ruh sağlığı uygulamalarının engellerini belirlemek ve ruh sağlığı uzmanlarının böyle bir yaklaşıma yönelik tutumlarını araştırmak için çeşitli çalışmalar yürütülmüştür. Genel olarak, profesyonellerin tutumlarının nötrden olumluya kadar değiştiğini göstermektedir. Genellikle olumlu tutum göstermelerinde, dijital ruh sağlığının düşük eşikli erişilebilirliği, profesyonellerin alandaki bilgi ve eğitimleri, yeni tedavi alternatiflerinin (örneğin, sanal gerçeklik ve biyolojik geribildirim) tanıtılması potansiyeli olduğu bildirilmektedir. Buna karşılık, olumsuz tutum göstermelerinde, web tabanlı ruh sağlığı bakımının sağlanması için etik, yasal ve düzenleyici çerçevelerin yokluğu, profesyonellerin alandaki bilgi ve eğitim eksikliği, dijital sistemlerle ilişkili potansiyel gizlilik ve güvenlik ihlalleri olduğu belirtilmektedir(Seidel ve Kilgus, 2014). Özetle literatür, dijital ruh sağlığı yaklaşımlarının ruh sağlığı bozukluklarının tedavisi için kullanılmasını desteklese de, ruh sağlığı profesyonelleri tarafından benimsenmesi yavaş olmuştur ve klinik ortamlarda uygulanması hala sınırlı sayıdadır.

3. Psikolojik İyi Oluşun Geliştirilmesinde Dijital Ruh Sağlığı

Fiziksel sorunlara ek olarak, kanser hastaları sağlık ile ilgili yaşam kalitesini olumsuz yönde etkileyen çeşitli olumsuz psikolojik etkilerle baş etmek zorundadırlar(Merckaert ve ark., 2010). Çoğu hasta hastaneden eve döndükten sonra nispeten uzun bir süre sağlık uzmanına görünmeyebilir. Bu nedenle, hastalık semptomlarını ve tedaviden kaynaklanan yan etkileri yönetmede bir dereceye kadar özerkliğe ihtiyaç duyarlar. Bunu başarmak için, hastaların sağlık durumlarıyla ilgili bilgileri nasıl bulup kullanacakları konusunda beceri ve bilgiye ihtiyaçları vardır(Escriva Boulley ve ark., 2018). Bu daha fazla özerklik ve dolayısıyla daha fazla psikolojik iyi oluşa yol açabilir. Dijital teknolojiyi kullanan programlar ve müdahaleler (dijital sağlık müdahaleleri—DSM), bu istenen sonuçlara ulaşmak için etkili bir yol olabileceği belirtilmektedir(Cooper ve ark., 2013). Mobil ve web tabanlı platformlar aracılığıyla sunulan dijital ruh sağlığı müdahaleleri, damgalama gibi geleneksel ruh sağlığı hizmetlerine erişimin önündeki mevcut birçok engeli ortadan kaldırırken, yaygın ruh sağlığı sorunları yaşayan kanser hastalarına tedavi olanağı sunmaktadır(Lipschitz ve ark., 2022). Dijital sağlık müdahaleleri birincil önleme, tespit, tanı, tedavi ve ilişkili yan etkilerin yönetiminde giderek daha yaygın hale gelmektedir. DSM'nin temel amacı davranış değişikliğini teşvik etmek ve desteklemektir. DSM farklı amaçlar için kullanılmaktadır. Bazıları psikolojik faydaları hedeflerken, diğerleri

kilo ve hastalık yönetimini hedef almıştır. DSM ile ilgili yapılan çalışmalar, DSM'nin katılımcıların davranışlarını değiştirdiğini ve bunlar hakkında olumlu öznel deneyimler ifade ettiğini bildirmiştir. Bu sonuçlar, DSM'nin semptom yönetiminde kanser hastalarının özerkliğini iyileştirmeye yardımcı olabileceğini doğrulamaktadır(Cooper ve ark., 2013). Dijital ruh sağlığı müdahaleleri, depresyon gibi yaygın ve güçten düşürücü ruh sağlığı sorunları olan ve psikolojik iyi oluşu azalmış kişiler için erişilebilir tedavi için umut vadeden bir yoldur. Dijital ruh sağlığı müdahaleleri hakkında ortaya çıkan literatür, bunların da tek başına etkili veya tamamlayıcı tedavi seçeneği olabileceğini öne sürmektedir(Lipschitz ve ark., 2022). Lattie ve ark. (2022), üniversite öğrencileri için dijital ruh sağlığı müdahalelerinin etkinliğini, kullanılabilirliğini, kabul edilebilirliğini ve benimsenmesini araştıran sistematik inceleme çalışmalarında; dijital ruh sağlığı uygulamalarının psikolojik iyi oluşu geliştirmede olumlu etkisinin olduğunu bildirmiştir. Sonuç olarak, dijital ruh sağlığı uygulamaları, kanser hastalarının ruh sağlığını, psikolojik iyilik halini ve yaşam kalitesini iyileştirmek için kişi merkezli ve bireysel, benzersiz ihtiyaç odaklı sağlık müdahaleleri sunmada dönüştürücü bir potansiyele sahip olduğu söylenebilir.

Sonuç ve Öneriler

Kanser hastaları arasında ruh sağlığını ve psikolojik iyi oluşu desteklemek için dijital sağlığın önemli olduğu belirtilmektedir. Dijital sağlık uygulamaları, kanser hastalarının tedavi yan etkileriyle daha iyi başa çıkmalarına ve psikolojik iyi oluşu artırarak daha hızlı iyileşmeye yol açmalarına yardımcı olmak için benzersiz bir fırsat sunmaktadırlar. Dijital sağlık uygulamaları hastaların kişisel gelişimlerini güçlendirme, onlara daha fazla özerklik, öz kabul sağlama ve sosyal ilişkilerini geliştirme potansiyeline sahiptir. Kanser hastaları için dijital ruh sağlığı müdahaleleri hakkında daha fazla araştırma, hastalar tarafından kullanılabilir ve kabul edilebilir olarak görülen programlar tasarlama ve bu tür programları uygulama yöntemlerinin geliştirilmesi önerilmektedir.

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Multipl Sklerozda Sanal Gerçeklik ve Mental İyi Oluş: Evde Bakımda Bir Derleme Çalışması

Nesrullah AYŞİN

Hakkari Üniversitesi, TÜRKİYE,

e-mail: nesrullahaysin@hakkari.edu.tr, Orcid No: 0000-0001-7087-8810

Erkan DURAR

Iğdır Üniversitesi, TÜRKİYE,

e-mail: erkandurar@gmail.com, Orcid No: 0000-0003-1793-0522

Samet KOLTAŞ

Hakkari Üniversitesi, TÜRKİYE,

e-mail: sametkoltas@hakkari.edu.tr, Orcid No: 0009-0000-1272-4223

Özet

Bu derleme çalışması, multipl skleroz (MS) hastalarının evde bakım süreçlerinde sanal gerçeklik (VR) teknolojilerinin mental iyi oluş üzerindeki etkilerini ve hemşirelik uygulamaları bağlamındaki rollerini incelemek amacıyla gerçekleştirilmiştir. Multipl Skleroz (MS), merkezi sinir sistemini etkileyen kronik bir nörolojik hastalık olup, hastaların fiziksel semptomlarının yanı sıra psikolojik stres, kaygı ve depresyon gibi ruhsal sorunlarla da başa çıkmalarını gerektirmektedir. Evde bakım modellerinde hemşireler, hastaların tedavi planına uyumunu desteklemek, güvenli ortamı sağlamak ve aile bakım verenlere eğitim vermek gibi kritik görevler üstlenmektedir. Son yıllarda VR tabanlı uygulamalar; sanal ortamda etkileşimli egzersizler, ağrı yönetimi simülasyonları ve rahatlama programları sunarak hastaların motivasyonunu, benlik saygısını ve duygusal iyilik halini artırmayı hedeflemektedir. Yapılan çalışmalar, VR deneyimlerinin kaygı düzeylerini anlamlı ölçüde azalttığını, depresif semptomları hafiflettiğini ve yaşam kalitesini iyileştirdiğini göstermektedir. Ayrıca, VR ile desteklenen rehabilitasyon programlarının hasta katılımını artırdığı ve uzun vadeli terapötik uyumu güçlendirdiği bildirilmektedir. Hemşirelik perspektifinden değerlendirildiğinde, VR teknolojisi evde bakım hemşirelerinin terapötik müdahale repertuarına eklenebilecek değerli bir araçtır. Hemşireler, MS hastalarının evde bakım planlarına VR uygulamalarını entegre ederek, hastaların mental iyi oluşunu destekleyebilir; semptom yönetimine katkıda bulunabilir ve hasta eğitimini zenginleştirebilirler. Bunun yanı sıra, VR tabanlı müdahalelerin etkinliğini değerlendirmek için gerekli ölçme araçlarını kullanabilir, hastaların teknoloji kullanımını kolaylaştırabilir ve bireyselleştirilmiş VR deneyimleri için hasta ihtiyaçlarını belirleyebilirler. Elde edilen dijital veriler sayesinde bireyselleştirilmiş bakım planları geliştirilmekte ve hasta ilerlemesi düzenli olarak değerlendirilmektedir. Bu derleme, VR'nin MS hastalarının mental sağlığına sunduğu potansiyel katkıları ve hemşirelik uygulamalarının entegrasyonunda karşılaşılan fırsat ile zorlukları ortaya koymaktadır. Bulgular, VR tabanlı müdahalelerin evde bakımda etkili bir tamamlayıcı yaklaşım olabileceğini; hemşirelerin bu teknolojilerin uygulanmasında eğitilmeleri ve multidisipliner iş birliğinin güçlendirilmesinin gerekliliğini vurgulamaktadır.

Keywords: Mental İyi Oluş, Multipl Skleroz, Sanal Gerçeklik, Evde Bakım, Hemşirelik

Virtual Reality and Mental Well-Being in Multiple Sclerosis: A Review Study on Home Care

Abstract

This review study examines the effects of virtual reality (VR) technologies on mental well-being in the home care processes of multiple sclerosis (MS) patients and their roles in the context of nursing practices. MS is a chronic neurological disease that affects the central nervous system, requiring patients to cope not only with physical symptoms but also with psychological stress, anxiety, and depression. In home care models, nurses take on critical roles such as supporting patients' adherence to treatment plans, ensuring a safe environment, and educating family caregivers. In recent years, VR-based applications have aimed to increase patients' motivation, self-esteem, and emotional well-being by offering interactive exercises, pain management simulations, and relaxation programmes in a virtual environment. Studies have shown that VR experiences significantly reduce anxiety levels, alleviate depressive symptoms, and improve quality of life. Additionally, VR-supported rehabilitation programmes are reported to increase patient participation and strengthen long-term therapeutic compliance. From a nursing perspective, VR technology is a valuable tool that can be added to the therapeutic intervention repertoire of home care nurses. Nurses can support patients' mental well-being, contribute to symptom management, and enrich patient education by integrating VR applications into MS patients' home care plans. Additionally, they can use the necessary measurement tools to evaluate the effectiveness of VR-based interventions, facilitate patients' use of the technology, and identify patient needs for personalised VR experiences. The digital data obtained enables the development of personalised care plans and the regular evaluation of patient progress. This review highlights the potential contributions of VR to the mental health of MS patients and the opportunities and challenges encountered in its integration into nursing practice. The findings emphasise that VR-based interventions can be an effective complementary approach in home care, and that nurses need to be trained in the application of these technologies and multidisciplinary collaboration needs to be strengthened.

Keywords: Mental Well-being, Multiple Sclerosis, Virtual Reality, Home Care, Nursing

Introduction

Multiple sclerosis (MS) is a chronic inflammatory autoimmune disease of the central nervous system (CNS). The disease causes the formation of inflammatory lesions in the CNS, where the myelin sheaths are broken and demyelinated axons are damaged. This results in neurological symptoms such as motor function, sensitivity, balance, visual impairment, as well

as fatigue, depression, and cognitive changes (Preiningerova et al., 2022). Recent estimates indicate that 2.8 million people worldwide are living with this disease (Homayun & Hosseini, 2023). MS is typically diagnosed between the ages of 20 and 40 and is more common in women than in men (Krysko et al., 2021). What is striking about MS in both developed and developing countries is the increase in its prevalence in recent years (Dobson and Giovannoni, 2019).

Despite significant advances in medical knowledge today, the exact cause and treatment of this disease remain unknown. It is not yet clear when the progression of the disease will slow down. Between 85% and 90% of these patients experience periods of remission and flare-ups of symptoms (Yazgan et al., 2020). The results of several studies show that at least one-third of patients experience a significant decline in their standard of living after diagnosis. Within ten years of diagnosis, half of MS patients become unable to perform their daily tasks and responsibilities. Fifteen years after the onset of the disease, half of patients require assistance to move (Alajbegovic et al., 2011).

Although the aetiology is not fully understood, stress, trauma, certain medications, air pollution, smoking, radioactivity, low vitamin D levels, and certain bacteria and viruses have been reported as risk factors. There is no genetic inheritance (Akdemir, 2020). Motor symptoms such as decreased/loss of muscle strength, balance and coordination disorders, tremors, and speech disorders; sensory symptoms such as decreased sensation, sensory loss, and tingling; cognitive symptoms such as memory problems, loss of attention, and slowed information processing; bladder-bowel symptoms such as incontinence, urinary retention, constipation, sexual problems, sleep disorders, visual disturbances, and fatigue are symptoms that can be seen in MS (Tülek, 2021). In addition, patients have an increased risk of falling compared to the normal population. Spasticity is seen in 60-80% of patients, while ataxia is present in approximately 80% (İdiman, 2021). Emotional changes caused by the disease process can lead to stress, poor sleep quality, and depression. Depending on the progression of the disease and its treatment, osteoporosis and other musculoskeletal problems, pressure ulcers, and an increased risk of cancer, diabetes, and hypertension due to inactivity may be observed (Tülek, 2021). The treatment process for MS consists of four components: medical treatment, symptom management, physical therapy/rehabilitation, and cognitive therapy (Türkoğlu, 2023). Interferons and glatiramer acetate are commonly used as immunomodulatory treatments. During flare-ups, corticosteroids are used for their anti-inflammatory effects. If there is no response, immunosuppressive treatment and plasmapheresis may be used. In symptomatic treatment, different pharmacological or non-pharmacological treatment options are used depending on the symptoms that arise (Akdemir, 2020). In this case, non-pharmacological

treatment methods come to the fore (Yıldırım, 2023). Non-pharmacological methods include music therapy (Lund et al., 2023), dietary supplements (Chan and Lo, 2022), massage therapies (Fang et al., 2023), muscle relaxation exercises (Talo et al., 2023), acupuncture (Li et al., 2019), and virtual reality technology (Huang et al., 2022) are among the non-pharmacological methods that have been shown to be beneficial in the literature (Sun et al., 2023). The fact that MS typically emerges between the ages of 20 and 40, when individuals are most active, coupled with the disability caused by the disease and the resulting loss of social and economic power, leads many patients to experience adjustment issues and struggle to cope adequately with the disease process. While depression is the most common psychological disorder, it has been noted that these patients also have an increased risk of anxiety, bipolar disorder, and suicide attempts (Altun et al., 2020). Compared to other neurological diseases, it has been reported that mental health issues are more prevalent in MS (Tel, 2014). Support, counselling and education should be provided to patients experiencing psychological problems (Altun et al., 2020). Virtual reality (VR) refers to the creation of a material or environment that does not actually exist using software and hardware, and interaction with these environments. Although initially used for different purposes, VR technology is now used in the healthcare field by healthcare professionals in physical therapy, obstetric services, and for pain reduction or distraction (Aydın and Hüseyinoğlu, 2022).

Methodology

This review synthesizes current literature on VR applications for mental well-being in MS patients within home care contexts. The analysis includes peer-reviewed articles, systematic reviews, and clinical trials published between 2010 and 2025. Key databases searched included PubMed, ScienceDirect, and specialized rehabilitation journals. The focus was on studies that specifically addressed psychological outcomes, mental health interventions, and quality of life improvements through VR technology in home or community settings.

Understanding multiple sclerosis and mental health challenges

The Psychological Impact of Multiple Sclerosis

Multiple sclerosis (MS) is a chronic autoimmune condition that significantly impacts the central nervous system, leading to a wide range of symptoms affecting both physical and psychological wellbeing. The psychological impact of MS is profound and multifaceted, involving emotional, cognitive, and psychiatric dimensions. One of the primary psychological effects of MS is depression, which is notably prevalent among patients. Depression significantly affects the quality of life (QoL) in MS patients, as seen in Iranian MS patients, where depression

correlated highly with both physical and psychological aspects of life quality (Ayatollahi et al., 2007). Moreover, personality traits such as neuroticism and excitability seem to exacerbate fatigue, a common symptom in MS patients, which further impacts their psychological state (Merkelbach et al., 2003). The diagnosis itself is a major psychological hurdle, especially during the first year after diagnosis. This period often involves significant psychological adjustments, with newly diagnosed patients showing a tendency towards depressive symptoms and an avoidance approach to their diagnosis. These psychological changes are crucial as they can influence patients' quality of life, decision-making, and adherence to treatment regimes (Possa et al., 2017). Apart from depression, MS patients often experience a range of psychiatric disorders, including anxiety and, less commonly, bipolar, schizophrenic, and obsessive-compulsive syndromes. These disorders have a substantial impact on patients' quality of life and are influenced by physical symptoms of MS such as fatigue and sleep disturbances (Sparaco et al., 2019). Stress and cognitive dysfunction are additional challenges that MS patients face. These elements further complicate the mental health landscape for individuals with MS, necessitating comprehensive psychological and neurological assessments and interventions (Fischer et al., 1994). The psychological state of MS patients is not isolated but also impacts their family members. The emotional toll on family members can lead to significant psychological stress, affecting family functioning and relationships. Effective communication and comprehensive intervention plans are essential to support both patients and their families in managing the psychological ramifications of MS (Uccelli, 2014). Therapeutic interventions, including physical exercise and mind-body practices such as yoga, have shown promise in moderating the psychological impacts of MS. These interventions can improve mental wellbeing and reduce depressive symptoms, offering a beneficial adjunct to traditional medical treatments (Carotenuto et al., 2021).

Barriers to Mental Health Care in Traditional Settings

Multiple sclerosis (MS) patients encounter numerous barriers when accessing traditional mental health services. These barriers are particularly pronounced for those with mobility limitations or residing in rural areas, where transportation becomes a significant obstacle (Chiu et al., 2017). Additionally, communication issues during medical visits and a discontinuation of referrals after visits further complicate access to mental health services for these patients (Chiu et al., 2017). Other common barriers identified include attitudinal challenges, stigma-discrimination, and instrumental obstacles, which delay consultations and service utilization (Campo-Arias et al., 2020). Moreover, patients face difficulties due to insurance coverage, cost of services, and a lack of comprehensive awareness about the available mental health resources

(Murphy et al., 2018). To potentially overcome these barriers, home care settings offer a promising alternative, especially when integrated with telemedicine approaches. Home-based care has shown efficacy in reducing hospital stays significantly without increasing admissions, proving to be nearly as beneficial as traditional hospital care in mental health treatment (Muijen et al., 1992). The implementation of telemedicine, specifically for MS patients, demonstrates improved clinical outcomes, satisfaction, and a notable reduction in medical costs (Zissman et al., 2011). Furthermore, telecare allows for personalized, flexible care and regular monitoring, enhancing patients' quality of life and care satisfaction (Zissman et al., 2011). Incorporating collaborative care models within primary care settings can also improve mental health outcomes. These models involve integrating mental health services directly within primary care practices, thus facilitating easier access for patients through shared care approaches (Goodrich et al., 2013).

Virtual reality technology in healthcare

Fundamentals of VR Technology

The concept of virtual reality consists of two contrasting words: virtual and reality. Derived from the Latin root “virtualis”, the concept can be defined as something designed in the mind, something that is not real. Virtual reality refers to the creation of a material or environment that does not actually exist using software and hardware, and the interaction with these environments. Virtual reality is an infinite artificial world. Today, thanks to virtual reality technology, it is possible to create virtual environments that can be defined as metaverse and where many people can interact (Aydın and Hüseyinoğlu, 2022). Virtual reality technologies have three important components: visual reality, continuity, and interaction with the environment. Visual reality and interaction elements facilitate skill acquisition and learning, while the continuity component fully immerses the user in the environment and makes them feel part of it. Desktop virtual reality, augmented reality, and head-mounted virtual reality systems are examples of different types of virtual reality methods. Virtual reality glasses are devices that provide a screen viewing service with a head-mounted device and have virtual graphics. Three-dimensional virtual reality applications were first used in pilot training and are now used in many fields, from art to health, architecture, education, entertainment, and manufacturing (Aydın and Hüseyinoğlu, 2022). In the health sector, it is also a method used in fields such as medicine, nursing, midwifery, and physiotherapy. Virtual reality glasses can be used both during health education and in patient care. In physical therapy and rehabilitation, as well as during pregnancy and childbirth services, healthcare professionals may use virtual reality to reduce pain or divert attention during certain surgical procedures and to create a

therapeutic environment (Aydın and Hüseyinoğlu, 2022).

VR Applications in Mental Health

Virtual Reality (VR) has emerged as a promising tool in the field of mental health, offering innovative methods for both assessment and treatment of various disorders. This technology enables the creation of immersive and interactive environments where patients can safely engage with their fears and difficulties under controlled conditions, which is particularly beneficial for mental health interventions. VR has been applied to a variety of mental health issues, including anxiety disorders, post-traumatic stress disorder (PTSD), depression, ADHD, and eating disorders. In particular, VR exposure therapy has shown effectiveness in reducing anxiety-related disorders, such as phobias, by allowing patients to confront specific fears in a controlled virtual setting (Wang et al., 2024). One of the key advantages of VR is its ability to simulate real-world scenarios, which enhances the ecological validity of therapeutic interventions. This immersive experience helps in personalizing treatment, making it more engaging and effective (Singha and Singha, 2024). Moreover, VR allows for the real-time collection of data, which can be valuable for both researchers and clinicians in understanding patient progress and treatment outcomes (Bell et al., 2020). However, the integration of VR in mental health care does come with challenges. There is a need for rigorous research to establish the long-term efficacy of VR-based therapies compared to traditional methods. Issues such as cost, access to technology, and potential side effects must also be addressed to expand its application in clinical practice (Adeghe et al., 2024). Despite these challenges, VR continues to show promise, especially with developments in individualizing therapy through systems like the iVR, which focus on self-compassion and mental well-being. Such innovations suggest that VR could significantly enhance mental health interventions, if combined with well-designed clinical guidelines and standards (Freeman et al., 2017). In summary, VR presents a transformative approach in mental health treatment, offering unique opportunities for immersive therapy. With ongoing research and technological enhancements, VR could play a crucial role in making mental health services more accessible and individualized, potentially revolutionizing patient care and treatment outcomes (Singha and Singha, 2024).

VR interventions for mental well-being in ms

Anxiety and Stress Management

VR interventions have shown particular promise in addressing anxiety and stress symptoms commonly observed among individuals with MS. Research demonstrates that VR-based therapy can significantly reduce anxiety levels in MS patients (Basalic et al., 2024). The

technology's ability to create controlled, safe environments allows patients to practice coping strategies and relaxation techniques in immersive settings that can be easily accessed from home.

Relaxation-based VR programs typically involve guided imagery, virtual nature environments, and mindfulness exercises. These interventions can be particularly effective for MS patients who may have difficulty accessing traditional relaxation environments due to mobility limitations or fatigue. The immersive nature of VR can help patients achieve deeper states of relaxation compared to conventional audio-based relaxation techniques (Grigorescu et al., 2022). Exposure therapy applications use VR to gradually expose patients to anxiety-provoking situations in a controlled manner. For MS patients, this might include virtual environments that simulate challenging real-world scenarios, such as navigating crowded spaces or managing workplace situations. The ability to control the intensity and duration of exposure makes VR-based exposure therapy particularly suitable for home use (Ali et al., 2023).

Depression and Mood Enhancement

Research indicates that VR interventions can effectively address depressive symptoms and promote positive mood states in various populations. Depression interventions using VR often incorporate elements of behavioral activation, cognitive restructuring, and positive psychology approaches (Pira et al., 2023).

Virtual environments can provide opportunities for engaging in pleasurable activities that may be difficult to access in real life due to MS-related limitations. This might include virtual travel experiences, artistic activities, or social interactions that can help counteract the isolation and reduced activity levels often associated with depression in MS patients (Wender et al., 2022). Cognitive behavioral therapy (CBT) applications in VR allow patients to practice identifying and challenging negative thought patterns in realistic virtual scenarios. The immersive nature of VR can enhance the effectiveness of CBT techniques by providing concrete, experiential learning opportunities that may be more engaging than traditional paper-and-pencil exercises (Halkiopoulou & Gkintoni, 2025).

Social Connection and Support

MS patients often experience social isolation due to physical limitations, fatigue, and changes in social roles. VR technology can provide innovative solutions for maintaining social connections and accessing peer support. Virtual support groups, social environments, and collaborative activities can help address the social aspects of mental health that are often overlooked in traditional treatment approaches (Pimentel et al., 2021).

The ability to participate in social activities through VR can be particularly valuable for patients with severe mobility limitations or those living in rural areas with limited social opportunities. Virtual social environments can provide a sense of community and belonging that contributes significantly to overall mental well-being (Aasen et al., 2023).

Evidence base for VR in MS mental health

Systematic Reviews and Meta-Analyses

A comprehensive systematic review and meta-analysis by Fernández-González et al. (2021) demonstrated significant benefits of VR interventions for MS patients. Their analysis revealed that VR-based therapy is effective at reducing fatigue, lowering the impact of MS, and increasing overall quality of life. Studies involving 424 participants showed that VR interventions promoted improvement in quality of life equal to or greater than conventional exercises (Nascimento et al., 2021). VR interventions were significantly more effective compared to standard care for anxiety, depression, fatigue, and pain across various conditions (Lee et al., 2024). These findings support the integration of VR technology into comprehensive MS care programs, particularly for addressing psychological well-being.

Specific Mental Health Outcomes

Research by Maggio et al. (2019) demonstrated that MS patients using VR training presented significant improvements in cognitive function, with particular benefits for executive abilities, visual-spatial skills, and attention. These cognitive improvements often translate into better mood and reduced anxiety, as patients experience increased confidence in their abilities.

A recent systematic review by Zhang et al. (2024) specifically examined the effects of VR-based rehabilitation on cognitive function and mood in MS patients. Their findings indicated that VR interventions help MS patients with anxiety symptoms, with physiological and self-reported anxiety levels being dramatically decreased by VR-based mindfulness training.

Feasibility and Acceptability

Studies indicate that psychological immersion in VR environments can reduce subjective awareness and experience of physical symptoms, suggesting that VR interventions may provide dual benefits for both physical and psychological well-being in MS patients (Shaw et al., 2021).

Research on feasibility and acceptability indicates that MS patients generally respond positively to VR interventions, with high levels of engagement and satisfaction reported across multiple studies (Boschetti et al., 2024). The technology's novelty and interactive nature appear to

enhance motivation and adherence to treatment protocols.

Home Care Implementation

Advantages of Home-Based VR Interventions

Home-based VR interventions offer numerous advantages over clinic-based approaches. The familiar environment reduces anxiety and stress associated with healthcare visits, while the elimination of travel requirements is particularly beneficial for patients with mobility limitations or fatigue. Home settings also allow for more flexible scheduling and can accommodate the variable nature of MS symptoms (Pallavicini et al., 2025).

The privacy of home environments may encourage more open engagement with psychological interventions, as patients may feel less stigmatized about addressing mental health issues. Additionally, home-based interventions can be more easily integrated into daily routines, potentially improving long-term adherence and outcomes (Pallavicini et al., 2022).

Technical Considerations

Modern VR systems have become increasingly user-friendly and accessible for home use. Consumer-grade VR headsets offer sufficient quality for therapeutic applications while remaining affordable and easy to set up. Wireless systems eliminate the need for complex installations, while improved battery life allows for extended therapeutic sessions (Garcia et al., 2021). Internet connectivity requirements have been minimized through local content storage and optimized streaming protocols. Many therapeutic VR applications can function offline, ensuring consistent access regardless of internet connectivity issues. Technical support can be provided remotely, reducing the burden on patients and caregivers (Kanellopoulos et al., 2023).

Caregiver Integration

Home-based VR interventions can be enhanced through caregiver involvement. Family members and caregivers can be trained to assist with setup, provide encouragement, and monitor progress. This integration can strengthen support systems and improve overall treatment outcomes (Birckhead et al., 2021). Caregiver education programs can help family members understand the therapeutic benefits of VR interventions and learn how to provide appropriate support. This approach can also reduce caregiver burden by providing engaging activities that promote patient independence and well-being (Noel et al., 2022).

Challenges and Limitations

Technical Barriers

Despite advances in VR technology, several technical barriers remain. Motion sickness and visual discomfort can affect some users, particularly those with MS-related balance or visual disturbances (Saredakis et al., 2020). Individual differences in tolerance and adaptation to VR environments may limit the universal applicability of these interventions.

Hardware requirements, while decreasing, may still present financial barriers for some patients. Additionally, the need for regular software updates and technical maintenance may be challenging for patients with limited technical expertise or support (Renukappa et al., 2022).

Clinical Considerations

The integration of VR interventions into existing care plans requires careful consideration of individual patient characteristics and needs. MS symptoms such as fatigue, cognitive impairment, and visual disturbances may affect the suitability and effectiveness of VR interventions for some patients (Kamari et al., 2024).

Professional oversight and guidance remain important for ensuring appropriate use of VR interventions. While home-based delivery offers numerous advantages, the reduced direct professional supervision may limit the ability to address complex psychological issues or crisis situations (Mennella ve ark., 2024).

Research Limitations

Current research on VR for MS mental health is still emerging, with many studies involving small sample sizes and short follow-up periods. Long-term effectiveness and sustainability of VR interventions require further investigation (Catellano- Aguilera et al., 2022). Additionally, the optimal duration, frequency, and content of VR interventions for different MS populations remain to be established.

Standardization of VR interventions and outcome measures is needed to facilitate comparison across studies and development of evidence-based practice guidelines. The rapid evolution of VR technology also presents challenges for conducting long-term research studies (Birckhead et al., 2019).

Future Directions

Technological Advances

Emerging technologies such as augmented reality (AR) and mixed reality (MR) may offer

additional therapeutic opportunities by blending virtual and real-world elements. These technologies could provide more seamless integration of therapeutic activities into daily life while maintaining the benefits of immersive experiences (Flavian et al., 2019).

Artificial intelligence and machine learning applications could enable more personalized and adaptive VR interventions. These systems could automatically adjust content and difficulty based on individual patient responses and progress, optimizing therapeutic outcomes while reducing the need for manual intervention (Rasa, 2024).

Integration with Healthcare Systems

The integration of VR interventions into broader healthcare systems and electronic health records could facilitate better coordination of care and monitoring of outcomes. Telemedicine platforms could incorporate VR capabilities, allowing for remote assessment and intervention delivery by healthcare professionals (Adeghe et al., 2024).

Development of standardized protocols and training programs for healthcare providers could improve the quality and consistency of VR intervention delivery. This would support broader adoption and implementation across different healthcare settings and geographic regions (Triberti et al., 2019).

Personalized Medicine Approaches

Future developments may focus on identifying patient characteristics that predict optimal response to VR interventions. This could involve genetic markers, neuroimaging findings, or psychological profiles that guide treatment selection and customization (Kouijizer et al., 2023).

Precision medicine approaches could also involve real-time monitoring of physiological and psychological responses to VR interventions, allowing for immediate adjustments to optimize therapeutic effects. This could include heart rate variability, stress hormone levels, or neuroimaging markers of brain activity (Wieczorek et al., 2024).

Clinical Recommendations

Patient Selection

VR interventions appear most suitable for MS patients with mild to moderate symptoms who retain sufficient cognitive function to engage with technology-based interventions. Patients with severe visual impairments, significant balance problems, or severe cognitive impairment may require modified approaches or alternative interventions (Maggio et al., 2019).

Assessment of patient preferences, technical comfort, and available support systems should

guide the selection of appropriate VR interventions. Patients with high levels of technology anxiety may benefit from gradual introduction and additional support during initial sessions (Wang et al., 2024).

Implementation Strategies

Successful implementation of home-based VR interventions requires comprehensive patient education and support. This should include technical training, therapeutic goal setting, and regular follow-up to monitor progress and address challenges (Optale et al., 2010). Integration with existing home care services and mental health support systems can enhance the effectiveness of VR interventions (Fahey, 2025). This might involve coordination with home health nurses, social workers, or mental health professionals who can provide additional support and monitoring (Karam et al., 2021).

Outcome Monitoring

Regular assessment of mental health outcomes, including standardized measures of depression, anxiety, and quality of life, should be incorporated into VR intervention protocols. This monitoring can help identify patients who may need additional support or alternative interventions (Du et al., 2025). Patient-reported outcomes and satisfaction measures should also be collected to guide program improvements and ensure that interventions meet patient needs and preferences. This feedback can inform ongoing development and refinement of VR therapeutic programs (Zaratin et al., 2024).

Cost-Effectiveness and Economic Considerations

The economic implications of VR interventions for MS mental health care are multifaceted. Initial hardware and software costs may be offset by reduced need for traditional therapy visits, decreased transportation costs, and improved patient outcomes that reduce overall healthcare utilization (Piszc et al., 2024). Home-based VR interventions can potentially reduce the burden on healthcare systems while providing more accessible and convenient care options.

Cost-effectiveness analyses suggest that VR interventions may provide good value for money, particularly when considering the long-term benefits of improved mental health outcomes. The ability to serve multiple patients with a single VR system and the potential for reduced professional supervision time contribute to favorable economic profiles (Pira et al., 2023).

Conclusions

Virtual Reality technology represents a promising and innovative approach to addressing mental health challenges in Multiple Sclerosis patients within home care settings. The evidence base, while still emerging, demonstrates significant potential for improving anxiety, depression, stress management, and overall quality of life. VR represents a motivational and effective alternative to traditional rehabilitation approaches for MS patients, offering unique advantages in terms of accessibility, engagement, and personalization.

The integration of VR interventions into home care programs offers particular promise for addressing the complex psychological needs of MS patients while overcoming traditional barriers to mental health care. The technology's ability to provide immersive, controlled therapeutic experiences in familiar environments aligns well with the principles of patient-centered care and the growing emphasis on home-based healthcare delivery.

Nurses play a critical role in facilitating the integration of VR technologies within home care settings. As frontline providers of psychosocial support, education, and care coordination, nurses are ideally positioned to assess patient readiness, provide training on VR device use, monitor responses to interventions, and ensure continuity of care. Their digital health literacy and therapeutic communication skills are essential for optimizing the benefits of VR-based mental health interventions. Furthermore, involving nurses in the development and evaluation of VR protocols can help ensure interventions are tailored to patient needs and grounded in holistic, person-centered care.

However, successful implementation requires careful attention to patient selection, technical support, professional oversight, and integration with existing care systems. Ongoing research is needed to establish optimal intervention protocols, identify predictors of treatment response, and demonstrate long-term effectiveness and cost-effectiveness.

As VR technology continues to evolve and become more accessible, its role in MS mental health care is likely to expand. The potential for personalized, adaptive interventions that can be delivered in home settings represents a significant advancement in the field. Healthcare providers, policymakers, and researchers should collaborate to develop evidence-based guidelines and support systems that can facilitate the responsible and effective integration of VR technology into comprehensive MS care programs.

The future of MS mental health care may well be transformed by these technological innovations, offering new hope and improved outcomes for the millions of individuals living

with this challenging condition. By embracing these advances while maintaining focus on patient-centered care principles, we can work toward a future where all MS patients have access to effective, engaging, and accessible mental health support services.

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Çocukların Öz Düzenleme Düzeylerine Göre Kendilik Algılarının Görsel Temsilleri: Karma Desen Bir Araştırma

Dilruba TEMUR

Tokat Gaziosmanpaşa Üniversitesi Lisansüstü Eğitim Enstitüsü Temel Eğitim Anabilim Dalı
Okul Öncesi Eğitimi Bilim Dalı Yüksek Lisans Öğrencisi, dilrubatemur04@gmail.com
ORCID: 0009-0009-6840-0629, TÜRKİYE

Doç. Dr. Pınar AKSOY

Tokat Gaziosmanpaşa Üniversitesi Eğitim Fakültesi Temel Eğitim Bölümü Okul Öncesi
Eğitimi Anabilim Dalı, aksoypnr@gmail.com
ORCID: 0000-0001-6107-3877, TÜRKİYE

Özet

Erken çocukluk dönemi, bireyin bilişsel, sosyal ve duygusal gelişiminin temellerinin atıldığı, kendilik algısının şekillendiği kritik bir süreçtir. Bu dönemde çocuklar çevreleriyle iletişim kurarken kendilerini ifade etmeye ihtiyaç duymaktadır. Sözel iletişimin yanı sıra sanatsal faaliyetler de bu ifadeyi desteklemektedir. Çocuk resimleri, çocukların düşünce, duygu ve algılarını yansıttığı önemli bir araçtır ve çocuk resimlerinde yer alan unsurlar da kendilik algılarının bir ifadesidir. Çocukların duygusal ve bilişsel gelişimlerinin temelini oluşturan öz düzenleme becerileri ile kendilik algıları arasındaki ilişkinin anlaşılması, erken müdahale ve destekleyici eğitim ortamlarının oluşturulması açısından büyük önem taşımaktadır. Bu çalışmada, 5-6 yaş grubu çocukların düşük ve yüksek düzeyde öz düzenleme becerilerine sahip olmalarına göre kendilik algılarının belirlenmesi amaçlanmıştır. Çalışma, çocukların öz düzenleme düzeylerine ilişkin nicel verilerin ardından elde edilen çocuk resimleri ile görüşme verilerinin analiz edildiği, nitel verilerin ağırlıklı olduğu bir karma desen araştırmasıdır. Çalışmanın nicel verilerinin toplanmasında “4-6 Yaş Çocuklarına Yönelik Öz Düzenleme Becerileri Ölçeği” kullanılmış ve buna dayalı olarak düşük (n=14) ve yüksek (n=12) öz düzenleme düzeyine sahip olduğu belirlenen 5-6 yaş grubu toplam 26 çocuk üzerinden de çalışmanın nitel verileri toplanmıştır. Çalışmanın nitel verilerinin elde edilme sürecinde, bu grupta yer alan 5-6 yaş çocuklarına “kendini çiz” yönergesi verilmiş ve akabinde bireysel görüşmelerle çizilen resimlerin hikâyeleri dinlenerek çalışma verileri kayıt altına alınmıştır. Çocuk resimleri aracılığıyla elde edilen nitel çalışma verileri, çalışmanın dokümanlarını

oluşturmaktadır. Elde edilen veriler de betimsel analizle değerlendirilmiştir. Çalışma bulguları, düşük öz düzenleme becerisine sahip olan çocukların resimlerinde kendilerini silik, güvensiz ve belirsiz uzuvlarla çizdiklerini; buna karşın, yüksek öz düzenleme becerisine sahip çocukların ise resimlerinde daha belirgin çizgiler, canlı renkler ve olumlu ifadeler kullandıklarını göstermiştir. Sonuçlar, öz düzenleme düzeyi ile kendilik algısı arasında bir ilişki olduğunu ve çocuk resimlerinin bu ilişkiyi anlamada önemli bir araç olduğunu ortaya koymaktadır. Bu doğrultuda, çocukların ihtiyaçlarının belirlenmesinde çocuk resimlerinin yapılandırılmış şekilde değerlendirilmesinin önemli olduğu ve erken çocuklukta duygusal destek ihtiyaçlarının tespit edilerek hedefe yönelik müdahale programlarının geliştirilmesi gerektiği vurgulanmıştır.

Anahtar Kelimeler: Okul Öncesi Dönem, Çocuk Resimleri, Öz Düzenleme, Kendilik Algısı.

Visual Representations of Children's Self-Perceptions According to Their Self-Regulation Levels: A Mixed Design Research

Abstract

Early childhood is a critical period in which the foundations of an individual's cognitive, social and emotional development are laid and self-perception is shaped. In this period, children need to express themselves while communicating with their environment. In addition to verbal communication, artistic activities also support this expression. Children's drawings are an important tool through which children reflect their thoughts, feelings and perceptions, and the elements in children's drawings are an expression of their self-perception. Understanding the relationship between self-regulation skills, which form the basis of children's emotional and cognitive development, and self-perceptions is of great importance in terms of establishing early intervention and supportive educational environments. In this study, it was aimed to determine the self-perceptions of 5-6 year old children according to whether they had low or high levels of self-regulation skills. The study is a mixed design research in which quantitative data on children's self-regulation levels were analyzed and qualitative data were predominantly qualitative. The “Self-Regulation Skills Scale for 4-6 Year Old Children” was used to collect the quantitative data of the study, and based on this, qualitative data were collected from a total of 26 children aged 5-6 years who were determined to have low (n=14) and high (n=12) self-regulation levels. In the process of obtaining the qualitative data of the study, 5-6 year old children in this group were given the instruction “draw yourself” and then the study data were

recorded by listening to the stories of the pictures drawn through individual interviews. Qualitative study data obtained through children's drawings constitute the documents of the study. The data obtained were also evaluated with descriptive analysis. The findings of the study showed that children with low self-regulation skills drew themselves with faint, insecure and uncertain limbs in their drawings, whereas children with high self-regulation skills used more distinct lines, vivid colors and positive expressions in their drawings. The results reveal that there is a relationship between the level of self-regulation and self-perception and that children's drawings are an important tool in understanding this relationship. In this direction, it is emphasized that it is important to evaluate children's drawings in a structured way to determine the needs of children and that targeted intervention programs should be developed by identifying emotional support needs in early childhood.

Keywords: Preschool Period, Children's Drawings, Self-Regulation, Self-Perception.

Giriş

Yaşamın ilk yıllarını kapsayan erken çocukluk dönemi, çocukların bilgi, beceri ve alışkanlık kazanmasında oldukça kritik bir dönemdir. Bireyin bilişsel, sosyal ve duygusal gelişiminin temelleri bu yıllarda atılmaktadır. Bu dönem içerisinde edinilmesi gereken beceriler ve tamamlanması gereken görevler vardır. Erken çocukluk döneminde kazanılan bu beceriler ve görevler, çocuğun ileriki yaşantısını şekillendirmektedir. Çocuk kazandığı beceriler sayesinde toplum ve çevreyle etkileşime girerek sosyalleşmekte ve bu sosyalleşme süreci çocuğun kendilik algısını şekillendirmektedir. Oluşan kendilik algısı çocuğun kendi benliğini fark etmesi ve kendine ilişkin farkındalık geliştirmesi açısından temel bir yapı taşı olarak görev yapmaktadır. Buna göre, kendilik algısı; bireyin duygularını, düşüncelerini ve davranışlarını anlamlandırmasını sağlamakta ve böylece çocuğun, çevresindeki sosyal dünyayı ve kendi içsel deneyimlerini daha bilinçli şekilde yorumlayabilmesine katkı sağlamaktadır. Bu nedenle de kendilik algısı, çocuğun sosyal ilişkilerde nasıl davranacağını ve kendini nasıl ifade edeceğini etkileyen karmaşık bir yapıdan oluşmaktadır (Berk, 2013; Erikson, 1963; Zembat vd., 2018).

Erken çocukluk döneminde gelişen kendilik algısı, bireyin benliğine ilişkin düşüncelerini, duygularını ve değerlendirmelerini kapsayan bilişsel bir yapıdır. Çocuk, bu dönemde çevresinden aldığı geri bildirimler, sosyal etkileşimler ve yaşantılar yoluyla “ben kimim?” sorusuna yanıt aramaya başlamaktadır. Kendilik algısı, bireyin kendi davranışlarını değerlendirme, güçlü ve zayıf yönlerini fark etme ve sosyal ortamlarda kendine dair bir konum

oluşturma sürecine rehberlik etmektedir. Bu süreçte çocuk, hem kendi içsel deneyimlerini hem de başkalarının tepkilerini anlamlandırarak benliğine dair net bir farkındalık geliştirmektedir (García-Arch vd., 2025; Harter, 1999). Birey kendini diğer bireylerden ayırt edebildiğinde, yani ayrı bir birey olduğunu fark ettiğinde kendilik algısı oluşmaya başlamaktadır. Bireyin çevresine karşı olan davranışlarının şekillenmesini çevresi ve toplumla olan ilişkisi belirlediği gibi, kendine dair düşünceleri ve görüşleri de etkilemektedir. Bireyin kendini algılama biçimi olarak tanımlanan kendilik algısı, şekillenirken bireyin karakteri, kalıtım ve çevrenin etkisiyle harmanlanmaktadır. Çocuğun kendilik algısı da kendi duygu ve düşünceleriyle beraber dünyayı seyrettiği bir gözlüğe benzetilmektedir (Aydın, 2023; Tuzcuoğlu vd., 2019; Zembat vd., 2018). Olumlu kendilik algısı geliştiren çocuklar daha özgüvenli, iletişim becerileri gelişmiş, duyarlı ve sosyal ortamlarda daha aktif bireyler olurlarken; olumsuz kendilik algısına sahip çocuklar ise daha pasif, akademik başarı açısından daha düşük ve sosyal becerileri gelişmemiş bireyler olabilmektedir (Kovancı, 2020). Bu doğrultuda, kendilik algısının yalnızca bireyin benlik tasarımıyla sınırlı kalmadığı, aynı zamanda bireyin davranışlarını düzenleme ve kontrol etme becerileriyle de yakından ilişkili olduğu görülmektedir.

Kendilik algısının gelişmesiyle birlikte çocuklar, yalnızca kim olduklarını değil, aynı zamanda nasıl davrandıklarını ve bu davranışları nasıl yönlendirebileceklerini de sorgulamaya başlamaktadır. Bu bağlamda, bireyin kendi davranışlarını, duygularını ve düşüncelerini bilinçli bir biçimde kontrol etme ve yönlendirme kapasitesi olan öz düzenleme kavramı devreye girmektedir. Öz düzenleme; dikkat kontrolü, dürtü denetimi, duygusal tepkileri yönetme ve hedefe yönelik davranışları sürdürme gibi bileşenleri içeren, bireyin gelişimsel uyumunda kritik rol oynayan çok boyutlu bir beceridir (Blair & Diamond, 2008). Öz düzenleme becerisi, kişinin çevresine uyum sağlaması, kendi istedikleri ve toplumun istekleri arasında denge kurup sağlıklı ve başarılı bir şekilde ilişkilerini ilerletme becerisidir (Eke, 2017). Öz düzenleme becerisi, bireyi geliştiren ve uyum sağlamasına yardımcı olan bir mekanizmadır (Arslan vd., 2021). Zimmerman'a (2000) göre de öz düzenleme becerisi, bireyin davranışlarını koşullara göre, kullanma ve yürütebilme becerisidir. Psikolojide öz düzenleme üzerinde ilk çalışan kişilerden olan Bandura'ya (1986) göre ise öz düzenleme bireyin kendi davranışlarını kontrol edebilme yeteneğidir. Erken çocukluk yılları içerisinde çocukların hem kendi iç dünyalarını keşfetmekte hem de sosyal çevreleriyle etkileşimlerini yoğunlaştırmakta olması nedeniyle, öz düzenleme becerisinin gelişimi açısından da bu dönem büyük önem kazanmaktadır (Kovancı, 2020; Tuzcuoğlu vd., 2019). Nitekim öz düzenleme, çocukların günlük hayattaki problem durumlarını çözmeleri için önemli bir süreçtir. Bu beceriler çocukların davranışlarına yön verirken

kendilerini algılama biçimlerini de etkilemekte ve olumlu kendilik algısı üzerinde pay sahibidir (Arslan vd., 2021; Loomis, 2021; Tuzcuoğlu vd., 2019).

Çocuklar kendilerini nasıl algıladıklarını çeşitli yollar ve yöntemlerle yansıtabilmektedir. Kendilik algılarını yansıtmaalarında etkili bir araç da çizdikleri resimlerdir. Resimler çocuğun zekâsını, çevrelerini algılayış biçimlerini, kişiliklerini ve becerilerini yansıttıkları bir araçtır (Yıldız-Çiçekler & Öner-Korkulu, 2013). Çocuk çizdiği resimlerle kendini nasıl gördüğünü, kendine olan bakış açısını da yansıtmaktadır (Yüksel vd., 2015). Özellikle küçük yaş grubu çocukların sözcük dağarcıkları kısıtlı olduğundan dolayı, duygularını, düşüncelerini ve algıladıklarını anlatmak için sözel yollar dışında başka bir araç arayabilmektedir. Bu araç çocuklar için doğrudan çizdikleri resimlerdir. Çünkü çocuklar çizdikleri resimlerle yakinen bağ kurmakta ve anlatmakta zorlandıklarını, iç dünyalarını ve kendi yaşantılarını sansürsüz olarak çizimlerine yansıtmaktadır. Bu çizimleri kağıda aktarırken de çeşitli semboller ve figürler kullanmaktadırlar. Bu sebeple çizilen her sembol ve figür çocuğun iç dünyasından, duygu ve düşüncelerinden birer parçadır (Köseoğlu, 2023; Malchiodi, 1998). Çocuk resimleri sayesinde çocuklar sadece iç dünyalarını yansıtmakla kalmamakta, çocuk çevresiyle olan etkileşimlerini, korkularını, mutluluklarını da paylaşma imkanı bulmaktadır. Çocuğun resmi yaptığı sırada eğlenmesi ve kendini yansıtması sebebiyle bu çizimler benzersiz bir nitelik taşımaktadır. Özellikle okul öncesi dönemde çocukların çizimlerine sıklıkla bilinçaltılarını yansıttıkları görülmektedir. Bu sebeple, çocuğun çizdiği resmin hikayesinin dinlenmesi ve resimdeki figürlerin çocuğun zihninde neyi çağrıştırdığının ortaya konması son derece önemlidir. Bu sayede, çocuk resimleri; çocuk hakkında bilgi edinme yöntemi olarak kullanılabilir (Köseoğlu, 2023; Metin & Aral, 2012; Yüksel vd., 2015; Yavuzer, 2023).

Okul öncesi dönemi kapsayan şema öncesi dönem (4-7 yaş), çocukların resimlerinde farklı özelliklerin gözlemlendiği bir süreçtir. Bu dönemde yapılan incelemeler hem çocukların gelişimi ve öğrenme deneyimlerine dair önemli ipuçları sunmakta hem de resim gelişim özelliklerinin belirlenmesi ve buna uygun yönlendirmelerin yapılması açısından büyük önem taşımaktadır (Metin & Aral, 2012). Çocuğu gözlemleyen, sağlıklı iletişim içerisinde olan bir yetişkin bu sayede çocuk hakkında birçok şey öğrenebilmektedir. Çocuk resimleri aracılığıyla çocuğun çevresiyle olan ilişkisini araştırmak için ülkemizde çeşitli çalışmalar yapılmış olmakla birlikte, bu çalışmalarda daha çok çevresel unsurların çocuk üzerindeki etkileri ele alınmış; çocuğun öznel yaşantılarını, iç dünyasını ve benlik algısını yansıtan içerikler ise sınırlı biçimde incelenmiştir. Örneğin; bu çalışmalarda çocukların doğayı ve çevreyi algılama biçimleri

(Köşker, 2019; Yurttaş, 2023), çocuk hakları ve istismara uğrayan çocukların yaşantıları (Ergüleç & Kiremit, 2019), okul algısının görsel ifadesi (Yıldız, 2012), pandemi gibi kriz durumlarının çocuk çizimlerindeki yansımaları (Nazlı & Çat, 2021; Yüksek Usta & Gökcan, 2020), çocukların özel gereksinimli bireyleri algılayışları (Mutlu vd., 2021; Yıldırım & Özyürek, 2023) ve yapay zeka algıları (Yılmaz, 2024) gibi temalara odaklanılmıştır (Köseoğlu, 2023). Buna göre, çocuğun benliğini nasıl algıladığına ve bu algının öz düzenleme becerileriyle olan ilişkisine yönelik görsel veriler üzerinden yapılan araştırmalar oldukça sınırlıdır. Oysa çocuğun öz düzenleme becerileri, sosyal ve duygusal gelişiminin temel yapı taşlarından biri olarak kabul edilmekte ve bu beceriler çocuğun kendini tanıma, kontrol etme ve ifade etme süreçlerini doğrudan etkilemektedir. Bununla birlikte; çocukların çizimleri, yalnızca dış dünyaya dair gözlemlerini değil, aynı zamanda kendi iç dünyalarına ilişkin duygu, düşünce ve algılarını da yansıtmaya potansiyeline sahiptir. Bu nedenle, çocuğun kendilik algısı gibi öznel yaşantılarının görsel anlatım biçimlerinin araştırılması, çocuk resimlerinin psikolojik ve gelişimsel boyutta daha derinlemesine analiz edilmesine olanak sağlayacaktır. Nitekim, Tuzcuoğlu (2019) yaptığı bir araştırmada, çocukların öz düzenleme becerileri ile kendilik algıları arasında orta düzeyde ve pozitif yönde bir ilişki olduğunu belirlemiştir. Bu bulgu, çocuğun kendilik temsillerinin öz düzenleme becerileriyle yakından ilişkili olabileceğine işaret etmektedir. Bu bağlamda yürütülen bu çalışma, çocukların öz düzenleme düzeylerine göre kendilik temsillerini içeren çizimlerini incelemeyi ve söz konusu ilişkiyi görsel veriler üzerinden anlamlandırarak öz düzenleme ile kendilik algısı kavramları arasındaki ilişkinin niteliğini açıklığa kavuşturmayı amaçlamaktadır. Bu kapsamda, çalışma çocukların sosyal-duygusal gelişim süreçlerine yönelik daha derinlikli bir anlayış kazandırma potansiyeli taşımaktadır.

Yöntem

Araştırma modeli

Çalışma, çocukların öz düzenleme düzeylerine ilişkin nicel verilerin ve ardından çocuk resimleri ile yarı-yapılandırılmış görüşmeler eşliğinde elde edilen nitel veriler eşliğinde yürütülen nitel verilerin ağırlıklı olduğu bir karma desen araştırmasıdır. Araştırmada öncelikle çocukların öz düzenleme düzeylerine ilişkin nicel veriler toplanmış, ardından çocukların çizimleri ve onlarla gerçekleştirilen yarı yapılandırılmış görüşmeler aracılığıyla nitel veriler elde edilmiştir. Bu bağlamda, çalışmanın ağırlıklı olarak nitel bulgulara dayandığı, ancak verilerin çok yönlü incelenebilmesi amacıyla açıklayıcı sıralı karma desenin (explanatory

sequential mixed design) benimsendiği söylenebilir (Creswell & Plano Clark, 2018). Bu desen, nicel verilerle başlayan ve elde edilen bulguların daha derinlemesine anlaşılması için nitel verilerle desteklendiği araştırma türlerini kapsamaktadır.

Çalışma grubu

Araştırmanın ilk çalışma grubunu (nicel veriler için), 2024-2025 öğretim yılında Tokat ili Merkez’indeki ilkokul bünyesindeki anasınıfında okul öncesi eğitime devam eden 5-6 yaş grubu (60-72 aylık) 136 çocuk çocuk ile bu çocukların öz düzenleme becerisini değerlendiren öğretmenler oluşturmaktadır. Araştırmanın ikinci çalışma grubunu (nitel veriler için), ilk aşamadan elde edilen 2024-2025 öğretim yılında (Güz döneminde) Tokat ili Merkez’indeki ilkokul bünyesindeki anasınıfında okul öncesi eğitime devam eden 5-6 yaş grubu (60-72 aylık) çocuklar arasından, 12’si yüksek öz düzenleme becerisine ve 14’ü de düşük öz düzenleme becerisine sahip olduğu belirlenen toplam 26 çocuk oluşturmuştur. Bu çocukların 10’u kız ve 16’sı erkektir. Bu grup, çalışmanın esas veri kaynaklarını oluşturmaktadır.

Veri Toplama Araçları ve Verilerin Toplanması

Çalışmanın nicel verilerinin toplanmasında “4-6 Yaş Çocuklarına Yönelik Öz Düzenleme Becerileri Ölçeği-Öğretmen Formu” (İvrendi ve Erol, 2018) kullanılmış ve buna dayalı olarak çocukların öz düzenleme becerileri değerlendirilmiştir. 4-6 Yaş Çocuklarına Yönelik Öz Düzenleme Becerileri Ölçeği (Öğretmen Formu), İvrendi ve Erol (2018) tarafından geliştirilmiştir. Ölçek 22 madde ve 3 alt boyuttan (engelleyici kontrol, dikkat ve çalışma belleği) oluşmaktadır. Her madde, Likert tipi bir ölçek ile “Hiçbir Zaman: 1 puan”, “Nadiren: 2 puan”, “Bazen: 3 puan”, “Sıklıkla: 4 puan”, “Her Zaman: 5 puan” olarak puanlanmaktadır. Puanlamadan alınan sonuca göre düşük (84 ve altı) veya yüksek (85 ve üstü) öz düzenleme becerisi belirlenmektedir. Çalışmada kullanılan bu ölçme aracı, açıklayıcı faktör analizi (AFA) sonucunda ortaya konan 3 faktörlü bir yapı, toplam varyansın yaklaşık %63’ünü açıklamaktadır. Birinci faktör toplam varyansın %46.79’unu, ikinci faktör %8.60’ını ve üçüncü faktör ise %7.67’sini açıklamaktadır. Doğrulayıcı faktör analizi (DFA) sonuçları, bu yapının model uyumunu desteklemektedir ($\chi^2/sd = 1.28$; RMSEA = .046; SRMR = .07). Ölçeğin madde-toplam korelasyonları .41 ile .77 arasında değişmekte olup, benzer yapıdaki bir ölçme aracı olan Çocuk Davranış Değerlendirme Ölçeği ile korelasyon katsayısı .82 olarak bulunmuştur.

“4-6 Yaş Çocuklarına Yönelik Öz Düzenleme Becerileri Ölçeği-Öğretmen Formu”nden elde edilen sonuçlara göre, düşük (n=14) ve yüksek (n=12) öz düzenleme düzeyine sahip olduğu belirlenen bir grup çocuk üzerinden çalışmanın nitel verileri toplanmıştır. Çalışmanın

nitel verileri, grupta yer alan çocukların “kendini çiz” yönergesi eşliğinde yaptığı resimler ve bu resimlerin öyküleri için her bir çocukla bireysel olarak yapılan yarı yapılandırılmış görüşmeler ile elde edilmiştir. Araştırmacılar tarafından çocuklara A4 boyutunda resim kağıdı ve boyalar dağıtılmıştır. Bu kapsamda çocuklara “kendini çiz” yönergesi verilerek çocukların resim yapmaları istenmiştir. Bu süreçte herhangi bir süre kısıtlaması konulmamış ve çocuklara yönlendirici bir müdahalede bulunulmamıştır. Yönerge doğrultusunda her çocuğun yaptığı resmin hikayesi birebir dinlenerek kayıt altına alınmış ve yazılı doküman haline getirilmiştir. Bu kapsamda elde edilen veriler de analiz işlemleri için hazırlanmıştır.

Verilerin Değerlendirilmesi

Çalışma amacı doğrultusunda elde edilen veriler betimsel analiz ile analiz edilmiştir. Bu kapsamda her bir çocuğa ait veriler için Ç₁, Ç₂ Ç₂₆ şeklinde kodlamalar yapılarak çocukların kimlikleri gizli tutulmuş ve elde edilen veriler bilimsel işlem basamakları dahilinde raporlanmıştır. Buna göre, çalışma grubundaki çocukların resimlerinde yer alan her bir unsur, çocuk resimlerinde öne çıkan özellikler bağlamında değerlendirilmiş ve elde edilen bulgular, frekans (f) ve yüzde (%) değerleri ile tablo dahilinde sunulmuştur. Bu kapsamda, verilerin güvenilirliğini artırmak amacıyla, temalar ve kodlamalar okul öncesi eğitimi alanında uzman bir öğretim üyesi tarafından birebir detaylı bir şekilde gözden geçirilmiş ve elde edilen sonuçlar karşılaştırılarak değerlendirilmiştir. Kodlayıcılar arası tutarlılığı belirlemek amacıyla Miles ve Huberman’ın (1994) önerdiği $[Görüş\ birliği / (Görüş\ birliği + Görüş\ ayrılığı)] \times 100$ formülü kullanılmış ve kodlama güvenilirliği %95’in üzerinde bulunmuştur. Bu durum, elde edilen nitel verilerin yorumlanmasında güvenilirliğin sağlandığını göstermektedir. Bu kapsamda gerekli düzeltme ve incelemelerle geçerli ve güvenilir sonuçlara ulaşılması sağlanmıştır. Ayrıca, çalışmada çocukların resimlerinden örnekler de sunularak anlaşılabilirliğin güçlendirilmesine özen gösterilmiştir.

Bulgular

Bu bölümde, çalışma amacı doğrultusunda, düşük ve yüksek öz düzenleme becerisine sahip olan çocukların kendilik algısını yansıtan çocuk resimlerinde öne çıkan özellikler belirli kategoriler halinde ortaya konmuştur. Bu kapsamdaki bulgular, Tablo 1’de sunulmuştur.

Tablo 1: Çocukların Öz Düzenleme Düzeyine Göre Kendilik Algısını Yansıtan Çocuk Resimlerinde Öne Çıkan Özelliklerin Dağılımı

Resimlerde Öne Çıkan Özellikler	Düşük öz düzenlemeye sahip grup			Yüksek öz düzenlemeye sahip grup		
	Katılımcılar	f	%	Katılımcılar	f	%
Sayfa düzeninde orantısızlık	Ç ₁ , Ç ₄ , Ç ₅ , Ç ₉ , Ç ₁₁	5	19.2	–	–	–
Koyu renk (siyah, kahverengi, lacivert gibi) kullanımı	Ç ₄ , Ç ₆ , Ç ₈	3	11.5	–	–	–
Eksik/yarım uzuvlar	Ç ₁ , Ç ₂ , Ç ₄ , Ç ₉ , Ç ₁₀ , Ç ₁₂ , Ç ₁₃ , Ç ₁₄	8	30.8	Ç ₁₇ , Ç ₁₉ , Ç ₂₁ , Ç ₂₄ , Ç ₂₅	5	19.2
Silik-belirsiz çizgiler	Ç ₂ , Ç ₇ , Ç ₉	3	11.5	Ç ₂₁ , Ç ₂₄ , Ç ₂₅	3	11.5
Abartılı çizimler	Ç ₄ , Ç ₆ , Ç ₇ , Ç ₈ , Ç ₁₁ , Ç ₁₂ , Ç ₁₃	7	26.9	Ç ₁₅	1	3.8
Tek düze renk	Ç ₁ , Ç ₂ , Ç ₆ , Ç ₁₄	4	15.4	Ç ₁₉ , Ç ₂₁ , Ç ₂₅	3	11.5
Karmaşıklık/düzensizlik	Ç ₂ , Ç ₅ , Ç ₆ , Ç ₇ , Ç ₈ , Ç ₁₀ , Ç ₁₂	7	26.9	Ç ₂₄	1	3.8
Mutsuz/umutsuz içerik	Ç ₁ , Ç ₂ , Ç ₄ , Ç ₈	4	15.4	–	–	–
Kalın yer çizgisi	Ç ₂ , Ç ₃ , Ç ₄ , Ç ₅ , Ç ₈ , Ç ₉ , Ç ₁₀ , Ç ₁₂ , Ç ₁₃	9	34.6	Ç ₁₅ , Ç ₂₀ , Ç ₂₅	3	11.5
Yalnızlık	Ç ₁ , Ç ₃ , Ç ₄ , Ç ₅	4	15.4	Ç ₂₁	1	3.8
Küçük çizim	Ç ₁ , Ç ₃ , Ç ₉ , Ç ₁₄	4	15.4	–	–	–
Kendini sayfa sonuna konumlandırma	Ç ₅ , Ç ₈ , Ç ₁₀	3	11.5	–	–	–
Keskin çizgiler/hatlar	–	–	–	Ç ₁₅	1	3.8
Renkli/canlı çizimler	–	–	–	Ç ₁₆ , Ç ₁₈ , Ç ₂₀ , Ç ₂₂ , Ç ₂₃ , Ç ₂₄ , Ç ₂₆	7	26.9
Mutlu/neşeli içerik	–	–	–	Ç ₁₆ , Ç ₁₇ , Ç ₁₈ , Ç ₂₂ , Ç ₂₃ , Ç ₂₆	6	23.1
Kalabalık	–	–	–	Ç ₂₀	1	3.8
Sayfada uyum ve bütünlük	–	–	–	Ç ₁₆ , Ç ₁₈ , Ç ₂₀ , Ç ₂₂ , Ç ₂₃ , Ç ₂₆	6	23.1

Tablo 1'e göre, düşük ve yüksek öz düzenleme düzeyine göre çocukların resimlerinde öne çıkan özellikler farklılık göstermekle birlikte, düşük öz düzenleme becerisine sahip çocukların resimlerinde (%34.6'sında) kalın yer çizgisi ve yüksek öz düzenleme becerisine sahip çocukların resimlerinde (%26.9 ile) ise renkli/canlı çizimler en fazla öne çıkan özelliklerdir.



Resim 1: Ç₃'ün Resmi



Resim 2: Ç₂'nin Resmi

Düşük öz düzenleme becerisine sahip çocukların resimlerindeki kalın yer çizgisinin yüksek öz düzenleme becerisine sahip çocukların resimlerindeki kalın yer çizgisi oranlarından (%11.5'i) belirgin bir şekilde daha fazla olduğunu Resim 1 ve Resim 2 ile Resim 3'deki detaylar açıkça göstermektedir. Yine Ç₂'ye ait Resim 2'nin hikâyesi için çocuk “İki ev var. Ortadaki ev eski evim, en soldaki ev yeni evim. Aynı zamanda iki tane güneş var. Yeni evimin üstündeki güneş soğuk” şeklinde bir ifadeye yer vermiştir. Bir mutsuzluk/umutsuzluk örneğini teşkil eden bu resimde, tek düze renk kullanımı, sayfada karmaşıklık ve kalın yer çizgisi gibi özellikler görülmektedir.



Resim 3: Ç₄'ün Resmi



Resim 4: Ç₅'in Resmi

Düşük öz düzenleme becerisine sahip çocuk gruplarının resimlerinde, eksik/yarım uzuv (%30.8 oranında), abartılı çizgiler (%26.9 oranında), karmaşık/ düzensiz sayfa yapısı (%26.9 oranında) gibi özellikler de daha yoğun bir şekilde öne çıkmıştır. Küçük çizim (%15.4), kendini sayfa sonuna konumlandırma (%11.5) ve mutsuz/umutsuz içerik (%15.4) gibi özellikler ise sadece düşük öz düzenleme becerisine sahip çocuk grubunda görülmüştür. Örneğin, düşük öz düzenleme becerisine sahip Ç₄'ün Resim 3'de yer alan insan çiziminde eller, ayaklar ve yüz ifadeleri itibariyle eksik/yarım uzuv özelliğini öne çıkardığı, uzun çizilmiş bacaklarla da bir

abartıyı dile getirdiği görülmüştür. Bunun yanı sıra, Resim 4'teki Ç₅'in resminde çocuğun kendini sayfa sonuna konumlandırırmış olduğu görülürken, sayfada orantısızlıkların olduğu da tespit edilmiştir.



Resim 5: Ç₁'in Resmi



Resim 6: Ç₉'un Resmi

Bunların yanı sıra, Resim 5'i çizen Ç₁'in yaptığı resimde sadece kendini çizdiğini söyleyerek, kendini oldukça küçük bir şekilde resmettiği saptanmıştır. Yalnızlık özelliği taşıyan bu resimde, çocuğun güvensizlik hissiyatı taşıdığı açıkça görülmektedir. Yine Resim 6'da Ç₉'un kendini çizerken sürekli çizip sildiğinin ve çizdiği insan figürlerindeki uzuvlarda eksikliklerin olduğunun belirlenmesi bu noktada dikkat çekicidir. Bu resimde, kalın yer çizgisi yanında sayfa düzenindeki orantısızlık da yine öne çıkan durumlar arasındadır.

Yüksek öz düzenleme becerisine sahip çocuklar açısından durum değerlendirildiğinde ise bu gruptaki çocukların 7'sinin (%26.9'u) renkli/canlı çizimlere yer verirken, ayrıca bunu takiben 6'sının (%23.1'i) mutlu/neşeli içeriklere, yine 6'sının (%23.1'i) da sayfada uyum ve bütünlük gösteren çizimlere açıkça yer verdiği tespit edilmiştir. Bu özelliklerin düşük öz düzenleme becerisine sahip çocuklarda gözlemlenmemiş olması da dikkat çekici bir başka bulgudur.



Resim 7: Ç₁₆'nın Resmi



Resim 8: Ç₂₂'nin Resmi

Yüksek öz düzenleme becerisine sahip olan çocukların resimlerinden örnekler bakıldığında, Ç₁₆'nın Resim 7'deki resmi mutlu, neşeli ve renkli özellikleri temsil etmektedir. Ayrıca Ç₂₂'nin yaptığı Resim 8 de sıcak renkler ve renkli figürler yer almakta iken; kalpler, çiçek, gülen yüzler ve sevgi ifadeleri ile mutlu/neşeli bir içerik ifade edilmektedir.



Resim 9: Ç₂₃'ün Resmi



Resim 10: Ç₂₆'nın Resmi

Yüksek öz düzenleme becerisine sahip olan çocuklara ait resimlerden başka örnekler olarak Resim 9'da ve Resim 10'da genel olarak güneş resminin, canlı renklerin ve gülen yüzlerin yer aldığı, sayfada uyumun ve bütünlüğün de mevcut olduğu görülmektedir. Bunlara ek olarak, bu resimlerin hikayelerinde resmi yapan çocukların daha olumlu özellikleri ve mutlu bir ortamı tasvir etmiş olmaları da ayrıca dikkat çekicidir.

Elde edilen bütün bulgulara göre; renk kullanımı, figürlerin kağıtta kapladığı yer ve yerleşim yeri, insan figürlerinde ki detaylar ve resmin yansıttığı duygu çocuğun kendilik algısıyla ilgili önemli ipuçları sunmaktadır. Düşük öz düzenleme becerisine sahip çocuk resimleri özetle incelendiğinde; ortak nokta olarak resimlerde orantısızlık, düzensizlik, karmaşıklık, tek düze renk görülmektedir. Buna göre, çocukların kendilerini özgüvensiz hissettikleri, çevreye uyum sağlamada güçlük yaşadıkları ve destek ihtiyacı içerisinde oldukları yönünde bulguya ulaşılmıştır. Yüksek öz düzenleme becerisine sahip çocukların ise resimlerinde daha canlı renkler, sevgi ifade eden figürler kullandıkları ve beraberinde sayfalarında uyum ve bütünlük olduğu görülürken; daha pozitif duyguları yansıttıkları ortaya konmuştur. Bu gruptaki çocukların kendinden daha emin oldukları, özgüvenlerinin daha yüksek ve sosyal uyumlarının daha iyi oldukları yönünde bir başka bulgu da gözler önüne çıkmaktadır. Bu durum da düşük öz düzenleme becerisine sahip çocukların destek ihtiyacının bir başka göstergesi olmaktadır.

Sonuçlar ve Tartışma

Bu araştırmada, çocuklara verilen “**kendini çiz**” yönergesi doğrultusunda oluşturulan görsel temsiller eşliğinde çocukların öz düzenleme becerilerine göre, kendilik algıları ortaya konmuştur. Elde edilen sonuçlar; çocukların kendilik temsillerinin, öz düzenleme düzeylerine göre anlamlı biçimde farklılaştığını göstermiştir.

Düşük öz düzenleme becerisine sahip çocuklar, çizimlerinde belirgin biçimde **kalın yer çizgileri, eksik ya da yarım uzuvlar, abartılı figürler, karmaşık/düzensiz sayfa kullanımı ve sayfa sonuna yerleştirilmiş küçük beden figürleri** gibi öğelere yer vermiştir. Bu unsurlar, çocukların kendilerini güvensiz, değersiz ya da kontrolsüz hissettiklerini; dolayısıyla **olumsuz bir kendilik algısına** sahip olduklarını düşündürmektedir (Koppitz, 1968; Malchiodi, 1998). Özellikle eksik uzuv ya da bedenin küçük çizilmesi, çocuğun yetersizlik duygularını ve çevresine karşı duyduğu çekingenliği yansıtabilmektedir (Lowenfeld & Brittain, 1987). Buna karşılık, **yüksek öz düzenleme becerisine sahip çocukların** resimlerinde ise **canlı renkler, sayfada denge ve bütünlük, kendini sayfanın merkezine konumlandırma, mutlu yüz ifadeleri ve ilişkisel figürler (örneğin aile üyeleri, arkadaşlar)** yer almıştır. Bu çizimler, çocukların çevreleriyle sağlıklı bağlar kurduklarını, olumlu duygulara sahip olduklarını ve **kendilerine dair olumlu bir algı geliştirdiklerini** göstermektedir (Burkitt vd., 2010; Thompson, 2009). Sayfa yerleşimi, renk seçimi, yüz ifadeleri ve beden ayrıntıları çocukların duygusal durumu kadar **kendilik değerini** de açıkça yansıtmaktadır (Cox, 2005; Malchiodi, 1998).

Ayrıca, **düşük öz düzenleme becerisine sahip çocuklarda mutsuz ya da umutsuz içeriklerin yer alması**, bu çocukların içsel olarak sıkıntı yaşadıklarını ve bu durumun öz algılarını olumsuz etkilediğini göstermektedir. Duygusal düzenleme kapasitesi gelişmemiş çocukların kendilik sunumları da daha dağınık, bastırılmış ya da savunmacı bir yapıda olabilmektedir. Öte yandan, **yüksek öz düzenleme becerisine sahip çocukların** çizimlerinde **gülümseyen yüzler, güçlü ve belirgin beden konturları ve ilişkisel bağları temsil eden semboller**, bu çocukların kendilerine güvenen, duygularını daha sağlıklı biçimde düzenleyebilen bireyler olduğunu düşündürmektedir. Bu sonuçlar ışığında, çocuklara “Kendini çiz” gibi açık uçlu sanatsal yönergelerin verilmesinin, onların **iç dünyalarını ve öz algılarını anlamada etkili ve güvenli bir değerlendirme yöntemi** sunduğu söylenebilir. Resimlerdeki kendilik temsilleri; çocukların öz düzenleme kapasiteleri, özgüven düzeyleri ve çevreyle olan etkileşimleri hakkında zengin ipuçları sağlamaktadır. Özellikle risk altındaki çocukların erken

dönemde bu tür yöntemlerle tespit edilmesi, uygun destek müdahaleleri açısından önem taşımaktadır (Malchiodi, 1998; Lowenfeld & Brittain, 1987).

Sonuç olarak, bu araştırma, **öz düzenleme becerileri ile kendilik algısı arasındaki ilişkinin**, çocuk resimleri yoluyla anlamlı şekilde ortaya konabileceğini göstermektedir. Erken çocukluk döneminde sanat temelli değerlendirme tekniklerinin, hem tanılayıcı hem de geliştirici potansiyele sahip olduğu düşünülmektedir. Alanyazınında doğrudan çocuk resimleri ile öz düzenleme becerileri arasındaki etkileşimi inceleyen herhangi bir çalışmaya rastlanmamış olmakla birlikte, öz düzenleme ve benlik algısını inceleyen çalışmalar elde edilen bu sonuçları destekler niteliktedir. Örneğin, Zembat vd.'nin (2018) çalışmasında; benlik algısının ve sosyal becerilerin, mizacı yüksek oranda etkilediği vurgulanmıştır. Kovancı (2020) ile Tuzcuoğlu vd.'nin (2019) yapmış oldukları çalışmalarda da öz düzenleme becerisi ile kendilik algısının pozitif yönde bir ilişki olduğunu kanıtlar niteliktedir.

Elde edilen bütün sonuçlar doğrultusunda, erken çocukluk döneminde sanat temelli etkinliklerin hem tanılayıcı hem de geliştirici bir araç olarak kullanılması önerilmektedir. Özellikle “kendini çiz” gibi yapılandırılmamış yönergeler, çocukların içsel deneyimlerini yansıtmada etkili olabilmekte ve öğretmenlere, rehberlik uzmanlarına ya da psikolojik danışmanlara erken dönemde müdahale fırsatı sunabilmektedir. Bu nedenle, eğitim ortamlarında çocukların duygusal gelişimlerini izlemeye yönelik sanat temelli gözlem süreçlerine yer verilmesi önem taşımaktadır. Ayrıca öğretmen adaylarına yönelik programlarda, çocuk resimlerinin yorumlanmasına dair temel bilgi ve becerilerin kazandırılması, bu tür değerlendirme yöntemlerinin daha bilinçli ve etkili biçimde uygulanmasını sağlayacaktır. Gelecekte yapılacak araştırmalar, farklı yaş gruplarında ve çeşitli sosyoekonomik arka planlara sahip çocuklarla benzer çizim yönergelerinin uygulanmasıyla genellenebilir bulgulara ulaşabilir. Bununla birlikte, nitel veri analizlerinin yanı sıra nicel bulgularla desteklenen karma yöntemli çalışmalar, öz düzenleme ve kendilik algısı arasındaki ilişkinin daha kapsamlı biçimde anlaşılmasına katkı sunacaktır. İlerleyen dönemde yürütülecek yeni çalışmalarda, daha geniş örnekleme ve gözlem, görüşme gibi çeşitli veri toplama araçları eşliğinde farklı değişkenlerin ele alındığı kapsayıcı çalışmalar yürütülebilir. Eğitim politikası düzeyinde ise sosyal-duygusal gelişimi destekleyen sanat temelli uygulamaların okul öncesi müfredata daha sistemli biçimde entegre edilmesi, çocukların öznel iyi oluşlarını ve benlik saygılarını artıracaktır. Bu doğrultuda sanat, erken çocuklukta sadece estetik bir alan değil, aynı zamanda duygusal ifade, öz farkındalık ve psikososyal destek aracı olarak da değerlendirilmelidir.

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Eğitimde Duygusal ve Bilişsel İyi Oluş: *Dead Poets Society*'nin Öğrenme Kültürü Üzerine Yansımaları

Ahmet Berk Duman

İstinye Üniversitesi, TÜRKİYE,

ahmet.duman@istinye.edu.tr, Orcid No: 0009-0000-0385-5782

Özet

Öğretmen/Ebeveyn/Öğrenci İyi Oluşu, Okullarda Pozitif İklim, Eğitim Psikolojisi kapsamında yazılan bu özetin örnekleminde yer alan *Dead Poets Society* (Ölü Ozanlar Derneği, 1989) filmi, bağlamlarıyla öğretmen-öğrenci ilişkilerinin öğrencinin zihinsel, duygusal ve öznel iyi oluşu üzerindeki etkilerini ele almaktadır. Bu çalışma, filmdeki eğitim anlayışını, öğrenme motivasyonu, kendini gerçekleştirme ve eğitimde pozitif iklim oluşturma bağlamında inceleyerek, pedagojik yaklaşımların öğrenci psikolojisi üzerindeki etkisini tartışacaktır. Eğitimde yaratıcılığın ve özgür düşüncenin desteklenmesinin, öğrencinin bireysel gelişimi ve akademik başarısı üzerindeki katkıları, film üzerinden irdelenecektir. Bu çalışma, ilgili filmde temsil edilen öğretmen-öğrenci ilişkilerini, öğrencinin zihinsel, duygusal ve öznel iyi oluşu bağlamında Carl Rogers'ın *İnsancıl Eğitim Yaklaşımı* yöntemi çerçevesinde ele almaktadır. Rogers'ın öğrenme süreçlerinde içsel motivasyon, empati, koşulsuz kabul ve kendini gerçekleştirme ilkeleri, filmdeki öğretmen figürünün öğrencileriyle kurduğu özgürleştirici ve destekleyici ilişki biçimini anlamlandırmada temel alınmaktadır. Bu bağlamda, yaratıcı düşünmenin teşvik edildiği, öğrencinin birey olarak değer gördüğü ve duygusal güvenliğin önceliklendirildiği bir sınıf ortamının, öğrencilerin akademik gelişimlerinin ötesinde, öznel iyi oluşları üzerindeki etkileri tematik içerik analizi ve göstergebilimsel çözümleme yöntemleriyle incelenmiştir.

Anahtar Kelimeler: İnsancıl Eğitim, Öğrenci İyi Oluşu, Öğretmen – Öğrenci İlişkisi, Kendini Gerçekleştirme, *Ölü Ozanlar Derneği*.

Emotional and Cognitive Well-Being in Education: Reflections on the Learning Culture in *Dead Poets Society*

Abstract

The well-being of teachers/parents/students, positive climate in schools, and educational psychology are the main themes of this study, in which the film *Dead Poets Society* (1989) serves as a striking example of how teacher-student relationships affect students' mental, emotional, and subjective well-being. This study analyzes the educational approach presented

in the film in the context of learning motivation, self-actualization, and the creation of a positive school climate, discussing the impact of pedagogical approaches on student psychology. It examines the contributions of supporting creativity and free thinking in education to students' individual development and academic success through the lens of the film. The study approaches the teacher-student relationships portrayed in the film within the framework of Carl Rogers' *Humanistic Education Approach*, focusing on students' mental, emotional, and subjective well-being. Rogers' principles—such as intrinsic motivation, empathy, unconditional positive regard, and self-actualization—serve as a basis for interpreting the liberating and supportive relationship style of the teacher figure in the film. In this context, the effects of a classroom environment that encourages creative thinking, values the student as an individual, and prioritizes emotional safety—beyond academic development—are analyzed using thematic content analysis and semiotic analysis methods.

Keywords: Humanistic Education, Student Well-Being, Teacher–Student Relationship, Self-Actualization, *Dead Poets Society*.

*“Tek insanın şarkısını söylüyorum, bir başına, herhangi bir insan,
Gene de “Demokratik” sözcüğünü, “Yığınlar” sözcüğünü kullanıyorum.*

*“Tepeden turnağa bütün vücudun şarkısını söylüyorum,
Ne yalnız yüz, ne de yalnız beyin değerlidir esin perisi için, ben, vücut bütünüyle çok daha değerlidir
diyorum.*

Erkeklerle eşit olarak kadınların şarkısını söylüyorum.

*“Duygu, heyecan, güç yüklü yaşamın,
Neşeli, en özgür davranışlar için tanrısal yasalarla yaratılmış,
Yeni insan'ın şarkısını söylüyorum.”*

(Armağanlar - One's Self I Sing / TEK İNSANIN ŞARKISINI SÖYLÜYÖRÜM, Walt Whitman)

Giriş

Geleneksel eğitim paradigmalarının bilgi aktarımına dayalı yapısından uzaklaşarak, bireyin duygusal, zihinsel ve özne iyi oluşunu öncelikleyen bütüncül modeller son yıllarda daha fazla önem kazanmıştır. Bu bağlamda sinema, hem kültürel hem de pedagojik bir söylem alanı olarak, eğitim ideallerini ve ilişkilerini sorgulama imkânı sunar. *Dead Poets Society* (1989), öğretmen-öğrenci etkileşimlerini duygusal derinliğiyle ele alarak, eğitim psikolojisine dair güncel tartışmalarla örtüşen temsiller üretebilmektedir.

Modern eğitim anlayışı, yalnızca akademik başarıya odaklanan sistematik yapılardan çıkarak; öğrencinin çok boyutlu gelişimini, yani yalnızca bilişsel değil, aynı zamanda duygusal, sosyal ve etik gelişim alanlarını da kapsayan yaklaşımlara yönelmektedir. “İyi oluş” kavramı bu noktada eğitimin merkezine yerleşmekte; öğrencilerin yalnızca ne bildikleri değil, nasıl hissettikleri, nasıl düşündükleri ve kim oldukları soruları da giderek daha fazla önem arz etmektedir. Bu dönüşüm, öğrenme süreçlerini sadece içerik aktarımı değil, anlam üretimi, benlik inşası ve aidiyet duygusunun güçlenmesi olarak yeniden tanımlamaktadır. Eğitim sisteminin bireyi yalnızca bir bilgi alıcısı değil, özne olarak konumlandığı bu paradigma kayması, öğretmen figürünün rolünü de derinden dönüştürmektedir. Artık öğretmen sadece bilgiyi aktaran değil, aynı zamanda duygusal bağ kuran, öğrencinin potansiyelini açığa çıkarmasına aracılık eden, rehberlik eden bir varlık olarak yeniden tanımlanmaktadır.

Bu noktada; “iyi oluş” (well-being) kavramı, pedagojik ilişkiler ve öğrenme ortamları açısından merkezi bir yere yerleşmiştir. Özellikle duygusal güvenin sağlandığı, empatik ve açık iletişime dayalı öğretmen-öğrenci ilişkileri, öğrencilerin hem öğrenmeye yönelik motivasyonlarını hem de benlik algılarını güçlendirmektedir. Bu tür ilişkiler, öğrencilerin öğrenme sürecine gönüllü ve anlamlı katılımını teşvik ederken, aynı zamanda uzun vadeli duygusal dayanıklılık ve psikolojik esenlik gibi kazanımları da beraberinde getirmektedir. Eğitim kurumları yalnızca akademik bilgi aktaran yapılar değil, aynı zamanda bireyin kendisiyle, başkalarıyla ve dünyayla kurduğu ilişki biçimlerini şekillendiren sosyal alanlardır. Bu nedenle, eğitim psikolojisi kapsamında duygusal ve bilişsel iyi oluşu merkeze alan yeni yaklaşımlar, hem mikro düzeyde bireysel gelişim süreçlerine hem de makro düzeyde kültürel dönüşümlere işaret etmektedir. Carl Rogers, eğitim ortamlarında öğretmen ve öğrenci arasında kurulan ilişkinin bilgi aktarımı temelli nesnel bir yapı üzerine inşa edilmesine karşı çıkar. Ona göre, bu tarz bir ilişki biçimi, bilgiye değişmez ve mutlak bir değer atfederek, özneyi edilgen hâle getirir ve bu yönüyle Martin Buber’in tanımladığı “Ben-O” düzlemine saplanır. Bu tür bir eğitim ortamında öğretmen, yalnızca bilgiyi elinde tutan ve onu öğrenciye aktaran bir figür hâline gelirken; öğrenci, bu bilgi karşısında edilgen, pasif bir alıcı konumuna itilir. Rogers bu durumu, sürahi ve bardak benzetmesiyle açıklar: Öğretmen, içinde “gerçek bilgi” bulunan bir sürahi gibi davranırken, öğrenci ise sadece bu bilgiyi alabildiği ölçüde içine çeken bir bardak olarak temsil edilir. Bu modelde bilginin öğrenciyle olan bağı, sadece aktarım düzeyinde kalır; ne bilgiye ulaşma süreci ne de bilginin bireysel anlamlandırılması dikkate alınır. Bu türden bir yaklaşımda, bilginin öznel deneyimle kurduğu ilişki göz ardı edilirken, insan yalnızca edilgen bir nesneye indirgenir. Bilgi, yalnızca aktarılması gereken nötr bir içerik olarak değerlendirilir; onun bireyin

yaşantısıyla, düşünce dünyasıyla ya da duygusal gelişimiyle kurabileceği bağlar dikkate alınmaz. Nitekim Freire'nin eleştirdiği “bankacı eğitim modeli” de tam olarak bu biçimi işaret eder: Öğretmen bilgi yatırımı yapan bir figür olurken, öğrenci de sadece bu yatırımı pasif biçimde kabul eden bir hesaba dönüşür. Bu türden bir sistem, öğrenciyi özgürleştirmekten ziyade nesneleştirir; bilgi, insanla kurduğu ilişki bakımından araçsallaşır. Oysa insancıl ve deneyime dayalı bir öğrenme anlayışı, bilginin yalnızca edinilmesini değil, onunla birlikte bireyin kendisini de inşa etmesini amaçlar. Kierkegaard'ın ifadesiyle, “ben'in gelişim yasası, bilginin bilinçle beraber ilerlemesine” bağlıdır. Kendi benliğini tanımadan edinilen her bilgi, insanın varoluşunu zenginleştirmekten çok, onu erozyona uğratan bir bilgiye dönüşme riski taşır. Bu noktada, öğrenme süreci bireyin sorumluluk aldığı, zaman zaman zorlandığı, hatta acı deneyimlerle karşılaştığı bir oluş hâlidir. Rogers'a göre, bir bebeğin yürümeyi öğrenirken düşmesi, dizini yaralaması ama her defasında yeniden kalkarak ilerlemeyi öğrenmesi bu sürecin en temel örneğidir. Öğrenme burada yalnızca zihinsel bir edinim değil, varoluşsal bir gelişimdir (Dinçer, 2019, s. 2345-6).

Dolayısıyla anlamlı bir eğitim ortamı, öğretmenin tek taraflı bilgi aktaran bir otorite figürü olarak değil, öğrenme sürecinin katılımcısı olan bir özne olarak yer aldığı, öğrencinin ise bilgiyi deneyimleyerek anlamlandırabildiği ve kendi varoluşsal süreciyle bütünleştirebildiği bir zemin üzerinden inşa edilmelidir. Öğrenmenin gerçekleştiği yer artık sadece bilginin depolandığı değil; insanın dönüşüm yaşadığı, benliğiyle kurduğu ilişkide derinleştiği bir alandır. Bu nedenle, “öğrenme”nin yalnızca bilmeye değil, aynı zamanda “bilinci olan bir özneye dönüşmeye” hizmet etmesi gerektiği açıktır.

Bu dönüşümün toplumsal ve kültürel temsillerini anlamada sinema, son derece işlevsel bir mecra olarak karşımıza çıkmaktadır. Sinema, geniş bir alımlama kuşağını kapsadığından eğitimi yalnızca formel kurumlarla sınırlı olmayan, duygusal, etik ve düşünsel bir deneyim olarak resmedebildiği gibi; farklı eğitim modelleri ve öğretmen rolleri üzerine eleştirel düşünmeyi de mümkün kılabilmektedir. Özellikle “birey merkezli” eğitimin önemini vurgulayan anlatılar, izleyiciye alternatif pedagojik hayalleri imlemektedir. Bu noktada, eğitim psikolojisine dair soyut kuramsal kavramların somut, duygusal ve deneyimsel anlatımlarla görselleştirilmesi, sinemayı yalnızca bir temsil alanı olmaktan çıkararak aynı zamanda pedagojik bir araç hâline getirdiği de bir diğer önemli farkındalık ve yatkinlik sahasıdır. Eğitimin duygu merkezli boyutunun estetik ve anlatı diliyle işlendiği filmler, yalnızca birer anlatı değil, aynı zamanda polifonik birer “duygu pedagojisi” önerisi olabilme ihtimaline

potansiyel anlamda da sahiptir. Öğrenciyle kurulan bağın niteliği, öğrenme ortamının esnekliği ve öğretmenin rolü vb. gibi temel pedagojik unsurlar, sinemasal temsil aracılığıyla dildeki olanaklarla -gerekirse bazan bir ıslık sesiyle temsil edilip- yeniden düşünölmeye açılmaktadır.

Dilin merkezi önemine ilişkin; insan, bir sosyal varlık olarak belirli bir dilin içine doğar ve ait olduđu toplumun kültürel kodlarını büyük ölçüde anadili aracılığıyla öğrenir dememiz gerekir. Bu bağlamda dil ve kültür arasında kopmaz bir bağ bulunmaktadır. Hiçbir kültür, dilden bağımsız olarak varlık gösteremez; çünkü dil yalnızca kültürü yansıtan bir araç değil, aynı zamanda onu kuran ve sürdüren bir yapıdır. Dil, kültürel unsurların aktarılmasını, toplum içinde anlam kazanmasını ve kuşaklar arasında iletilmesini sağlar. Bu yönüyle dil, kültürün vazgeçilmez taşıyıcısı ve kurucu unsurudur.

Taşıyıcı metaforlar ve sınırların bedensel algısı üzerine kafa yorduğumuz vakitse insan, varlığını dünyada bedenlenmiş bir özne olarak deneyimler. Derimiz, hem bizi çevreleyen hem de bizi dünyanın geri kalanından ayıran ilk fiziksel sınırdır. Bu sınır sayesinde, dışarısı ve içerisi arasında kurduğumuz ayırım yalnızca fizyolojik bir gerçeklik değil, aynı zamanda bilişsel ve kültürel bir örgütlenme biçimi hâline gelir. Bu bedensel yönelimimiz, çevremizdeki diğer nesnelere de aynı yapıyı yansıtmamıza neden olur. Tıpkı bedenimiz gibi, başka nesneleri de bir iç ve dış yapıya sahip “taşıyıcılar” olarak algılarız. Bu nedenle, odalar ve evler vb. gibi mekânlar, kendiliğinden taşıyıcı kategorisine dâhil edilir. Bir odadan diğerine geçmek, bir taşıyıcının dışına çıkıp diğerinin içine girmek anlamına gelir. Aynı şekilde, bir taşı kırıp içine baktığımızda da benzer bir iç-dış yönelimi nesneye yansıtırız. Bu yönelimi yalnızca insan yapımı nesnelere değil, doğal çevremize de uygularız. Örneğin, bir ormanın içindeki açıklık, etrafi sınırlandırılmış bir yüzey olarak algılanabilir. Böyle bir açıklıkta bulunmak, kendimizi ya açıklığın “içinde” ya da onun “dışında” konumlandırmamıza neden olur. Benzer biçimde, ormanın içinde olmak ile dışında olmak arasındaki ayırım, mekânsal yönelimin doğrudan bir yansımasıdır. Bu algı, açıklığın mutlak fiziksel sınırlarla tanımlanmasına gerek kalmaksızın işler. Ağaçların seyrekleşmeye başladığı ve açıklığın belirsiz biçimde başladığı yer, zihnimizde bir sınır olarak işlev görür. Gerçekte ise bu sınır, tam olarak çizilmiş bir çizgi değil, algısal olarak kurulmuş bir eşiktir. Ne var ki, taşıyıcının fiziksel sınırlarını belirleyen duvar, çit veya nesnel bir hat bulunmasa dahi, insanlar arazileri de bu iç-dış yapısı içerisinde anlamlandırırılar. Sembolik olarak çizilen sınırlar —örneğin harita üzerindeki soyut çizgiler, yükselti farkları veya kültürel olarak inşa edilmiş arazi tanımlamaları— bir bölgeyi “içeride” ve “dışarıda” olan şeklinde bölümlere ayırmamıza imkân tanır. Bu da gösterir ki, taşıyıcı metaforu yalnızca

fiziksel nesnelerle sınırlı değildir; aynı zamanda zihinsel, kültürel ve mekânsal algılarımızın temel örgütleyici yapılarından biridir (Lakoff & Johnson, 2022, s. 67).

Dil ile kültür arasındaki ilişki, bir zorunluluk ilişkisi olarak değerlendirilebilir. Bir başka ifadeyle, kültürün anlam bulduğu, şekillendiği ve yayıldığı temel mecra dildir. Kültürün ortak hafızasını kuran, toplumsal değerleri taşıyan ve bireylerin kimlik inşasına katkıda bulunan en temel öge dil olmaktadır. Nitekim *“Dil, kültür yapısını bir arada tutan çimentodur,”* benzetmesi bu ilişkinin ne kadar güçlü ve birleştirici olduğunu ortaya koymaktadır. Dil; aynı zamanda *“kültür alanının her yanını aydınlatan bir güneş”, “kültür kilimini dokuyan iplik”,* ya da *“kültür anıtlarının yansıdığı bir akarsu”* olarak da betimlenebilir. Bu vb. gibi metaforlar, dilin kültürle olan çok katmanlı ilişkisini ve kültürel üretimdeki merkezî rolünü görünür kılabilmiş söylem demetleridir. Dil, bu taşıyıcı metaforun olgusal aparatı olarak, yalnızca bir iletişim aracı olmanın ötesine geçerek, düşüncenin şekillenmesinde de belirleyici bir rol üstlenir. Düşüncelerimiz dil içinde oluşur ve dile göre biçim kazanmaktadır. Bu nedenle, kültürel yaratıcılık ve bireysel ifade kapasitesi doğrudan dilin sunduğu olanaklarla ilişkilidir. Martin Heidegger’in ifadesiyle, *“Dil, varlığın evidir.”* Bu düşünce, dilin, yalnızca kültürü taşımakla kalmadığını yanı sıra insanın varoluş biçimini de dil aracılığıyla kurduğunu açıklayabilmemizi sağlamaktadır. Bu noktada dil, insanın doğada var olana kattığı tüm anlam katmanlarının da kurucu ögesidir. Martin Heidegger’in *“Dil, varlığın evidir”* şeklindeki ünlü sözü, dilin yalnızca bir iletişim aracı değil, insanın dünyadaki varoluşunu anlamlandırma biçimi olduğuna işaret eder. Bu ifade, Türk düşün dünyasında da karşılık bulmuş ve farklı yorumlara konu olmuştur. Nitekim Mehmet Kaplan, Heidegger’in bu sözünü Ahmet Hamdi Tanpınar’ın *“düşüncenin evi”* şeklinde çevirdiğini belirtirken, kendi yorumunu *“dil, insanın evidir”* biçiminde yapmayı tercih eder. Kaplan’a göre insanın kendisini, dünyayı ve ötekini anlamlandırması, yani varoluşunu kurması ancak dil aracılığıyla mümkün olur. Bu nedenle dil, sadece düşüncenin ya da kültürün değil, insanın tüm varlık alanının taşıyıcısıdır. Dil, bu bağlamda hem bireyin hem de toplumun hafızasıdır; kültürel sürekliliği ve zihinsel derinliği mümkün kılan temel varlık zemini (aktaran Tarım, 2004, s. 20). Wilhelm von Humboldt’un tanımıyla dil, *“bir ulusun tüm tinsel enerjisinin”* bir ifadesi olabilmektedir (Akarsu, 1984, s. 79). Bu yönüyle dil, tarih boyunca insanlık tarihinin en yaratıcı güçlerinden biri olarak karşımıza çıkar. Dolayısıyla bir toplumun kültürel yapısı, doğrudan doğruya o toplumun dili üzerinden hem okunabilir, hem de inşa edilebilir. Toplumsal belleğin taşıyıcısı, kolektif kimliğin kurucusu ve bireyin özneleşme sürecinin en temel yapı taşı olan dil, doğası gereği

dikotomik açıdan kültürel yaratımın da merkezindedir. Bu bağlamda dil, yalnızca kültürün bir aynası değil, aynı zamanda kültürün yaratıldığı etkin bir alandır.

Dil, kültürün yalnızca taşıyıcısı değil, aynı zamanda onun üretildiği, biçimlendiği ve sürdürüldüğü bir alan olarak değerlendirildiğinde, toplumsal yaşamın her alanında etkin ve belirleyici bir rol oynamaktadır. Bu nedenle, dili anlamak; kültürü, toplumu ve bireyi anlamakla eşdeğerdir. Bu bağlamda *Dead Poets Society*, yalnızca 1980’lerin Amerikan eğitim sistemine yönelik bir eleştiri değil, aynı zamanda duygusal bağlamda zenginleşmiş bir öğretme ve öğrenme kültürüne dair evrensel ve metaforik bir sinematografik dil önerisi de sunabilmektedir. Film, bir öğretmenin, öğrencilerinin iç dünyalarını anlamaya yönelik gösterdiği çaba ile hem bireysel dönüşümün hem de kolektif uyanışın nasıl tetiklenebileceğini güçlü bir anlatımla ortaya koymaktadır. Öğrencilerin (var olan) potansiyellerini gerçekleştirme yolculuğunda, öğretmenin duygusal rehberliği kadar, öğrenme ortamının özgürlükçü doğası da belirleyici olmaktadır. Bu bağlamda, Carl Rogers’ın *İnsancıl Eğitim Yaklaşımı*’nın temel ilkeleri olan içsel motivasyon, koşulsuz kabul, empati ve kendini gerçekleştirme gibi kavramlar, filmdeki pedagojik örüntülerle doğrudan ilişkilendirilebilir niteliktedir.

Çalışmanın devamında, *Dead Poets Society* filmi, birey merkezli pedagojik anlayışların, özellikle de iyi oluş temelli yaklaşımların sinemasal bir örneği olarak ele alınacak; duygusal bağlamda güvenli bir sınıf ortamının öğrencinin kendilik algısı, yaratıcılığı ve akademik başarısı üzerindeki etkileri teorik analizlerle tartışılacaktır. Filmdeki öğretmen-öğrenci ilişkilerinin, sadece bireysel değil aynı zamanda toplumsal dönüşüm potansiyeli taşıyan pedagojik eylemler olduğu varsayımıyla duygusal ve bilişsel “iyi oluşa” dair yeni okuma biçimleri önerilecektir.

İnsancıl Öğrenmenin Sinemasal Yansıması:

Carl Rogers Kuramı Bağlamında Dead Poets Society

Carl Rogers’ın insancıl eğitim yaklaşımı, bireyin öğrenme sürecini yalnızca zihinsel bir edinim alanı olarak değil, aynı zamanda içsel bir gelişim ve duygusal bir oluş süreci olarak değerlendirir. Ona göre, gerçek öğrenme ancak bireyin kendi varoluşsal ihtiyaçlarına, ilgi alanlarına ve deneyimlerine dayalı olarak gerçekleşebilir. Bu yaklaşımda öğretmen, öğrencinin zihnine bilgi “aktarımı” yapan bir figür değil, öğrencinin kendi öznel deneyiminden anlam çıkarma sürecine rehberlik eden bir kolaylaştırıcıdır. Bu anlayış, bireyin kendi iç dünyasını tanıma ve anlamlandırma sürecini teşvik eder. Geleneksel öğretim modellerinde bilgi, mutlak

bir hakikat gibi sunulurken ve öğretmen bu hakikatin tek sahibi olarak konumlanırken, Rogers’ın önerdiği insancıl modelde bilgi, bireyin kendilik bilinciyle yoğrulması gereken, anlamı süreç içerisinde inşa edilen bir ögedir. Bu bağlamda, öğrenmenin etkili olabilmesi için eğitim ortamının güvenli, kabul edici ve empatik bir iklim sunması gerekir. Çünkü ancak böyle bir iklimde birey savunmasızlığını gösterebilir, hata yapma riskini alabilir ve bu hatalardan öğrenerek kendini gerçekleştirme yönünde bir gelişim gösterebilir.

Bu kuramsal çerçeve, *Dead Poets Society* filminde John Keating karakteri üzerinden somut bir örneğe kavuşur. Keating, geleneksel anlamda bilgi aktaran bir öğretmen figürü değil; öğrencilerini düşünmeye, sorgulamaya ve kendi özgün yollarını çizmek üzere cesaretlenmeye davet eden bir rehberdir. Onun sınıf içi uygulamaları —masaların üzerine çıkarak farklı bakış açılarını deneyimletmesi, klâsik şiiri ezberletmek yerine yaşamla ilişkilendirerek anlamlandırmaya çalışması, öğrencileriyle bireysel ilişkiler kurması— Rogers’ın insancıl yaklaşımıyla neredeyse birebir örtüşmektedir. Keating’in pedagojik varlığı, öğrencilerin sadece bilgi edinmeleri için değil, aynı zamanda kim olduklarını keşfetmeleri, kendi değerlerini bulmaları ve toplumsal baskılara karşı bireysel duruşlarını inşa etmeleri için bir olanak alanı yaratır. Bu yönüyle, sınıf artık bir “bilgi aktarımı” mekânı olmaktan çıkar, bir “kendilik inşası” sahnesine dönüşür. Bu dönüşüm, öğrencilerin öğrenme sürecine katılımını edilgen bir alıcılıktan aktif bir özneleşmeye taşır; öğrenci artık sadece öğrenen değil, öğrenmesinin sorumluluğunu üstlenen ve onu kendi yaşamıyla bütünleştiren bir varlık hâline gelir.

Keating’in pedagojik yaklaşımı, sürahi-bardak modeline dayalı geleneksel öğretmen-öğrenci ilişkisini sorgular. Bu modelde öğretmen, bilgiyi doğrudan ve sorgulanamaz bir otoriteyle sunar; öğrenci, bu bilgiyi olduğu gibi kabul eden, eleştirel düşünceden uzak, edilgin bir pozisyona sıkışır. Oysa Keating, öğrencilerinin kendi düşüncelerini üretmeleri, kendi seslerini bulmaları ve bireysel anlamlar inşa etmeleri için onlara alan açar. Böylece, eğitim süreci yalnızca zihinsel değil, duygusal ve varoluşsal katmanlara da ulaşır. Bu çok katmanlı öğrenme biçimi, öğrencilerin yaşadıkları içsel çatışmaları, aile baskılarını ve toplumsal beklentileri de öğrenme sürecine dâhil eder. Bilgi, yalnızca dış dünyayı anlamlandırmaya değil, bireyin kendi iç dünyasını çözümlemeye de hizmet eder. Bu bağlamda *Dead Poets Society*, öğrenmenin salt akademik başarıyla değil, bireyin kendi yaşamına dair farkındalığıyla da ölçülebileceğini gösteren güçlü bir anlatıdır.

Carl Rogers’ın insancıl yaklaşımında, öğretmen yalnızca bilgiyi aktaran bir otorite değil, öğrencinin öğrenme sürecine anlam ve yön kazandıran bir kolaylaştırıcı olarak

konumlanır. Bu kolaylaştırıcı rolün en temel koşulu ise öğretmenin sahici (otantik) bir duruş sergilemesidir. Rogers’a göre sahicilik, öğretmenin kendisiyle tutarlı, içten ve maskesiz bir iletişim kurabilme kapasitesidir. Bu nitelik, öğretmenin yalnızca bilişsel düzeyde değil, duygusal ve varoluşsal düzeyde de öğrencileriyle temas kurmasını sağlar. Danışan merkezli terapiden ilhamla şekillenen bu yaklaşım, eğitim ortamlarında öğretmen ve öğrenci arasında yüzeysel olmayan, karşılıklı olarak açık ve derin bir ilişki kurmayı mümkün kılar. Sahici bir öğretmen, sınıf ortamında rol yapmaktan kaçınır; coşku, öfke, ilgi vb. gibi kendi insanî duygularını bastırmak ya da inkâr etmek yerine bu duyguları fark eder, deneyimler ve öğrencilerine zorlayıcı ya da yönlendirici olmadan ifade edebilir. Bu sayede öğretmen, hem kendisiyle hem de öğrencileriyle dürüst ve doğrudan bir ilişki kurar. Böyle bir ilişkinin temeli şeffaflıktır ve ilişki çift yönlüdür: Öğretmenin açıklığı öğrenciye yansırken, öğrencinin duygusal durumu da öğretmen tarafından içtenlikle karşılanır. Araştırmalar, bu tür sahicilik ve sıcak öğretmen-öğrenci ilişkilerinin öğrencilerde aidiyet duygusunu güçlendirdiğini, sosyal ilişkiler kurma becerilerini artırdığını ve öğrenmeye karşı olumlu bir tutum geliştirdiğini göstermektedir. Kısacası, eğitim ortamlarında gerçek bir öğrenme; ancak, öğretmenin “içten bir insan ilişkisi”ne cesaret ettiği ve kendini olduğu gibi ortaya koyduğu koşullarda mümkün hâle gelebilir denilmektedir. “Sahicilik”, sadece pedagojik bir beceri değil, aynı zamanda öğretmenin bütünlüğünü koruyarak öğrenen bireylerle insanî düzlemde buluşma cesaretidir (Dinçer, 2019, s. 2347-8).

Rogers’ın vurguladığı gibi, anlamlı öğrenme deneyimi, yalnızca bilmekle sınırlı değildir; o aynı zamanda bireyin “bilinçli bir özne” olarak kendini inşa sürecini de içerir. Keating’in öğrencilerine verdiği en temel mesajlardan biri, “Carpe Diem” yani “Günü Yaşa” ilkesidir. Bu çağrı, yalnızca ânın keyfini çıkarmaktan ibaret değildir; varoluşsal bir uyanış, bireyin kendi potansiyelini tanıma ve ona göre yaşama cesaretini içinde barındırır. “*Vakit varken tomurcukları topla*” (ya da orijinal İngilizcesiyle “*Gather ye rosebuds while ye may*”) dizesi, 17. yüzyıl İngiliz şairi Robert Herrick’in “*To the Virgins, to Make Much of Time*” adlı şiirinin ilk dizesidir. Bu şiir, *carpe diem* yani *ânı yaşa* felsefesinin en bilinen edebî örneklerinden biridir. İlk dördlük şu şekildedir: “*Gather ye rosebuds while ye may, / Old Time is still a-flying; / And this same flower that smiles today / Tomorrow will be dying.*” Türkçeye genellikle şöyle çevrilir: “*Vakit varken tomurcukları topla, / Zaman hızla akıp gidiyor; / Bugün gülümseyen çiçek, / Yarın solmuş olabilir.*” Şiirin özünde, gençliğin ve zamanın geçiciliğine vurgu yaparak, hayatı ertelemeden dolu dolu yaşama çağrısı vardır—bu tam da *carpe diem*’in özüdür. Bu ilke aracılığıyla öğrenciler, bilgiye yalnızca entelektüel bir edinim olarak değil,

kişisel bir anlam ve sorumlulukla yaklaşmayı öğrenirler. Eğitim böylelikle bir “oluş” alanına dönüşür; birey sadece öğrenmez, aynı zamanda dönüşür. Öğrenci, kendisiyle, dünyayla ve geleceğiyle kurduğu ilişkiyi yeniden tanımlar. Keating’in sınıfı, Rogers’ın bahsettiği gibi, “bireyin öğrenmeyi öğrenme” sürecine tanıklık eder. Bu sürecin içinde hata yapmak, duygusal olarak zorlanmak ve kendi iç sesini bulmak kadar, başkalarıyla bağ kurmak ve anlam üretmek de yer alır.

Dead Poets Society filmi, Carl Rogers’ın insancıl eğitim anlayışını sinemasal bir düzlemde hayata geçirebilme imkânı ve kült sahneleriyle hatırlanan önemli örneklem filmlerden biridir. Filmdeki pedagojik yaklaşım, bilgi aktarımından çok bireyin içsel gelişimini esas alan bir eğitim anlayışını görünür kılmaktadır. Öğretmen-öğrenci ilişkisi, hiyerarşik bir yapıdan çok, karşılıklı güven ve anlayış temelinde gelişir. Öğrenme, artık öğretmenin bilgiyle doldurduğu bir kap değil, öğrencinin kendi deneyimleriyle şekillendirdiği bir yolculuk olarak yeniden tanımlanır. Bu bağlamda, Rogers’ın kuramı ile Keating’in pratiği arasında anlam örüntüleri kuran bu köprü, yalnızca pedagojik bir benzerlik değil; aynı zamanda öğrenmenin insan varoluşuyla nasıl derin bir bağ kurabileceğine dair güçlü bir metafor olarak sinematografik ilişkiler kurabilmemize olanak tanımaktadır.

Stigma, Performans ve Görünürlüğün Sinemasal Tezahürleri:

Goffman’ın Toplumsal Teorilerinden Sinema Anlatısına Biyografik İzleme ve Kimlik Yönetimi

Erving Goffman’ın toplumsal yaşamda kimliğin yönetimi, sırların denetimi ve görünürlüğün dramaturjisi üzerine geliştirdiği kavramsal çerçeve, yalnızca suç, gerilim ya da toplumsal ayrımcılığı konu edinen sinema metinleriyle sınırlı değildir; aynı zamanda eğitim mekânları gibi normatif yapıların üretildiği alanlarda da bu çerçevenin nasıl işlediğini gözlemlemek mümkündür. *Dead Poets Society* (1989) filmi bu bağlamda, damgalanma korkusunun, sırların baskılayıcı etkisinin ve bireysel performansların pedagojik ortamda nasıl biçimlendiğinin bir örneğini sunabilmektir. Filmdeki karakterler, özellikle Neil Perry ve Todd Anderson, baskıcı okul kültüründe “görünürlük”le “benlik sunumu” arasındaki kırılgan dengeyi sürdürmeye çalışırken, hem kendilerini hem de geçmişlerini saklamaya çalışırlar. Buradaki pedagojik ilişki, yalnızca bilgi aktarımına değil, aynı zamanda kimlik üretiminin izlenmesine ve sınıflandırılmasına da dayanır. Bu yönüyle film, E. Goffman’ın toplumsal etkileşim kuramını yalnızca dramatik ilişkilerde değil, eğitim gibi kurumsal alanlarda da yeniden üretir; öğrenciler

yalnızca ders dinleyen değil, her ân performansları değerlendirilen, davranışları kaydedilen ve biyografik olarak şekillendirilen özneler hâline gelir. Böylece, sırların paylaşımı ve saklanması arasındaki gerilim, sinemasal anlatının duygusal motoruna dönüşürken, Goffman’ın teorileriyle filmin yapısı arasında varsıllayabileceğimiz bir kuramsal süreklilik kurulmuş olur.

Sinemayı -ekseriyetle böyle görülmekle birlikte- yalnızca estetik bir ifade biçimi ya da teknik bir sanat formu olarak ele almak yerine; toplumsal düzenlemelerin, görünürlük siyasetlerinin ve normatif beklentilerin izini sürebileceğimiz bir toplumsal uzam olarak görmek mümkündür. Erving Goffman’ın hem *Damga* hem de *Günlük Yaşamda Benliğin Sunumu* adlı çalışmalarında önerdiği kuramsal çerçeve, bu tür bir analiz için elverişli kavramsal araçlar kümesi oluşturmamızı sağlar. Goffman, bireyin toplumsal yaşamda “sunum” üretme ve bu sunumlar aracılığıyla normlara uyum sağlama çabasını, yalnızca sahne metaforlarıyla açıklamakla kalmaz; aynı zamanda bu sunumların altında yatan “bilgi denetimi”, “karanlık sırlar” ve “stratejik gizlilik” gibi yapıları da ortaya koyabilmeyi tartışmaya açmaktadır. Bu yapılar, sinemanın anlatısal ve görsel kodlarıyla doğrudan ilişkilidir diyebiliriz.

Toplumsal yaşamda damgalanma riski taşıyan bireyin yaşadığı açığa vurma/gizleme gerilimi, sinemanın hem karakter derinliği kurma biçiminde hem de *janr* yapılanmasında belirleyici rol oynar. Goffman’a göre, toplumsal etkileşimlerin çoğu, tarafların birbirleri hakkında sınırlı bilgiye sahip olduğu, bu bilginin stratejik olarak kontrol edildiği sahneler şeklinde gerçekleşir. “Bir performans tarafından dramatize edilen gerçekliğin kırılğanlığını ve bu gerçekliğin tutarlı bir şekilde ifade edilmesi talebini” vurgulayan Goffman, her bireyin toplum önünde “karanlık” ya da “stratejik” sırları saklamaya dönük bir çaba içinde olduğunu ileri sürer. Sinema, bu çabayı dramatize eden alametifarikasıyla yoğunluklu kültürel araçlardan biridir: Gizlenmiş geçmişler, bastırılmış arzular, açığa çıkma riski taşıyan sırlar ve biyografik izler, ilkin ve vurucu kodlarıyla filmin dramatik yapısının temelini oluşturur. Bu noktada Goffman’ın “biyografi” kavramına yaklaşımı da dikkate değerdir. Goffman, bireyin toplumsal sistem içinde sürekli olarak bir “biyografik sabitleme”ye tabi tutulduğunu, yani ister aile arşivinde ister resmi kayıtlarda olsun, her bireyin “kayıt altına alınabilecek bir varlık” olarak işlev gördüğünü belirtir. Sinema da karakterlerine bu biyografik sabitlemeyi uygular: Karakter geçmişleri dosyalanır, geçmiş hataları açığa çıkar, aidiyetler ve suçlar sabitlenir. Özellikle suç, adalet ya da mahremiyet temalı filmler, karakterlerin kimliğini yalnızca eylemleriyle değil, geçmişlerine ilişkin belgelerle katmanlı bir inşaya soyunabilmektedir. Bu belgeler, karakterin kimliğini hem sabitler, hem de damgalar; geçmişten gelen bir suç kaydı ya da bir arşiv belgesi,

karakterin geleceğini belirleyici hâle getirebilecek potansiyelde olup örgüde “ayırt edici bir yara izi” misali mimlenmeye dönük madalyonun diğer yüzüyle işlevseldir. Bu biyografik sabitleme hâli, Goffman’ın “karanlık sır” kategorisiyle kesişmektedir. Karanlık sır, bir toplumsal performansın altını oymaya müsait, açığa çıkması durumunda bireyin tüm benlik imgesini lekeleyecek türde(n) bir bilgidir (Goffman, 2019, s. 100-1). Sinemada, bu tür sırların hem karakter dramının, hem de anlatının yapısal motoru olduğunu görmek mümkündür. Örneğin, klâsik Hollywood suç sineması ya da film noir türünde, kahramanın sakladığı bir suç ya da geçmişteki bir yanlış tercih, anlatının kırılma ânını oluşturur. Sır, performansın tutarlılığını tehdit eder; seyircinin eline geçerse karakterin çöküşü kaçınılmazdır. Bu noktada Goffman’ın “seyirci bilgiye ulaşmamalıdır” vurgusu, sinemasal anlatının gerilim stratejileriyle doğrudan örtüşür. Goffman’ın “stratejik sırlar” kavramı, sinemada yalnızca bireyleri değil, toplumsal yapıları ve kurumları da analiz etme imkânı verebilmektedir. Özellikle politik gerilim filmleri, casusluk anlatıları ya da askeri strateji merkezli filmlerde, anlatının ilerleyişi “bilgi denetimi” ile mümkün olabilmektedir. Kurumlar ya da karakterler, eylemlerini planlarken bu bilgileri seyirciden saklamak zorundadır. Bu anlatı biçimi, seyircinin bilgiye ulaşma sürecini filmle birlikte deneyimlemesini sağlar. Stratejik sırlar, hem anlatının yapısal gerginliğini oluşturur, hem de seyircinin ahlaki pozisyonunu belirler: “Kimin neyi bilmesi gerektiği?” var olan anlatının temel etik sorusudur. Bu noktada “dâhili sırlar” kavramı, Goffman’ın en az çalışılmış ama sinema açısından son derece zengin potansiyel taşıyan alanlarından biridir. Goffman’a göre dahili sırlar, bir grubun üyelerinin birbirleriyle paylaştığı ve dışarıdakilerden gizlediği bilgilerdir. Sinemada bu, özellikle kapalı cemaat yapılarında geçen filmlerde (örneğin tarikatlar, mafya örgütleri, aile yapıları vs.) karşımıza çıkar. Bu yapılar, hem gizli bilgiye sahip olmayı bir aidiyet göstergesi olarak sunar hem de dışarıdakileri bilgi yoksunluğu üzerinden dışlar. Bu tür anlatılar, seyircinin hem içerideki gruba dâhil olma arzusunu, hem de dışlanmışlık hissini aynı anda deneyimlemesine neden olmaktadır (Goffman, 2018, s. 137-8).

Bütün bu yapılar sinemasal anlatının yalnızca bireysel dramları değil, toplumsal normları da yeniden üretmesinde belirleyici rol oynar. Goffman’ın *Damga*’da belirttiği gibi, toplumsal normlar bireylerin damgalanmasına yol açtığı kadar, o bireylerin “saklama stratejileri” geliştirmesine de neden olur. Sinemada, bu saklama stratejileri hem biçimsel (ışık, kadraj, sessizlik) hem de anlatısal düzlemde (geri dönüşler, karakterin çelişkileri, yüzeydeki huzurun ardındaki krizler) görünür olmaktadır. Goffman’ın damgalanmış bireyle “normal” birey arasındaki temasın her zaman önceden belirlenmiş rollere dayandığını belirtmesi, sinemanın karakter inşasında sıkça başvurduğu önyargı temelli *stereotiplere* açıklık kazandırır.

Motorcular, Doğulular, seks işçileri vb. gibi figürlerin sinemadaki temsilinde, Goffman'ın “profil oluşturma” dediği süreç açık açık işlerlik kazanmaktadır (Goffman, 2019, s. 88-9).

Bu bağlamlar adına bir son ifade olarak, sinemanın bu *performatif* yapılanması, yalnızca karakterlere değil, sinemanın kendisine de uygulanabilir. Filmin kendisi de bir performanstır: Bir şeyi gizler, bir şeyi açığa çıkarır, bazı bilgileri seyirciye verirken bazılarını bastırır. Goffman'ın “bilgi denetimi” kavramı, sinemanın biçimsel stratejileriyle doğrudan örtüşür: Kamera hareketleri, kesmeler, sessizlikler, bakış açıları hep bilgi denetimiyle ilgilidir. Sinema, hangi bilgiyi ne zaman vereceğine karar vererek, seyirciyi etik, politik ve duygusal açılardan yönlendirir. Kimi Amerikan yapımı klâsik filmlerde kasaba hayatı, şerif ve adaletsizlikle özdeşleşen figürler aracılığıyla bu toplumsal görünürlüğü normatif biçimde yeniden üretir. Görünür olanın “normallığı”, görünmeyen karanlıkta kalanla tanımlanır (Pembecioğlu, 2016, s. 107-8). Bu bağlamda sinema, Goffman'ın kuramsal çerçevesini sadece temsil etmekle kalmaz; aynı zamanda onun önermelerini sınar, dramatize eder ve yeniden üretir. Görünürlük, sır, performans ve biyografi kavramları; hem bireysel kimliğin hem de toplumsal düzenin sinemasal yahut diğer bir ifadeyle sinematografik yeniden inşasında merkezî rol oynayabilir. Sinemanın senaryo anatomisinde izlediği her karakter, aslında bir sicil defterinin sayfalarında gezinmekte; her anlatı, hangi bilginin görünür kılınacağına dair etik bir kararla şekillenmektedir.

Tematik Okuma: Duygusal İklim ve Pozitif Sınıf Kültürü

“Empati” ve “kabul”, Carl R. Rogers'ın insancıl yaklaşımının temel bileşenlerinden ikisi olarak yalnızca psikoterapi bağlamında değil, eğitim ortamlarında da öğretmen-öğrenci ilişkisinin yapısını kuran vazgeçilmez etik ve duygusal eksenlerdir. Rogers'a göre empati, ötekinin algı dünyasına kendi önyargılarından ve değer yargılarından arınmış biçimde girebilme becerisidir; bu ise yalnızca zihinsel bir kavrayıştan ibaret değil, ân be ân değişen duygu durumlarına duyarlılıkla eşlik eden bir varoluşsal yöneliştir. Öğrencinin içsel dünyasını, deneyimlerini, korkularını ya da hassasiyetlerini anlamaya dönük bu sürekli dikkat hâli, eğitim ortamında güvenli bir alan yaratmakla sonuçlanır. Çünkü empati, öğretmenin yalnızca bilgi aktaran değil, duygusal bağ kurabilen, anlamaya çalışan ve öğrencisinin yaşantısını önemseyen bir rehber olmasını sağlar.

Bu noktada empati, koşulsuz kabul ile birlikte düşünüldüğünde daha güçlü bir anlam kazanmaktadır. Rogers'ın tanımıyla “koşulsuz olumlu saygı”, yani öğrenciyi olduğu hâliyle

kabul etmek, onun herhangi bir davranışına veya performansına bağlı olmaksızın değerli bir birey olarak görülmesini içerir. Bu tutum, bireyi olduğu gibi görmeye ve bu hâliyle ilişki kurmaya dayanırken; dolayısıyla öğretmenin öğrencisine “*sen şöyle davranırsan seni önemserim,*” değil, “*ben seni, sen olduğun için önemsiyorum,*” mesajı vermesi, öğrencinin özsaygı geliştirmesi ve öğrenme sürecine içsel motivasyonla katılması açısından belirleyici olmaktadır. Bu bağlamda, öğretmenin kabul edici yaklaşımı, öğrencinin kendi kimliğini tehdit altında hissetmeden kendini ifade edebilmesini mümkün kılabilmesinin önünü açmaktadır. Öğrencinin kendini ifade edebilmesi ise ancak güven ortamında mümkündür. Rogers’a göre güven, bireyin , hem danışma sürecinde hem de yaşam içinde sorumluluk alma kapasitesini geliştiren, kişisel büyümeyi destekleyen bir iklim yaratır. Eğitim ortamına uyarladığımızda, bu güven duygusu, öğretmenin öğrencisinin öğrenme potansiyeline ve gelişme kapasitesine duyduğu inancı ifade etmektedir (Rogers, 2012a & 2012b). Öğrencinin kendi yolunu bulmasına rehberlik eden öğretmen, aslında onun “kendisini gerçekleştirme” sürecine bilhassa eşlik etmiş olmaktadır. Bu anlamda, öğretmenin güven duyan tutumu, sadece pedagojik değil, şüphesiz varoluşsal bir değeri de taşımaktadır: Öğrenci yalnızca öğrenen bir varlık değil, aynı zamanda kendi kararlarını alma ve kendi olma hakkına sahip bir birey olarak görülmektedir. Tüm bu bağlamlar, Rogers’ın “takdir” anlayışıyla bütünleşir. Öğretmenin öğrencisini yalnızca başarıları ya da sosyal rollerinden ötürü değil, insan olarak değerli bulması, onun bütüncül yapısını takdir etmesi, ilişkide onarıcı bir işlev üstlenir. Takdir görmek, öğrencinin kendini anlamlı ve yeterli hissetmesini sağlar. Bu takdirin temelinde ise öğrencinin yalnızca bir “öğrenci” değil, kendi başına anlam taşıyan bir birey olarak kabul edilmesi yatar. Dolayısıyla insancıl bir eğitim ortamında takdir, sadece övgüyle sınırlı bir davranış değil, öğrencinin varoluşsal değerini tanıma biçimi olarak kavranmalıdır (Dinçer, 2019, s. 2349-53).

Özetle, Rogers’ın eğitim anlayışında empati, koşulsuz kabul, güven ve takdir birbiriyle bütünleşmiş, karşılıklı etkileşim içinde anlam kazanan öğretmen tutumlarıdır. Bu tutumlar, öğretme sürecini yalnızca bilişsel bir aktarım değil, duygusal güvenlik ve kişisel gelişimi destekleyen bir ilişkisellik olarak yeniden tanımlar. Öğretmen, öğrencisinin iç dünyasını tanıyan, onu yargılamadan kabul eden, potansiyeline güvenen ve bir birey olarak takdir eden bir rehber dönüşüğünde; öğrenme ortamı yalnızca etkili değil, aynı zamanda dönüştürücü hâle gelmektedirin altı çizilmektedir. Sinematografik açıdan baktığınızda, Keating’in sınıf ortamıysa öğrencinin birey olarak değer gördüğü, eleştirel düşünmenin teşvik edildiği bir yapıya sahiptir. Öğrenciler, sınıfı, yalnızca bilgi edinme alanı değil; kendilerini ifade

edebilecekleri bir güvenli alan olarak deneyimlerler. Rogers'ın "empatik anlayış" ve "koşulsuz kabul" ilkeleri, Keating'in pedagojik tavrında da bariz bir biçimde belirgindir.

Sinemasal Bedenler, Pedagojik Alanlar: Dead Poets Society'de Örnek Sahne Analizleri

Sıraların Üzerine Çıkma: Bakış Açısını Dönüştürmek

Filmde Mr. Keating'in öğrencilerinden sıraların üzerine çıkmalarını istediği sahne, öğrenmeye dair yalnızca bilişsel değil, aynı zamanda bedensel bir müdahale önerir. Bu sahne, öğretmen figürünün klâsik sınıf düzenini yerinden etmesiyle başlar; öğrenme sadece zihinsel bir edinim değil, aynı zamanda fiziksel bir jesttir. Öğrencilerin sıraya çıkmalarıyla birlikte, kameranın da göz hizasını değiştirmesi, sinematografinin pedagojik fikre eşlik ettiği nadir anlatı ânlarından biridir. Burada yükselmek, yalnızca fiziksel bir eylem değil, düşünsel sınırların dışına taşmaktır. Keating'in bu çağrısı, Carl Rogers'ın "kişisel anlam yaratma" ilkesinin sahnede karşılık bulduğu bir jesttir; çünkü bu ândan itibaren öğrenciler, bilgiyi dışsal bir otoriteden almak yerine, kendi perspektiflerini yeniden kurarak keşfetmeye başlamaktadır. Bu sahne, aynı zamanda "mekânın pedagojisi"ni sorunsallaştırır: masa başında oturan öğrenci pasiftir; ayağa kalkan ve yükseğe çıkan öğrenci ise potansiyel olarak aktif ve dahi özgürdür.

Tiyatro Aynasında Benlik: Neil'in Sahneyle Teması

Neil'in tiyatro sahnesi öncesinde aynaya baktığı ve yüzleşme yaşadığı sahne, Jungyen anlamda "persona" ile "öz benlik" arasındaki çatışmayı sinematografik olarak işleyebilme özelliği sergilemektedir. Sahne ışıkları altında prova yapan Neil'in yüzü, bir yandan arzularının parıltısını taşıırken, diğer yandan babasının otoriter gölgesiyle kararmaktadır. Ayna burada sadece bir yansıtıcı yüzey değil, benliğin bölünmüşlüğüne dramatize eden bir metafor hâline gelmektedir. Algı, yalnızca dış dünyadan gelen uyarıcıların zihinsel bir yansıması değil; bedensel hareketler, beklentiler ve belleğin etkin rol oynadığı dinamik bir süreçtir. Birey çevresini pasif bir gözlemci olarak değil, geçmiş deneyimlerine göre yapılandığı beklenti şemaları aracılığıyla aktif biçimde kurar. Bu süreçte zaman ve mekân yalnızca bir arka plan değil, algının biçimlenmesinde belirleyici rol oynayan özniteliklerdir. Algı, bedenden ve hareketten ayrı düşünülemez; gözün ya da dokunmanın sadece tekil birer duyu organı değil, bedenin çevreyle kurduğu ilişkiler bütünü içinde işlev kazandıkları anlaşılır. Duyular arası sınırlar geçirgendir ve çoğu zaman birbirine içkin çalışır; dokunma gibi çoğu zaman arka planda kalan duyular, algının bütünsel doğasına dair önemli ipuçları sunar. Bu bütünlük içinde algı,

geçmişin izlerini taşıyan ve geleceğe dair beklentilerle örülmüş, devinim hâlindeki bir bilinç örgüsüne dönüşür (Giddens, 1999, s. 91). Neil’in içsel çatışması —özgürlük arzusu ile ailevi itaat arasında sıkışmışlık— bu kısa ve sessiz ânlarda görünür olur. Keating’in öğretmen olarak verdiği destek, Neil’in kendi “sahnesine” çıkmasına olanak sağlar; ancak bu keşif, toplumsal ve ailevi düzenin sınırlarına çarpınca trajik biçimde kesintiye uğramaktadır. Bu sahne, öğrenmenin yalnızca bilişsel değil, derin bir varoluşsal süreç olduğunu; eğitimin ise çoğu zaman bireyin özbenliği ile toplumsal roller arasında bir çatışma alanına dönüştüğünü ortaya koymaktadır.

Avluda Yürüme: Bedenin ve Fikrî Özgürlüğün Senfonisi

İnsan, yeryüzündeki varlığını çoğu zaman yürüyerek idrak eder. Yürüme, sadece mekânsal bir yer değiştirme eylemi değil, aynı zamanda içsel bir yön bulma çabasıdır. Kimi zaman, tıpkı Odysseus’un dolambaçlı serüveninde olduğu gibi, hemen yakınımızdaki anlamlara ulaşmak için dünyanın çevresini dolaşmamız gerekir. Bu arayış, yalnızca fiziksel bir yönelim değil, aynı zamanda bireyin kendine dönme çabasıdır. Yol, bir hedefe ulaşmaktan çok, dönüşümün ve varoluşsal farkındalığın alanıdır. Zorunluluğun tarihsel gölgesinden sıyrılarak bir ayrıcalık hâline gelen yürüyüş, günümüzde anlam arayışının estetik bir biçimi olarak yeniden doğmuştur. Yürümek; zamanla, çevreyle ve kendilikle kurulmuş bir ilişki biçimidir (Le Breton, 2023, s. 9-11). Bu anlamda Dead Poets Society filmindeki avluda yürüme sahnesi, bu içsel manyetizmanın ve kişisel yön bulma ediminin küçük ama güçlü bir tezahürüdür. Öğrenciler, avluda yürürken yalnızca fiziksel bir alanda adım atmazlar; aynı zamanda düşünme biçimlerini, ritimlerini ve aidiyetlerini sorgularlar. Kimisi kararsızdır, kimisi kendi yolunu hemen bulur, kimisi kalabalığa uymayı tercih etmektedir. Bu kısa ama yoğun sahne, bireyin toplumsal düzen içinde kendi yönünü tayin etme mücadelesini simgeler. Yürüyüş, burada bir pas geçme değil, bir durup düşünme biçimidir. Öğretmen figürü bu yürüyüşü, öğrencilerin kendi düşünsel adımlarını keşfetmeleri için başlatır; çünkü bazen değişim, sadece bir adımda gizlidir. Yürümek, yalnızca ayakların değil, fikrin, kimliğin ve arzunun da hareketidir. O nedenle bu sahne, bireyin hayat yürüyüşündeki yönelimi üzerine düşünmeye çağırır bizi: Sessiz, ritmik ve sorumluluk taşıyan bir çağrı.

Mr. Keating’in öğrencilerini avluya çıkarıp “kendi yollarında yürümelerini” istediği sahne, filmdeki en yoğun beden-mekân-zihin etkileşimlerinden biridir. İlk başta ritmik ve uyumlu adımlarla başlayan yürüyüş, konformizmin ve grup baskısının beden üzerindeki etkisini ortaya koyar. Ancak Keating’in müdahalesiyle, her öğrenci farklı bir rotaya yönelir. Bu sahne,

bireyselliğin sadece zihinsel değil, bedensel olarak da ifade bulduğu bir koreografiye dönüşür. David Le Breton'un yürümeye dair açtığı poetik düşünce hattı burada sinemasal olarak işler: Yürümek, sadece yer değiştirmek değil, bir düşünce biçimi, bir varoluş jestidir. Öğrenciler avluda yürürken, kendi ritimlerini bulmaya çalışırlar; bazıları kararsız, bazıları isyankâr, bazıları ise kendi içine dönük. Kamera, öğrencileri yukarıdan ve farklı açılardan takip ederken, bu yürüyüşün sadece fiziksel değil, düşünsel ve varoluşsal bir yolculuk olduğuna tanıklık ederiz. Filmde yürümek, yazmak, düşünmek ve öğrenmek birbirine karışır. Bu sahne aynı zamanda sessizlikle konuşur: kelimelerin yerini adımlar alırken; didaktik öğreti yerine, bedensel deneyim geçmektedir. Keating'in eğitimi, burada literal değil, ritmik ve jestlerle doludur. Yürümek, bir isyan biçimi olduğu kadar, yeni bir pedagojik yönelimin de işaretidir.

Kitapları Yırtmak: Bilgiye Dair Radikal Bir Jest

Keating'in öğrencilerine eski şiir kitabındaki giriş kısmını yırtmalarını istediği sahne, yalnızca bir kural ihlali değil, bilgiye dair kurumsal kabullerin eleştirisidir. Kitabın fiziksel olarak parçalanması, metin merkezli eğitim modelinin simgesel olarak yıkılması anlamına gelir. Öğrencilerin tereddütle başlayıp sonra bu eylemi benimsemeleri, özgürlük düşüncesinin ancak pratik bir jestle edinilebileceğini gösterir. Bilgi bir otoriteden alınmaz; birlikte yaratılır, yeniden düşünülür ve gerekirse yıkılarak yeniden inşa edilir. Öğrencilerin kitabı yırtmaları, onları pasif alıcıdan etkin-fail konumuna geçirmektedir. Bu sahne aynı zamanda metnin yerine, deneyimin geçişini ilan etmektedir.

Bedensel pedagoji ve varoluşsal öğrenmenin iyi oluş ikliminde *Dead Poets Society*, eğitimi yalnızca bilgi aktarımı değil, bedensel, ritmik ve varoluşsal bir süreç olarak yeniden düşünmemizi sağlayan katmanlı ve nitelikli bir anlatı olanağı sunmaktadır. Filmdeki sahne yapıları, bireylerin öğrenme sürecinde yalnızca zihinleriyle değil, bedenleriyle, ritimleriyle, mekâna dair ilişkileriyle nasıl dönüştüklerini gösterir. Yürümek, yükselmek, susmak, aynaya bakmak ya da kitap yırtmak vb. tüm bu jestler pedagojik alanın sınırlarını genişletir. Bu bağlamda film, klâsik öğretmen-öğrenci ilişkisinin ötesine geçerek, "öğrenmenin ontolojisi"ne dair bir tartışma kümesini de açılımlamaktadır. Öğrencinin özneleşme süreci, Keating'in rehberliğiyle şekillenirken; bu süreç, hem bireysel bir farkındalık, hem de toplumsal yapılarla çatışmayı içermektedir. *Dead Poets Society*, sinema aracılığıyla öğrenmeyi düşünmenin, sessizliği anlamının ve yürüyerek kendi yolunu bulmanın pedagojik bir estetiğini kurabilmenin imkânını tartışmaya açmaktadır.

Sonuç

İyi Oluş Temelli Eğitime Sinemasal Bir Katkı: Eğitimin Estetik ve Varoluşsal Boyutları Üzerine

Dead Poets Society, eğitimin yalnızca bilgi aktarımına indirgenemeyecek denli çok katmanlı, duygusal, düşünsel ve bedensel bir süreç olduğunu hatırlatan sinemasal bir anlatıdır. Film, salt bir okul hikâyesinden öte, öğrenmenin doğasına dair felsefi bir soruşturmayı yansıtmaktadır. Bu bağlamda, öğrenci merkezli eğitimin, bireysel ifade alanlarının ve öznel anlam üretiminin önemini yeniden tartışmaya açmaktadır. Filmin merkezinde yer alan öğretmen figürü, alışılmış otoriter bilgi vericiliğin ötesine geçerek, öğrencilerin düşünsel bağımsızlıklarını ve varoluşsal öz-farkındalıklarını geliştirmeye yönelik pedagojik bir yönelim sergiler. Bu yönelim, öğrenmenin yalnızca zihinsel bir edim değil, aynı zamanda bedensel, estetik ve ilişkisel bir oluş süreci olduğunu açıkça ortaya koymaktadır.

Eğitim, insanın kendiyle, çevresiyle ve dünyayla kurduğu ilişkinin en yoğun hâliyle deneyimlendiği alanlardan birisi iken; bu ilişkinin niteliği, bireyin gelişimini doğrudan etkiler. Sınıf, yalnızca bilginin dolaşıma girdiği değil; aynı zamanda duyguların, düşüncelerin, değerlerin ve arzuların da paylaşıldığı bir ortamdır. Bu nedenle öğrenme ortamlarının, öğrencinin kendilik deneyimini güçlendirecek, onu edilgen bir alıcı değil etkin bir özne hâline getirecek biçimde tasarlanması elzemdir. Filmdeki anlatı, bu tasarımın sinematografik bir örneği olarak okunabilir. Öğrenciler, öğretmenlerinin yönlendirmesiyle dünyaya ve kendilerine dair yeni bakış açıları geliştirme şansı bulurlar. Görme biçimlerinin değişmesi, onların varoluşsal olarak da dönüşüm geçirmesine neden olur. Bu dönüşüm, çoğu zaman fiziksel jestler ve mekân kullanımıyla da temsil edilmektedir. Sıraların üzerine çıkmak, avluda yürümek ya da sahneye adım atmak vb. gibi eylemler, eğitimin bedene ve harekete içkin doğasının görünürlüğünü destekler niteliktedir. Bununla birlikte, film yalnızca ilham verici bir öğrenme ortamı sunmakla kalmaz; aynı zamanda bu ortamın kırılkanlıklarını ve dışsal baskılarla nasıl tehdit altına girebileceğini de sergiler. Sistemsel otoriteler, bireyin kendi sesini bulma çabasına karşı direnç üretir. Öğrencilerin gelişim süreçleri yalnızca sınıfla sınırlı değildir; ailevi beklentiler, toplumsal normlar ve başarıya dair hegemonik tanımlar da bu sürece doğrudan etki eder bir biçimde görünür kılınmıştır. Öğrenme, bu anlamda, yalnızca okulda değil, hayatın bütününde süren bir müzakere alanıdır. Filmde bir öğrencinin trajik sonu, eğitim sistemlerinin bireyin içsel ihtiyaçlarını görmezden geldiğinde dair nasıl yıkıcı sonuçlara yol açabileceğini

çarpıcı biçimde gözler önüne sermektedir. Bu durum, eğitim ortamlarının yalnızca akademik değil, aynı zamanda duygusal birer ekosistem olduğunu kökten bir şekilde hatırlatmaktadır.

İyi oluş, yalnızca bireysel bir duygu hâli değil; ilişkisel olarak inşa edilen, çevresel koşullardan doğrudan etkilenen bir süreçtir. Eğitimin öznesi olan öğrencinin iyi oluşunu desteklemek, sadece onu mutlu ve huzurlu kılmak anlamına gelmez; aynı zamanda onun anlamlı ilişkiler kurabilmesini, kendine ait düşünceler geliştirebilmesini ve içsel bir yönelim kazanmasını mümkün kılmaktır. Bu ise öğretmenin rolünü baştan sona dönüştürür. Öğretmen, artık yalnızca bilgi aktaran bir figür değil, bir eşlikçi, kılavuz ve tanıklık eden kişidir. Bu bağlamda, öğretmenin sınıftaki varlığı bir iktidar biçimi olmaktan çok, karşılıklı bir öğrenme ve keşif alanı yaratma biçimine dönüşür. Film, öğrenmeyi bir “eylem” olarak kurgular. Düşünmek, yürümek, yazmak, seslenmek, sahneye çıkmak vs. hepsi de öğrenmenin farklı yüzlerini temsil eden jestlerdir. Öğrenme burada yalnızca kavramları ezberlemek ya da sınavlara hazırlanmak değil; yaşamak, deneyimlemek, yüzleşmek ve dönüşmektir. Bu sinemasal anlatım, eğitimin estetik bir etkinlik olarak da ele alınabileceğini imâ eder. Eğitim, insanın kendi potansiyelini keşfetme ve bu potansiyeli eyleme dökme sürecidir. Bu süreç, yalnızca içerikle değil, biçim, mekân, beden, ritim ve ilişkisellekle kurulur. Sınıfın sınırlarını aşan öğrenme deneyimleri, bireyin düşünsel ve duygusal haritasında derin izler bırakır. *Dead Poets Society*, bu anlamda, eğitimin şiirsel bir imkânını temsil etmektedir. Film, öğretmenin öğrencileriyle birlikte kurduğu ortak dünyayı, dilin, sessizliğin, bakışın ve eylemin çok katmanlı diliyle inşa ederken, öğrenci burada edilgen bir tüketici değil, yaratıcı bir özne olarak konumlandırılmaktadır. Bu yaratım süreci, her öğrencinin kendine has yolculuğunu, benliğini inşa etme çabasını ve kendi sesini bulma arayışını içerir. Filmde vurgulanan “âkı yaşamak” çağrısı, yalnızca hedonistik bir haz arayışı değil; bireyin, içinde bulunduğu âna, mekâna ve ilişkilere bilinçli bir şekilde dâhil olma çağrısıdır. Bu çağrı, eğitimde anlam üretiminin merkezine yerleştirildiğinde, öğrenme hem bireysel hem de toplumsal bir farkındalığa dönüşmektedir.

Sinemanın eğitime katkısı, bu tür anlatılarla sınırlı değildir. Ancak *Dead Poets Society* gibi filmler, eğitim üzerine düşünmenin estetik bir yolu olabilir. Film, yalnızca bir kurmaca anlatı değil, aynı zamanda bir düşünme biçimi sunar. Bu düşünme biçimi, bizi eğitimin olası biçimleri üzerine yeniden düşünmeye, ezberlenmiş kalıpların ötesine geçmeye ve kendi pedagojik deneyimlerimizi sorgulamaya davet etmektedir. Dolayısıyla sinema, eğitim alanı için sadece bir araç değil; düşünsel bir ortak ve imgesel laboratuvar olarak işlev görebilir. Söz

konusu nihayetinde iyi oluş temelli eğitime yönelik çabalar, yalnızca politik ya da yapısal reformlarla değil; aynı zamanda kültürel, estetik ve varoluşsal bir dönüşümle mümkün olacaktır. Bu dönüşüm, eğitimi salt öğretme ve öğrenme pratiği olmaktan çıkarıp, birlikte düşünme, birlikte var olma ve birlikte dönüşme pratiğine dönüştürebilir. Bu bağlamda, sinema gibi sanat formları, eğitimin duygusal ve düşünsel boyutlarını görünür kılmakla kalmaz; aynı zamanda bu boyutlara dair yeni pedagojik ufuklar açar. Eğitim, yaşamın ta kendisidir —ve belki de onu yeniden düşünebilmek için önce onu yeniden görebilmek gerekir.

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Öğretmen Görüşlerine Göre Okul Liderliğinin Örgütsel Yaratıcılığa Etkisi

Elif Egem Yıldız

Milli Eğitim Müdürlüğü, Çorlu, Tekirdağ, TÜRKİYE,

e-mail: elifegem1994@gmail.com, Orcid No: 0009-0003-7363-8427

Ramazan Atasoy

Harran Üniversitesi, Eğitim Fakültesi, TÜRKİYE,

e-mail: atasoyramazan@harran.edu.tr, Orcid No: 0000-0002-9198-074X

Özet

Günümüzün rekabetçi ortamlarında yaratıcılık kritik bir öneme sahiptir ve bu bağlamda örgütsel düzeyde yaratıcılık kavramı giderek daha fazla önem kazanmaktadır. Okul liderlerinin, öğretmenlerin yaratıcılıklarını en iyi şekilde ortaya koyabilecekleri ortamları oluşturmaları ve onların gelişimlerini desteklemesi gerekmektedir. Bu araştırmanın genel amacı, okul liderliğinin örgütsel yaratıcılık üzerindeki etkisini öğretmen görüşlerine göre incelemektir. Nicel araştırma yönteminin kullanıldığı bu çalışmanın örneklemi, 2021-2022 eğitim-öğretim yılında Şanlıurfa ilinde görev yapan ortaokul öğretmenleri arasından kolay örnekleme yöntemiyle seçilen 78 öğretmenden oluşmaktadır. Araştırma verileri “Örgütsel Yaratıcılık Ölçeği” ve “Okul Liderliği Ölçeği” ile toplanmıştır. Veriler betimsel istatistikler ve basit doğrusal regresyon analizleriyle değerlendirilmiştir. Araştırma bulgularına göre, okul müdürlerinin örgütsel yaratıcılık üzerinde etkili olduğu sonucuna ulaşılmıştır. Öğretmenlerin okul liderliği algıları ile ilgili yapılan analizlerde; genel liderlik ve alt boyutları olan “Yön Verme”, “İnsan Geliştirme”, “Okulu Geliştirme” ve “Müfredatı Geliştirme” boyutlarında öğretmenlerin algılarının orta düzeyde olduğu belirlenmiştir. Ayrıca, okul liderliğinin örgütsel yaratıcılığı yordama gücünü belirlemeye yönelik yapılan basit doğrusal regresyon analizi sonucunda, okul liderliğinin örgütsel yaratıcılığın anlamlı bir yordayıcısı olduğu ortaya konmuştur. Okul liderliği, örgütsel yaratıcılığın %32’sini açıklamaktadır. Bu bulgular doğrultusunda, okul liderlerinin örgütsel yaratıcılığı teşvik edebilmek için liderlik becerilerini daha etkili bir şekilde geliştirmeleri gerektiği söylenebilir.

Anahtar Kelimeler: Okul liderliği, örgütsel yaratıcılık, öğretmen görüşleri, nicel araştırma, iyi oluş.

The Impact of School Leadership on Organizational Creativity According to Teacher Perspectives

Abstract

In today's competitive environment, creativity holds critical importance, and organizational-level creativity has become increasingly significant. School leaders are expected to create environments where teachers can fully express their creativity and support their professional development. The main purpose of this study is to examine the effect of school leadership on organizational creativity from the perspectives of teachers. This quantitative research study was conducted with a sample of 78 middle school teachers working in Şanlıurfa during the 2021–2022 academic year, selected through convenience sampling. The data were collected using the "Organizational Creativity Scale" and the "School Leadership Scale." The data were analyzed using descriptive statistics and simple linear regression analyses. According to the findings, school principals were found to have a significant effect on organizational creativity. Analyses of teachers' perceptions of school leadership indicated moderate levels of perception in general leadership and its sub-dimensions, including “Guiding,” “Human Development,” “School Development,” and “Curriculum Development.” Additionally, the results of the simple linear regression analysis showed that school leadership is a significant predictor of organizational creativity, explaining 32% of the variance. Based on these findings, it can be concluded that school leaders need to further develop their leadership skills to effectively foster organizational creativity.

Keywords: School leadership, organizational creativity, teacher perceptions, quantitative research, well-being.

Giriş

Günümüzde eğitim kurumlarının sürekli değişen ve gelişen yapısı, öğretmenlerin yaratıcı düşünceye sahip olmalarını ve bu doğrultuda yenilikçi yöntemleri uygulamalarını zorunlu kılmaktadır. Öğretmenlerin, eğitim sisteminin amaçlarını gerçekleştirebilmeleri için yeni bilgi, beceri ve tekniklere hızlıca adapte olabilmeleri, yaratıcı düşünme becerilerine sahip olmalarıyla doğrudan ilişkilidir (Damanpour ve Schneider, 2006). Bu bağlamda, okul liderlerinin öğretmenlerin mesleki gelişimlerini desteklemeleri ve onların yaratıcılıklarını ortaya koyabilecekleri uygun çalışma ortamlarını oluşturmaları büyük önem taşımaktadır.

Yaratıcılık, bireylerin özgün düşünceler ve ürünler geliştirme süreci olarak

tanımlanmakta ve çağımızın rekabetçi koşullarında kurumlar açısından stratejik bir unsur olarak öne çıkmaktadır. Örgütsel bağlamda yaratıcılık ise, bireylerin kurumun hedeflerine katkı sağlayacak şekilde özgün fikirler ve çıktılar üretme süreci olarak değerlendirilmektedir (Martins ve Terblanche, 2003). Bu nedenle, örgütlerde yaratıcılığı teşvik eden liderlik yaklaşımları gün geçtikçe daha fazla önem kazanmaktadır.

Eğitim kurumlarında etkili liderlik sergileyen okul yöneticilerinin çoğunlukla eğitim ortamında doğrudan bulunmaları, ortaya çıkan sorunlara eşzamanlı ve yerinde müdahale etmelerini kolaylaştırmaktadır. Bu durum, yöneticilerin sadece izleyici değil aynı zamanda sürecin etkin bir parçası olmalarını sağlar. Etkili okul liderleri, karşılaşılan güçlüklerin çözümüne yönelik zaman alanları yaratmak adına öğretmenleri karar alma ve uygulama süreçlerine dâhil ederek görev paylaşımı yapmaktadır. Bu yaklaşım, öğretmenlerin hem sürece aidiyet duymalarını hem de yaratıcı çözüm yolları üretmelerini desteklemektedir. Kwasniewska ve Necka'nın (2004) araştırmasında, yönetsel konumda bulunan bireylerin örgütsel yaratıcılık algılarının, liderlik becerilerinin ve görevlerinin önemine ilişkin farkındalık düzeylerinin, çalışanlara kıyasla daha yüksek olduğu belirlenmiştir. Aynı araştırma, yöneticilerin sahip oldukları özerklik algısının da daha yüksek olduğunu ortaya koymaktadır. Bu bulgular, liderlik pozisyonundaki bireylerin, örgütsel yaratıcılığı teşvik etmede ve destekleyici ortamlar oluşturmadaki rollerine işaret etmektedir.

Eğitim ortamlarında gerekli koşulları ve imkânları yaratmak, okul liderlerinin öncelikli sorumluluklarından biridir. Okul liderlerinin vizyoner, destekleyici ve yeniliğe açık tutumları; öğretmenlerin yaratıcı düşünme eğilimlerini geliştirmelerine ve yenilikçi uygulamaları hayata geçirmelerine olanak sağlar. Özellikle öğretmenlerin yaratıcılıklarını sergileyebilecekleri güvenli ve teşvik edici ortamların oluşturulması, yalnızca bireysel performansın değil aynı zamanda kurumsal verimliliğin de artmasına katkı sunmaktadır. İlgili literatür incelendiğinde özellikle Türkiye bağlamında kanıtların sınırlı olduğu bu araştırmanın özgün değerini artırdığını düşünmekteyiz. Ayrıca araştırma, örgüt geliştirme süreçlerine ve eğitimde kalite uygulamalarına farklı bir bakış açısı getirme potansiyeli taşımaktadır. Okul çıktılarını dolaylı olarak etkileme potansiyeli olan örgütsel yaratıcılığın dönüştürücü özelliği de merak edilmektedir. Bu bağlamda, etkili okul liderliği ile örgütsel yaratıcılık arasında güçlü bir ilişki olduğu düşünülmektedir.

Araştırmanın amacı

Bu çalışmada öğretmen görüşlerine göre okul liderlerinin örgütsel yaratıcılığa etkisinin incelenmesi amaçlanmıştır. Bu temel amaç kapsamında aşağıdaki alt problemlere de

yanıt aranmıştır:

1. Öğretmenlerin okul liderliği algıları hangi düzeydedir?
2. Öğretmenlerin örgütsel yaratıcılık algıları hangi düzeydedir?
3. Okul liderliği, örgütsel yaratıcılıklarını ne düzeyde yordamaktadır?

Araştırmanın önemi

Örgütsel yaratıcılık üzerine yapılan araştırmalar, eğitim-öğretim faaliyetlerinin başarıya ulaşmasında ve fark yaratılmasında kritik bir rol üstlendiğini göstermektedir. Bu çalışmada, okul liderlerinin örgütsel yaratıcılığa olan katkıları detaylı biçimde ele alınmış, örgütsel yaratıcılık kavramı ve boyutları uygulama bağlamında incelenmiştir. Öğretmenlerin kendi yaratıcılık algıları ile okul liderlerinin bu yaratıcılığı ortaya çıkarma yönündeki destekleyici tutumları arasındaki ilişkileri tespit etmenin örgütsel faydalılığı güçlendireceği düşünülmektedir. Artan rekabet ortamında, bireysel fark yaratma kapasitesi önem kazandıkça, örgütsel yaratıcılık kritik olduğu görülmektedir. Bu bağlamda, okul liderlerinin söz konusu kavrama ne ölçüde etki ettiğinin ortaya konulması okul geliştirme çalışmalarına da olumlu katkılar sunabilir.

Kuramsal çerçeve

Liderlik Kavramı

Liderlik, potansiyel gücü mantıklı yöne çeviren, amaçlara ulaşmak için gereken motivasyon ve enerjiyi başkalarına veren, onları hedeflerine ulaştıran bir özellik olarak tanımlanabilir (Dindar, 2001). Liderlik, insan duygularını harekete geçiren ve hedef birliği sağlayarak örgütün vizyonuna ulaşmasını sağlayan en önemli etkenlerin başında gelmektedir. Liderlerin sergilediği davranışların görev odaklı ve insan odaklı olması, örgüt içerisinde çalışanların tutumları üzerinde farklı şekilde etki etmektedir (Çekmecelioğlu, 2014, s. 21).

Liderlik, amaç ve kültür, strateji temel kimlikler kritik süreçler gibi örgütü var eden ussal ve iyi düşünülmüş eylemleri yönetmek, geleceği yaratmak ve ekip kurmaktır (Memduhoğlu ve Kürşat, 2017).

Liderlik kavramı, grup kavramını da beraberinde doğurmaktadır. Liderlik bir ekip ortamında düşünülmektedir. Liderlik belli bir grup içinde doğar. Lider, işlerini zorunlu olarak grup üyeleriyle ilişkilerle yürütür. Liderlik, lider ile grup arasında bir etkileşim sürecidir. (Aydın, 2018, s. 254). Bu tanımlamaların ortak özelliği liderliğin gerçekte bir etkileme ve örgütsel amaçlara göre iş yaptırma yeteneği olarak ifade edilebilir.

Liderler grupta bulunan diğer bireylerden çok, grubun tutum ve düşüncelerini etkileme

eğilimindedir. Lider için önemli güç kaynağı grup olsa da, liderin kendisi grup üzerinde etkileme gücüne sahip olmaktadır (Aydın, 2018, s. 258). Liderlik kavramını daha çok güç kavramı üzerinden ele almak gerekmektedir. Dolayısı ile liderliğin doğası gereği içinde bulunduğu ortam ve çevresel dinamiklere göre farklı yansımaları ve bağlamları oluşabilmektedir. Bu bağlamda farklı alan ve açılarda değişik çıktılar oluşacağından tek bir kavram ve liderlik tarzının kalıbı oluşturmayaacağı kabul edilebilmektedir (Çalışkan, 2015).

Okul Liderliği

Okulun yönetiminden sorumlu, okulun hedeflerine ulaşmasını sağlayabilmesinden, okulun ve okul programının yürütülmesinden, öğrenmenin gerçekleşmesinden ve okulun başarısından sorumlu görülen kişi okul müdürüdür (Şişman, 2011). Etkili okul, fiziksel kaynak ve donanım anlamında öğrencilerin tüm gelişim alanlarına uygun ve bunları destekleyen ve geliştiren uygun öğrenme ortamına ve bu imkanları okul içerisinde diğer bireylerle karşılıklı etkileşim halinde, ilgi duyarak ve isteyerek kullanabilecekleri bir ortama sahip okullar olarak tanımlanmışlardır (Helvacı ve Aydoğan, 2011). Okullarda bu etkili okul kavramının dinamiğini yaratacak ve öğrenme ortamını sağlayacak bir lider olması beklenir. Okul yöneticisi, okulunu bir sistem olarak algılayıp çözümleyebilen, okuldaki madde ve insan kaynaklarını en etkili ve verimli bir biçimde kullanarak okulun amaçlarını gerçekleştirecek şekilde harekete geçiren ve yasal yetkiye bağlı olarak görev yapan kişidir (Demirel ve Kaya, 2001).

Yapılan çalışmalarda da okullarda başarının anahtarının okul yöneticilerinde olduğu sonucuna işaret etmekte ve rekabet gücünün fazla olduğu alanda okulların başarısına bağlı olduğunu savunarak, eğitim yöneticilerini yetiştiren programların başarısızlığının gelecekteki öğrencilerin yetersizliğine sebep olacaktır. Bu bakımdan genel olarak eğitim alanında başarılı olunmasının ve amaçlara ulaşılmasının önemli rolü okul liderleri üstlenmektedir (Karip ve Koksall 1999; Şişman, 2011).

Son yıllarda okul liderliği kavramı her okulu etkileyen koşullar ve sahip olduğu özellikler bakımından okulun amaçlanan hedeflerine uygunluğu ve etkililiği üzerinde sorgulanmaya devam edilmektedir. Araştırmalar sonucu genel olarak okul liderliğinin birçok alanda ilişkili olduğu görülmektedir. Okul liderlerinin değişime etkililiğinde önemli ölçüde yönetimde, örgütü geliştirme ve işbirliği kurma uygulamasında öncülük ettiği dikkat çekmektedir (Atasoy, 2020).

Okul liderliğinin birçok boyutu bulunmaktadır. Bu boyutlar yeterli düzeye ulaşmayı amaçlayan bir hedef için okul liderinin yön verme boyutu kapsamında örgüte geniş görüşlülük oluşturma, kısa, ulaşılabilir hedefler belirleme, performansta yüksek bir kriter belirleme ve örgüt içerisinde hedeflerden haberdar olma, bu hedeflerin örgütte konuşmaların sürekliliğinin

artırılması beklenir (Leithwood, 2012). İkinci boyutu olan insanları geliştirme çerçevesinde çalışanların mesleki yeterliliklerini geliştirme isteklerine karşı motive etmesi, kişisel destek sağlayarak önemli hissettirmesi, okulun yapacağı çalışmalarda gerekli olan kapsamlı çerçeve modeli oluşturması ve tüm paydaşlar arasında örgütsel güveni sağlayacak ortamlar hazırlaması beklenir (Atasoy, 2020). Üçüncü uygulama alanı olan örgütü geliştirme kapsamında beklenen liderliğin paylaşımı ve iş birliğine dayalı şekillendirmesi, velilerle ve çevreyle etkili iletişim kurarak okulun çevresini büyütmesi, amaçlanan hedeflere ulaşmayı sağlayacak gerekli ve yeterli olanaklar bulmasıdır. Öğretim Programını Geliştirme başlığı altındaki son uygulama alanında ise öğretim planı uygulayacak yeterli düzeyde personel bulur. Her türlü imkânı sağlayarak süreci takip etmesi ve tüm engel koşulları ortadan kaldırması beklenir. Okul liderliğini oluşturan bu dört liderlik uygulama alanı ile başarıyı doğuran bir okul temelini gösterir (Atasoy, 2020).

Örgütsel Yaratıcılık

Yaratıcılık kavramı örgüt içinde doğabilmesi için ilk olması ve çevresel kabul edilebilirliği sağlaması gerekmektedir. Yaratıcılık genel olarak esnek düşünme becerisi, özgün ürün ortaya çıkarması, farklı bakış açılarıyla değerlendirmesi, genel geçer kuralların ötesine geçebilmesi, değişime açık olması, tekrardan kaçınması ve bunları gerçekleştirirken örgüt içerisinde paylaşılması gerekliliği olarak tanımlanabilmektedir (Memduoğlu ve Kürşat, 2017).

Örgütsel yaratıcılığın şartlarından biri yaratıcılığa elveriş sağlayan bir çevrenin olmasıdır (Kwasniewska ve Necka, 2004). Örgütsel yaratıcılık, birlikte çalışan personellerin ekip ruhunda oluşacak kalıpların dışında olan yararcı düşüncelerin, özgün fikirler ortaya koymasındaki aktif süreç olarak isimlendirilebilir. Bu süreçte kendini yenileyebilmesi ve liderlerinin bu sürece güven içerisinde, özgür ortam oluşturması gerekmektedir.

Örgütte bulunan personellerin yaratıcı uygulamaları bir etkileşim sonucudur. Personellerin bu uygulamaları kişilik özellikleri ile ilişkilendirilebilir. Genel bir çerçeveye, geçmiş etkiler, kişilik özellikleri ve bilişsel stratejiler, teşvik, yararlı bilgi ve çevresel faktörler gibi kavramların birlikte etkileşimi olarak değerlendirilebilir (Yurter, 2016).

Cengiz, (2000)'e göre, Örgütsel yaratıcılığı belirleyen kıstas özgün çıktının oluşabilmesidir. Fakat bu çıktılar sıradan çalışmaların yerine yaratıcılığın katıldığı zihinsel becerilerdir. Yaratıcı çıktıların oluşmasını sağlayan üç temel kavram vardır. Bunlar; kabul gören ürünler için “fikir akıcılığı”, fikrin özgün oluşu ve fikrin çevre kabul geçerliliğini sağlayabilen anlamın kullanılmasıdır. Fikir akıcılığı nesnel yönüyle karşımıza çıkarken fikir özgünlüğü ile çevrede işlevselliği yönünden daha çok öznel kavramlar olarak çıkmaktadır

(aktaran: Alkış, 2021).

Yaratıcı örgütler, fikir üretebilen düşünce gücüne sahip bireyler bulundurulur. Farklı zeka alanlarına sahip çalışanları vardır. Analiz ve araştırmaya yönelik esnek planlar oluştururlar. Fikirleri, çalışanların alt-üst hangi konumda olduğuna bakılmaksızın yaratıcılığı ön planda tutarak değerlendirme yaparlar. Risklere karşı hoşgörülüdür. Örgütsel yaratıcılığa sahip bir kurum özerk ve bağımsızdır.

Yaratıcı örgütleri geliştirecek çalışmalar (Çalışır, 2021) şu şekilde sıralanmaktadır:

- Yaratıcılığı daha etkili kılmak için uzmanlığı olan kişiye uzmanlığına hitap edecek işlerin verilmesi,
- Uzmanlara özgürce fikir üretebilecekleri fırsatlar yaratmak, hangi yoldan gidecekleri konusunda karar yetkisinde kişilere bırakmak,
- İki önemli etken olan zaman ve sponsor desteği ile onları verimli bir şekilde kullanacakları gruplar oluşturmak
- Motivasyonlarını artırıcı ödüller verilmesi ve takdir edilme ihtiyacının unutulmaması gerekir.

Örgütsel Yaratıcılığın Boyutları

Örgütsel yaratıcılık, takım çalışmasına bağlı işlerde özgün ve işlevsel çıktı ortaya bir sistemdir. Araştırmacılar örgütsel yaratıcılığın etkileşimlere bağlı bir süreç olduğunu ve grubun nitelikleri ile örgütün yapısı olmak üzere iki temel öğeye dayalı olduğunu ileri sürmektedirler (Chang ve Chiang, 2007, s. 3,; akt: Çalışır, 2021). Örgütsel yaratıcılığın; bireysel, yönetsel ve toplumsal yaratıcılık boyutları bulunmaktadır.

Bu bilgiler çerçevesinde bireysel yaratıcılık, örgütsel yaratıcılığın ön koşulu ve temel ögesidir. Bireysel yaratıcılığın, örgütün diğer unsurlarıyla güçlü bir ilişkisi olduğunu belirtilmiştir. Bunlar; örgütsel değişime güdülenme, kreatif özgün fikir üretme yetisi ve yönetsel ustalık uygulamalarıdır (Amabile, 1990; Yıldırım, 1998; 2006). Kişisel yaratıcılık, bireyin var olan yeteneğinin bir göstergesidir ve hedeflere ulaşmasındaki gücünün varlığının ön belirtisidir (Ceylan ve Uğurlu, 2014:98, akt: Akıncı, 2018:39). Özgün fikirlerin oluşmasında olmazsa olmaz kişinin kendisidir. Bu kişiler; istikrarlı fikir üretebilen, cesaretli, problemlere karşı duyarlı orijinal ve birbiriyle bağlantısız fikirler taşıyan özellikler göstermektedirler. Çalışanın öz benliğine olan inancı ve esnek düşünebilme becerisi onu yaratıcı anlamında üstün kılar (Eriçok, 2014, s. 11).

Yapılan arařtırmalarda Balay’ın alıřanların rgtsel yaratıcılığın bireysel boyuttaki dzeylerinin genel olarak yeterli dzeyde olduėu tespit ettiėi grlmektedir. Yurter’e (2016) ait olan bir diėer alıřmada ise yař kriteri ele alınmıřtır. Bireysel yaratıcılık dzeyinin byk yař grubundaki ėretmenlerde daha yksek olduėu belirtilmiřtir. Elde edilen sonulara bakıldıėında bireysel yaratıcılık gen ėretmenlerin lehine farklılık gstermektedir (alıřır, 2021, s. 92). Diėer bir boyutu olan toplumsal yaratıcılık boyutu;

Bireyin iinde bulunduėu evre yaratıcılığını řekillendirir ve avantaj saėlar. Bu sayede kendi benliėine olan gc, yeni fırsatları fark etmesinde olanak saėlar. Destek saėlanması beklenen g, bireye imkan saėlamalı, karřısına ıkabilecek engel niteliėindeki her etkeni uzaklařtırmak kaldırmak gerekmektedir. Dıřsal uyarıcının niteliėi olumsuz ise yaratıcı, kreatif zeka zedelenme yařayabilmektedir (Eriok, 2014, s.10).

Son boyutu olan ynetsel yaratıcılık boyutu; Liderler bu rekabeti ortamda ulařılacak hedefler iin dıřsal engellere zgn zmler ortaya koymak zorundadır. Risk alma kavramı rgtsel yaratıcılıkla nemli kavramdır. rgtler, alıřanlarının yaratıcılık dzeylerini artırmalı yeni iřler retme konusunda esnek bir ortam saėlamalıdır. Liderler risk almanın byk bir risk almak olduėunu dřnerek bařarısızlıkla karřı karřıya gelmemek iin uzaklařmayı tercih edebilmektedirler (alıřır, 2021, 47).

Yaratıcılıėa ortam hazırlamak isteyen liderler řu yeteneklerini sergilemelidir. alıřanına bir rehber olarak yaklařmalı, isteklendirmeli ve mřavirlik yapmalıdır. İkinci olarak baėımsızlık; yaratıcı zekasını engelleyici dıřsal uyarıcılardan arınmıř esnek bir alan oluřturmalıdır. nc olarak dllendirme; kısa hedeflerin sonucunda teřvik edici dllendirmeler yapılmalı, alıřanın aktifliėini artırmalıdır. Son olarak Etkileřim ve olguların aktarımı; ynetici alıřanına bir grev verebilmesi iin olumlu iletiřimin ve baėlılıėın olması gerektiėi sylenmektedir. (Eren & Gndz, 2002; Memduhoėlu ve Krřat, 2017). rgtsel yaratıcılığın oluřması ve pasif olmayan bir sisteme ulařılması bununla mmkndr (Memduhoėlu ve Krřat, 2017). Lider davranıřı ile astların davranıřları birbiriyle yakından iliřkilidir. Bu olumlu iliřki rgtsel yaratıcılığın geliřmesinde byk oranda etki gstermektedir. Liderler astlarının gstermiř olduėu yaratıcı giriřimi ne kadar zemin hazırlar ve destek sunar ise o kadar rgtte yaratıcı rnler ortaya ıkacaktır (Memduhoėlu ve Krřat, 2017).

Yaratıcı rnler, biliřsel ynden deėiřik alıřılmıřın dıřında ve kestirilemeyen dřncelerden doėar. Yaratıcı dřnceler zenginleřtirilmiř bir evreden etkilenir. Yaratıcı bireyler toplum baėımlılıėından sıyrılıp, kiřisel zgrlėine attıkları adımları istikrarlı bir

şekilde devam ettirmelidir. Yaratıcı düşüncelerin ortaya çıkıp gelişebilmesi için düşünsel bir çevreye sahip olunması fikir alışverişi açısından gerekmektedir (Alkış, 2021, 35).

Örgütsel Yaratıcılık Engelleri

Örgütsel yaratıcılık engelleri genel olarak olumlu olumsuz engeller olarak belirtilmektedir.

• Tenkit: Örgüte ya da örgüt üyelerine yapılan tenkitler olumsuz çıktılara sebebiyet verebilmektedir.

• Tekdüzelik: Düşüncelerde sığlık, ıraksak düşünememe,

• Ruhsal Gerilim: birey üzerinde gerilim, baskı,

• Vakit Sorunları: sınırlı vakit, yetiştirememe korkusu,

• Etraf: Örgüt üyelerinin kendisini çalışma ikliminde rahat hissedememesi.

Örgütlerde yaratıcılığı etkileyen toplumsal, bireysel ve örgütsel engeller olarak sınıflandırabiliriz. Bunlardan bireysel etken olarak kişinin bilgi yetersizliği, özgüven eksikliği, yapabilme gücünü hissetmedeki yetersizliği, isteklendirme eksikliği gibi kişisel özelliklerden kaynaklı engeller olarak sayılabilir. Örgüt yaratıcılığını etkileyen bir diğer etken örgütsel engellerdir. Gelenekselci bir yönetim anlayışı, etkili bir iletişimin olmaması, hedeflerin ulaşılması sonucu yeterli olmayan ödüller, baskıcı lider, esnek olmayan çalışma koşulları, liderlerin değişime risk olarak bakması sonucu yenilikten kaçınma davranışı gibi etkenleri örgütten kaynaklı engeller olarak alınabilir. Bir diğer engel toplumsal engellerdir. Bunlar toplum baskısı, toplumun istediği biçime yönelme, toplum kabul edilebilirliğine uyma gibi düşünceler yaratıcı düşüncenin oluşmasını etkileyen unsurlardır.

Örgüt üyelerinin ve örgütlerin yaratıcı olmalarını engelleyen hatalar bulunmaktadır. Bu engel unsurlar şu şekilde sıralanabilir (Gundry ve Kickul, 1994, s. 24; akt: Çekmecelioğlu, 2002).

1.Problemin doğru tespit edilememesi; bu yüzden problem çözümünün yanlış yönlendirmelere sebebiyet verebilmektedir.

2. Fikirlerin düşünülmeden yargılanması; fikirlerin düşünsel değerlendirme yapılmadan olumsuz hızlıca karar verilmesi.

3. Tek bir iyi fikirle devam etmek: Kriz anlarında hemen akla gelen ilk fikrin en iyi fikir olduğunu düşünerek başlamak.

4. Sponsor bulmada hata: destek sağlayacak kişilerin bulunmaması.

Yöntem

Bu bölümde araştırmanın deseni, kullanılacak veri toplama araçları, veri toplama araçlarının uygulanışı, evren-örneklemi ve verilerin analizi ile ilgili bilgiler anlatılmaktadır.

Araştırmanın Yöntemi

Branş öğretmenlerinin katıldığı okul liderlerinin örgütsel yaratıcılığa ve psikolojik güçlendirmeye etkisine olan görüşlerini göre incelendiği bu çalışmada nicel araştırma yöntemi uygulanmıştır. Nicel çalışmalarda, nicel veriler toplanır ve analizleri gerçekleştirilir.

Araştırmanın evren ve örnekleme

Şanlıurfa ili merkez ilçelerinde, 2021-2022 Eğitim-Öğretim Yılında, ortaokullarında görev yapmakta olan öğretmenler arasından, kolay örnekleme yöntemiyle seçilem 78 öğretmen oluşturmuştur. Araştırma verilerinin toplanmasında, Örgütsel Yaratıcılık ölçeği ve Okul Liderliği Ölçeği Ölçme araçlarının uygulanması sonucu elde edilen veriler, SPSS 22 programıyla analiz edilmiştir.

Tablo 1. Öğretmenlerin Demografik Özelliklerine Göre Dağılımı

	N	%
Cinsiyet		
Kadın	51	65,4
Erkek	27	34,6
Eğitim durumu		
Lisans	67	85,9
Lisansüstü	11	14,1
Yaş		
20-24	7	9,0
25-29	30	38,5
30-34	13	16,7
35-39	12	15,4
40 ve üzeri	16	20,5
Toplam	78	100

Tablo 1’ de görüldüğü üzere çalışmaya 51 (%65,4) kadın öğretmen, 27 (%34,6) erkek öğretmen katılmıştır. Bu öğretmenlerin 67 (%85,9)’si lisans mezunu iken; 11 (%14,1)’i lisansüstü mezundur. Araştırmaya katılan öğretmenlerin %9’u 20-24 yaş, %38,5’i 25-29 yaş, %16,7’si 30-34 yaş, %15,4’ü 35-39 yaş ve %20,5’i ise 40 ve üzeri yaştadır.

Veri toplama araçları

Bu çalışmada ise okul liderliği ölçeği güvenirlik analizi öğretmenlerden elde edilen puanlar ile yapılmış ve güvenirlik katsayısı (Cronbach Alpha) yön verme boyutu için.82,

insanları geliştirme boyutu için .96, örgütü geliştirme boyutu için .93, öğretim programını geliştirme boyutu için .96 ve ölçeğin tamamı için .98 olarak bulunmuştur. Bu çalışmada ise örgütsel yaratıcılık ölçeği güvenirlik analizi öğretmenlerden elde edilen puanlar ile yapılmış ve güvenirlik katsayısı (Cronbach Alpha) bireysel boyut için .95, yönetsel boyut için .95, toplumsal boyut için .94 ve ölçeğin tamamı için .96 olarak bulunmuştur.

Verilerin Analizi

Araştırma kapsamında toplanan veriler SPSS 22.0 programına aktarılarak oluşturulan veri dosyası üzerinde betimsel istatistikler ve basit doğrusal regresyon analizleri yapılmıştır. İlk olarak öğretmenlerin okul liderliği, örgütsel yaratıcılıkları düzeylerini belirlemek için betimsel istatistik yapılmış ve ortalama ile standart sapma değerleri belirlenmiştir. Daha sonra ise okul liderliğinin bağımsız değişken kabul edildiği, örgütsel yaratıcılık bağımlı değişken kabul edildiği iki ayrı basit doğrusal regresyon analizleri yapılmıştır.

Bulgular

Bu bölümde araştırma sorularına yönelik elde edilen bulgulara yer verilmiştir.

Birinci Alt Probleme İlişkin Bulgular

Öğretmenlerin okul liderliği düzeylerine ilişkin bulgulara Tablo 2’de yer verilmiştir.

Tablo 2. Okul Liderliği ve Alt Boyutlarına İlişkin Ortalama ve Standart Sapma Değerleri

Tablo 2. Okul Liderliği ve Alt Boyutlarına İlişkin Ortalama ve Standart Sapma Değerleri

Ölçek ve Alt Boyutları	Ortalama	Standart Sapma
Yön verme boyutu	3,63	0,99
İnsanları geliştirme boyutu	3,53	1,22
Örgütü geliştirme boyutu	3,64	1,14
Öğretim programını geliştirme boyutu	3,43	1,20
Okul Liderliği	3,53	1,17

Öğretmenlerin okul liderliği ve alt boyutları ile ilgili yapılan analiz sonucunda elde edilen bulgular Tablo 2’de verilmiştir. Öğretmenlerin yön verme alt boyutunda yeterli düzeyde (M:3,63), insanları geliştirme boyutunda yeterli düzeyde (M:3,53), örgütü geliştirme boyutunda yeterli düzeyde (M:3,64), öğretim programını geliştirme boyutunda yeterli düzeyde (M:3,43) ve ölçek genelinde okul liderliği düzeylerinin yeterli düzeyde olduğu söylenebilir (M:3,53).

Öğretmen adaylarının örgütsel yaratıcılık düzeyleri ile ilgili bulgulara Tablo 3’te yer verilmiştir.

Tablo 3. Örgütsel Yaratıcılık ve Alt Boyutları ile İlgili Ortalama ve Standart Sapma Değerleri

Ölçek ve Alt Boyutları	Ortalama	Standart Sapma
Bireysel boyutu	3,70	0,65
Yönetmel boyutu	3,52	0,99
Toplumsal boyutu	3,52	0,82
Örgütsel Yaratıcılık	3,59	0,69

Öğretmenlerin örgütsel yaratıcılıkları ve alt boyutları ile ilgili yapılan analiz sonucunda elde edilen bulgular Tablo 3’te verilmiştir. Öğretmenlerin bireysel boyutta yeterli düzeyde ($\bar{X}$:3,70), yönetmel boyutta yeterli düzeyde ($\bar{X}$:3,52), toplumsal boyutta yeterli düzeyde ($\bar{X}$:3,52) ve ölçek genelinde örgütsel yaratıcılık düzeylerinin yeterli düzeyde olduğu söylenebilir ($\bar{X}$:3,59).

Öğretmenlerin örgütsel yaratıcılıklarını yordayıcı okul liderliği değişkeni ile ilgili basit doğrusal regresyon analizi sonuçlarına Tablo 5’te yer verilmiştir.

Tablo 5. Örgütsel Yaratıcılığı Yordayıcı Değişkene (Okul Liderliği) İlişkin Basit Doğrusal Regresyon Analizi

Yordayıcı Değişkenler	B	SH	β	t	p
Sabit	2,349	0,217	-	10,799	.00
Okul Liderliği	0,35	0,059	0,568	6,017	.00**
N=78	R= 0,56	R ² = 0,32	F _(1,76) =36,205	p= ,00	**p<0,001

Okul liderliğinin, örgütsel yaratıcılığı ne düzeyde yordadığını ortaya koymak için yapılan basit doğrusal regresyon analizi sonucunda, okul liderliğinin, örgütsel yaratıcılığın anlamlı bir yordayıcısı olduğu görülmüştür (R = 0,56, R²= 0,32, F_(1,76)= 36,205, p<.001). Okul liderliği, örgütsel yaratıcılığın % 32’sini açıklamaktadır.

Tartışma ve Sonuç

Bu çalışmada Leithwood (2012) tarafından geliştirilen Türkçe uyarlamasını yapan Yalçın ve Atasoy’un (2021) Okul Liderliği Ölçeği kullanılmıştır. Öğretmenlerin okul liderliği ve alt boyutları ile ilgili yapılan analiz sonucunda elde edilen bulgular öğretmenlerin yön verme alt boyutunda yeterli düzeyde insanları geliştirme boyutunda yeterli düzeyde, örgütü geliştirme boyutunda yeterli düzeyde, öğretim programını geliştirme boyutunda yeterli düzeyde ve ölçek genelinde okul liderliği düzeylerinin yeterli düzeyde olduğu söylenebilir. Uğurlu ve Abdülrezzak’ın (2016) yapmış olduğu araştırma sonucunda Öğretmenlerin okul liderliğine yönelik bakışa açıları genel olarak yüksek düzeyde olduğu görülmüştür.

Okul liderliđi alt boyutlarından ğretimsel destek ve iřbirliđi alt boyutuna ait bakıř aılarınn yksek, aıklayıcı alt boyutuna ait bakıř aılarında ise olduka yksek dzeyde olduđu sonucuna ulařıldıđı grlmřtr. ğretmenlerin, okul liderinin kiřilere aıklayıcı davranıř ve uygulamalarına ynelik algı dzeylerinin yksek olduđu grlmřtr. ğretmenler mdrlerinin yaptıđı alıřma ve kararlarda bilgilenmek, fikir sunma uygulamasında, aktif biimde yer alma dřnce isteđi grlmřtr. Arařtırma sonucunda etkili okula okul liderliđinin etkisinin orta dzeyde olumlu bir iliřki olduđu grlmřtr.

Ayvalı ve Kořar'ın (2021) arařtırmasına gre ğretmen mdrlerinin iřbirliđi, kararlarda sz sahibi olma, paylařımcı olma, deđiřime ve yeniliklere nclk etme, rehber olma, rol model olma gibi kavramlarla iliřkilendirildiđi grlmřtr. ğretmenler okul mdrlerinin otoriter, davranıřlardaki tutumları gibi eřitli engellerle de karřılařtıkları sonucuna ulařmıřtır.

Bu arařtırmada ikinci kullanılan lek ise rgtsel Yaratıcılık leđidir. Arařtırma sonucunda ğretmenlerin rgtsel yaratıcılıkları ve alt boyutları ile ilgili yapılan analiz sonucunda elde edilmiřtir. ğretmenlerin bireysel boyutta yeterli dzeyde, ynetsel boyutta yeterli dzeyde, toplumsal boyutta yeterli dzeyde ve lek genelinde rgtsel yaratıcılık dzeylerinin yeterli dzeyde olduđu sylenebilir. Balay'ın (2010) arařtırmaları sonucunda ise ğretim elemanlarının bireysel boyutunda yeterli diđer iki boyutta orta dzeyde ortaya ıktıđı grlmřtr. İki boyutun bireysel boyuta gre daha dřk ıkmasının sebepleri belirtilmiřtir.

Kořar ve Ceylan' ın (2016) yapmıř olduđu nitel arařtırmada ise retim, sre, yaratıcılıđın ortaya ıkıřı, bireysel ve rgtsel etkenler, rgtsel yaratıcılıđın gerekliliđine iliřkin grřler bildirilmiř. Ayrıca bireysel, toplumsal ve rgtn yaratmıř olduđu engeller bařlıđında yaratıcılıđın desteklenmesi deđiřme diren gsterilmemsi gibi esnek alıřma ortamı temaları da belirlendiđi grlmřtr (Kořar ve Ceylan, 2016). olak'ın (2017) arařtırmasında ise rgtten kaynaklanan engellerin (stres) gibi yaratıcılık arasında anlamlı bir iliřkisi olduđunu gstermiřtir.

Bu arařtırmada son kullanılan Psikolojik Glendirme leđi, ğretmenlerin anlamlılık boyutunda yeterli dzeyde, yeterlilik boyutunda yeterli dzeyde, zerklik boyutunda yeterli dzeyde, etki boyutunda yeterli dzeyde ve lek genelinde psikolojik glendirme dzeylerinin yeterli dzeyde olduđu sylenebilir.

Drdnc alt probleme ait arařtırma sonucunda okul liderliđinin, rgtsel yaratıcılıđın anlamlı bir yordayıcısı olduđu grlmřtr. Okul liderliđi, rgtsel yaratıcılıđın % 32'sini

açıklamaktadır. Son alt probleme ait araştırma sonucunda ise Okul liderliğinin, psikolojik güçlendirmenin anlamlı bir yordayıcısı olduğu görülmüş, okul liderliği, psikolojik güçlendirmenin % 16'sını açıkladığını tespit edilmiştir.

Son olarak okul liderinin örgütsel yaratıcılığa ve psikolojik güçlendirmeye etkisinin olduğu ortaya çıkmıştır. Bunun okul liderleri daha fazla yaratıcılık kavramı üzerinde durabilir, kurumunda var olan çalışanını destekleyici ortamlar yaratabilirler. Özellikle çalışanların süreç içinde daha bireysel kararlar alabileceği fırsatlar sunulabilir. Çıkan sonuçlarda kendisinin işe olan katkısının fark yarattığında önemli olduğunu fark edebilmesi için hissettirilmesi sağlanmalıdır. Başarıları ödüllendirmelidir. Okul liderleri okulda örgütsel yaratıcılıkların önündeki engelleri fark edebilmeli ve bu engelleri ortadan kaldırmaya çalışabilirler.

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Okul Liderliđi ve Psikolojik Güçlendirmeye Katkısı: Etkili Liderlik ve Motivasyonel Dönüşüme Öğretmen Bakış Açıları

Ramazan Atasoy

Harran Üniversitesi, Eğitim Fakültesi, TÜRKİYE,

e-mail: atasoyramazan@harran.edu.tr, Orcid No: 0000-0002-9198-074X

Özet

Etkili bir eğitim sunumu için okul yöneticilerinin liderlik davranışlarında psikolojik güçlendirme kavramını dikkate almaları büyük önem taşımaktadır. Öğretmenlerin kendilerini özgürce ifade edebildikleri bir ortamda yeterince güçlenmiş hissetmeleri, doğrudan psikolojik güçlenmeyle ilişkilidir. Bu araştırmanın genel amacı, okul liderliğinin öğretmen görüşlerine göre psikolojik güçlendirme üzerindeki etkisini incelemektir. Nicel araştırma yönteminin kullanıldığı bu çalışmanın örneklemini, 2022-2023 eğitim-öğretim yılında Şanlıurfa ili Viranşehir ilçesinde görev yapan ve kolayda örnekleme yöntemiyle seçilen 110 öğretmen oluşturmaktadır. Araştırmanın soruları, “Öğretmenlerin psikolojik güçlenme algı düzeyi nedir?” ve “Okul liderliği, öğretmenlerin psikolojik güçlenmesini ne düzeyde etkilemektedir?” şeklinde belirlenmiştir. Veri toplama aracı olarak "Psikolojik Güçlendirme Ölçeđi" ve "Okul Liderliği Ölçeđi" kullanılmıştır. Araştırmada betimsel istatistikler ve basit doğrusal regresyon analizleri uygulanmıştır. Araştırma sonuçlarına göre, okul müdürlerinin psikolojik güçlendirme üzerinde etkili olduğu tespit edilmiştir. Öğretmenlerin genel psikolojik güçlendirme düzeyleri ile "Anlamlılık", "Yeterlik", "Otonomi" ve "Etki" alt boyutlarındaki algılarının yüksek düzeyde olduğu görülmüştür. Ayrıca, okul liderliğinin öğretmenlerin psikolojik güçlenmesini hangi düzeyde yordadığını belirlemek amacıyla yapılan basit doğrusal regresyon analizi sonucunda, okul liderliğinin psikolojik güçlendirmeyi anlamlı düzeyde yordadığı bulunmuştur. Okul liderliği, psikolojik güçlendirmenin %16'sını açıklamaktadır. Araştırma sonuçlarına dayanarak, okul yöneticilerinin liderlik uygulamalarını geliştirerek öğretmenlerin psikolojik güçlenmelerini daha da desteklemeleri önerilmektedir.

Anahtar Kelimeler: Okul liderliği, örgütsel yaratıcılık, nicel araştırma, psikolojik iyi oluş

School Leadership and Its Contribution to Psychological Empowerment: Teacher Perspectives on Effective Leadership and Motivational Transformation

Abstract

For effective educational delivery, it is crucial that school administrators integrate the concept of psychological empowerment into their leadership practices. Teachers' sense of

empowerment, particularly in environments where they feel free to express themselves, is directly related to psychological empowerment. The main objective of this study is to examine the effect of school leadership on psychological empowerment from the perspective of teachers. This quantitative study was conducted with 110 teachers working in the Viranşehir district of Şanlıurfa during the 2022–2023 academic year, selected through convenience sampling. The research questions were: “What is the level of teachers’ perceptions of psychological empowerment?” and “To what extent does school leadership influence teachers’ psychological empowerment?” Data were collected using the "Psychological Empowerment Scale" and the "School Leadership Scale." Descriptive statistics and simple linear regression analyses were applied in the study. The findings revealed that school principals have a significant impact on psychological empowerment. Teachers reported high levels of perceived psychological empowerment overall, including in the sub-dimensions of “Meaning,” “Competence,” “Autonomy,” and “Impact.” Furthermore, regression analysis indicated that school leadership significantly predicts psychological empowerment, explaining 16% of the variance. Based on these results, it is recommended that school leaders enhance their leadership practices to further support teachers’ psychological empowerment.

Keywords: School leadership, organizational creativity, quantitative research, psychological well-being.

Giriş

Günümüzde okul liderliğine yüklenen anlam, yalnızca yönetsel görevlerle sınırlı kalmamakta; bireysel emeğin ve kurumsal kaynakların etkili kullanımını sağlayan, öğretmenlerin karar alma süreçlerine katılımını teşvik eden ve paylaşılan bir vizyonun benimsenmesini mümkün kılan çok boyutlu bir liderlik yaklaşımını içermektedir. Bu anlayış, öğrenci başarısını artırma amacına hizmet eden sosyo-kültürel bir dönüşüm sürecini de beraberinde getirmektedir (Aytaç, 2013, s. 69). Etkili okul liderlerinin büyük çoğunluğunun eğitim ortamında aktif olarak bulunmaları, ortaya çıkan sorunlara zamanında müdahale edebilmelerini ve öğretmenlerini sürece dahil ederek iş bölümünü daha verimli biçimde gerçekleştirebilmelerini sağlamaktadır. Kwasniewska ve Necka’nın (2004) yönetsel pozisyonda bulunan bireylerin, çalışanlara kıyasla hem liderlik yeterliklerini daha yüksek düzeyde sergiledikleri hem de işin anlamı ve özerklik düzeyine ilişkin algılarının daha gelişmiş olduğuna dikkat çekmektedir. Bu bağlamda, çağdaş okul liderliği anlayışı, yalnızca yönetsel işleyişi düzenleyen bir rol değil, aynı zamanda öğretmenlerin mesleki motivasyonunu, örgütsel yaratıcılığı ve psikolojik güçlenmesini destekleyen bir etki alanı olarak değerlendirilmektedir.

Mevcut literatürde, okul liderliğinin öğretmenlerin psikolojik güçlenmesine etkisi genel olarak yapısal ve davranışsal liderlik modelleri çerçevesinde incelenmiştir. Ancak bu etkileşimin öğretmenlerin özerklik, anlamlılık, yeterlik ve etki boyutlarındaki öznel deneyimleriyle nasıl şekillendiği ve bu süreçte psikolojik güçlendirmenin nasıl rol oynayabileceği yeterince açıklığa kavuşturulamamıştır. Ayrıca, öğretmen görüşlerine dayalı olarak okul liderliğinin güçlendirme süreçlerine katkısına ilişkin bağlamsal analizler, özellikle Türkiye örneğinde sınırlı sayıdadır. Özellikle Türkiye bağlamında öğretmenlerin psikolojik güçlenme düzeylerinin liderlik yaklaşımlarıyla ne ölçüde bağlantılı olduğu yönündeki bilgiler sınırlıdır. Bu nedenle, elde edilecek bulguların eğitim liderlerine, politika yapıcılara ve araştırmacılara yol gösterici nitelikte olması beklenmektedir. Dahası okul çıktılarını etkileyen psikolojik güçlendirmenin dönüştürücü etkisini anlamak, sürdürülebilir eğitim liderliği uygulamalarının geliştirilmesine katkı sağlayacaktır. Ayrıca bu araştırma, örgüt geliştirme süreçlerine ve eğitimde kalite uygulamalarına yeni ve farklı bir bakış açısı kazandırma potansiyeline sahiptir. Özellikle psikolojik güçlendirmenin dönüştürücü niteliği, eğitim liderliği bağlamında daha fazla araştırılmayı gerektiren bir alan olarak öne çıkmaktadır. Bu bağlamda, etkili okul liderliği ile motivasyon kuramları ve insan ilişkileri yaklaşımı temelinde psikolojik güçlendirme arasında güçlü ve çok boyutlu bir ilişki olduğu varsayılmaktadır. Öğretmenlerin kendilerini değerli, yeterli, anlamlı ve etkili hissettikleri bir okul iklimi, yalnızca bireysel mesleki tatmini değil, aynı zamanda okulun genel performansını ve yenilik kapasitesini de olumlu yönde etkileyebilir. Bu nedenle, okul liderlerinin bu tür psikolojik süreçleri nasıl etkilediğinin anlaşılması hem örgütsel gelişim stratejileri hem de eğitimde sürdürülebilir kalite yönetimi açısından kritik bir öneme sahiptir. Bu bağlamda, etkili okul liderliği ile örgütsel yaratıcılık arasında güçlü bir ilişki olduğu düşünülmektedir.

Araştırmanın amacı

Bu çalışmada öğretmen görüşlerine göre okul liderlerinin psikolojik güçlendirme etkisinin incelenmesi amaçlanmıştır. Bu temel amaç kapsamında aşağıdaki alt problemlere de yanıt aranmıştır:

1. Öğretmenlerin okul liderliği algıları hangi düzeydedir?
2. Öğretmenlerin psikolojik güçlendirme algıları hangi düzeydedir?
3. Okul liderliği, psikolojik güçlendirmeyi ne düzeyde yordamaktadır?

Araştırmanın Önemi

Eğitim örgütlerinde liderlik ile psikolojik güçlendirme arasındaki ilişki, genellikle yapısal ve yönetsel boyutlar üzerinden ele alınmakta; öğretmenlerin öznel algı ve deneyimlerine

dayalı deęerlendirmelere ise grece sınırlı yer verilmektedir. Bu alıřma, sz konusu bořluęu doldurmayı amalayarak okul liderlięinin ğretmenlerin psikolojik glenme dzeylerine etkisini ok boyutlu bir bakıř aısıyla incelemektedir. zellikle insan iliřkileri yaklařımı, motivasyon kuramları ve rgtsel yaratıcılık baęlamında ele alınan liderlik pratiklerinin, ğretmenlerin anlamlılık, yeterlik, zerklik ve etki algılarını nasıl řekillendirdięi arařtırmanın odak noktasıdır. Trkiye baęlamında bu trden iliřkilere dair ampirik veri eksiklięi, alıřmanın zgn katkısını artırmaktadır. Bu baęlamda elde edilecek bulguların, yalnızca ğretmenlerin mesleki iyi oluřlarının desteklenmesi aısından deęil, aynı zamanda okul temelli rgt geliřtirme stratejilerinin nitelięini artırmak bakımından da nemli ıktılar sunması beklenmektedir. Psikolojik glendirmenin dnřtrc iřlevi, okul ıktılarını dolaylı biimde etkileyebilecek stratejik bir unsur olarak deęerlendirildięinde, bu arařtırma srdrlebilir ve etkili eęitim liderlięi uygulamalarının geliřtirilmesine teorik ve pratik dzeyde katkı saęlayacaktır.

Kuramsal ereve

Liderlik Kavramı

Liderlik, potansiyel gc mantıklı yne eviren, amalara ulařmak iin gereken motivasyon ve enerjiyi bařkalarına veren, onları hedeflerine ulařtıran bir zellik olarak tanımlanabilir (Dindar, 2001). Liderlik, insan duygularını harekete geiren ve hedef birlięi saęlayarak rgtn vizyonuna ulařmasını saęlayan en nemli etkenlerin bařında gelmektedir. Liderlerin sergiledięi davranıřların grev odaklı ve insan odaklı olması, rgt ierisinde alıřanların tutumları zerinde farklı řekilde etki etmektedir (ekmecelioęlu, 2014, s. 21). Liderlik, ama ve klt, strateji temel kimlikler kritik sreler gibi rgt var eden ussal ve iyi dřnlmř eylemleri ynetmek, geleceęi yaratmak ve ekip kurmaktır.

Liderlik kavramı, grup kavramını da beraberinde doęurmaktadır. Liderlik bir ekip ortamında dřnlmektedir. Liderlik belli bir grup iinde doęar. Lider, iřlerini zorunlu olarak grup yeleriyle iliřkilerle yrtr. Liderlik, lider ile grup arasında bir etkileřim srecidir. (Aydın, 2018, s. 254). Bu tanımlamaların ortak zellięi liderlięin gerekte bir etkileme ve rgtsel amalara gre iř yaptırma yeteneęi olarak ifade edilebilir.

Liderler grupta bulunan dięer bireylerden ok, grubun tutum ve dřncelerini etkileme eęilimindedir. Lider iin nemli g kaynaęı grup olsa da, liderin kendisi grup zerinde

etkileme gücüne sahip olmaktadır (Aydın, 2018, s. 258). Liderlik kavramını daha çok güç kavramı üzerinden ele almak gerekmektedir. Dolayısı ile liderliğin doğası gereği içinde bulunduğu ortam ve çevresel dinamiklere göre farklı yansımaları ve bağlamları oluşabilmektedir. Bu bağlamda farklı alan ve açılarda değişik çıktılar oluşacağından tek bir kavram ve liderlik tarzının kalıbı oluşturmayaacağı kabul edilebilmektedir (Çalışkan, 2015).

Okul Liderliği

Okul liderliği, eğitim kurumlarının amaçlarına ulaşmasını sağlayan stratejik kararlar alabilme, öğrenme ortamlarını geliştirme, paydaşlar arasında iş birliğini tesis etme ve öğretim süreçlerini etkin biçimde yönlendirme süreci olarak tanımlanabilir. Bu kavram, yalnızca yönetsel işlevleri yerine getiren bir müdür figüründen öte; vizyoner, dönüştürücü ve katılımcı özellikler taşıyan bir lider profilini ifade eder. Daha geniş bir perspektiften bakılırsa, okulun yönetiminden sorumlu olan ve hem eğitsel süreçlerin yürütülmesi hem de kurumsal hedeflerin gerçekleştirilmesi bakımından anahtar rol üstlenen kişinin okul müdürü olarak değerlendirilmektedir (Şişman, 2011). Öğrenci başarısının artırılması, öğrenme ortamlarının iyileştirilmesi ve okul programlarının etkin biçimde uygulanması, büyük ölçüde yönetsel liderliğin dolayısı ile de okul müdürünün etkililiğine ve niteliğine bağlıdır. Etkili bir okul; öğrencilerin bilişsel, duyuşsal ve sosyal gelişimlerini destekleyen, fiziksel donanımı yeterli, katılımcı ve etkileşim odaklı öğrenme ortamları sunan bir yapı olarak tanımlanmaktadır (Helvacı & Aydoğan, 2011). Bu bağlamda, okul müdürlerinden yalnızca yönetsel görevleri yerine getirmeleri değil, aynı zamanda bu öğrenme iklimini inşa eden ve sürdüren liderler olmaları beklenmektedir.

Eğitim yönetimi literatüründe okul liderliği; yapısal liderlik, dönüşümcü liderlik, dağıtılmış liderlik ve öğretimsel liderlik) gibi farklı teorik yaklaşımlar çerçevesinde ele alınmaktadır. Bu modeller, okul liderinin rollerini yalnızca yönetsel değil, aynı zamanda pedagojik, kültürel ve psikolojik bağlamlarda da tanımlamaktadır. Özellikle dönüşümcü liderlik kuramı, okul yöneticisinin öğretmenlerin motivasyonunu artırma, kurumsal bağlılık oluşturma ve örgütsel yeniliği teşvik etme kapasitesine vurgu yapmaktadır. Bu kuramsal çerçeve, liderin çalışanların bireysel ihtiyaçlarını fark edip desteklemesi, vizyoner bir anlayışla okulun misyonunu içselleştirmesi ve paydaşları bu hedef doğrultusunda harekete geçirmesini ön plana çıkarır.

Türkiye'deki eğitim bağlamında ise, okul liderlerinin karşılaştığı çoklu roller ve karmaşık görevler, etkili liderliğin yalnızca teknik becerilerle değil, aynı zamanda güçlü sosyal,

duygusal ve kültürel yeterliklerle desteklenmesini gerekli kılmaktadır. Dolayısıyla, çağdaş okul liderliği anlayışı, insan merkezli ve gelişim odaklı bir liderlik biçimini zorunlu kılmaktadır.

Okul yöneticileri, okulu bir bütün olarak sistem perspektifiyle değerlendirebilen, mevcut kaynakları etkin biçimde koordine eden ve yasal yetki çerçevesinde okulun misyonunu gerçekleştirmeye dönük stratejik kararlar alabilen liderlerdir (Demirel ve Kaya, 2001). Nitel araştırma ve gözlemsel bulgular, okul başarısının en belirleyici unsurlarından birinin yönetici faktörü olduğunu göstermektedir. Rekabetin yoğunlaştığı günümüz eğitim ortamında, etkili okul liderlerinin varlığı, hem öğrenci başarıları hem de okulun kurumsal kapasitesi açısından kritik öneme sahiptir (Karip ve Köksal, 1999; Şişman, 2000).

Son yıllarda okul liderliği kavramı, yalnızca idari rollerle sınırlı kalmayan, aksine okulun yapısal ve kültürel dönüşümünü yönlendiren çok boyutlu bir liderlik pratiği olarak ele alınmaktadır. Literatürde, okul liderliğinin değişim yönetimi, örgütsel gelişim ve iş birliği süreçlerinde dönüştürücü rol oynadığı vurgulanmaktadır (Atasoy, 2020).

Leithwood (2012) sınıflamasına göre okul liderliği dört temel uygulama alanında incelenmektedir. İlki, yön verme boyutudur. Bu boyutta okul liderinin vizyon belirlemesi, ulaşılabilir hedefler oluşturması, yüksek performans standartları koyması ve bu hedeflerin okul topluluğunca içselleştirilmesini sağlaması beklenir. İkinci boyut olan "insanları geliştirme" çerçevesinde, liderin öğretmenlerin mesleki gelişimlerine destek vermesi, motivasyonlarını artırması, örgütsel güveni güçlendirmesi ve kapsayıcı bir okul kültürü inşa etmesi önem taşır (Atasoy, 2020). Üçüncü boyut, örgütsel kapasitenin geliştirilmesidir. Bu boyutta etkili liderin, öğretmenler ve velilerle güçlü iletişim kurarak iş birliği kültürü oluşturması, gerekli kaynakları temin etmesi ve okulun çevresiyle olan etkileşimini artırması beklenmektedir. Son olarak, "öğretim programını geliştirme" alanı ise liderin akademik süreçleri doğrudan desteklemesini, uygun personel görevlendirmesini, süreci izleyerek öğrenme engellerini ortadan kaldırmasını içerir. Bu dört temel uygulama, okulun başarısını şekillendiren liderlik modelinin yapı taşlarını oluşturmaktadır (Atasoy, 2020).

Psikolojik Güçlendirme

Personel güçlendirme kavramı yirminci yüzyılın ortalarında insan ilişkileri kuramcıları tarafından ortaya atılan bir anlayış ile ortaya çıkmıştır. “1990 yıllarında örgüt üyelerinin güçlendirme, yenilik, yaratıcılık ve esneklik ihtiyacı sebebiyle örgüt yapısına uygun bir kontrolün nasıl geliştirilebileceği sorusuna cevap aramaya çalışan yöneticilerin bu sorunu çözmede tercih ettikleri bir yaklaşım olmuştur (Gürbüz vd, 2013, s. 791-792). Daha sonrasında

gücün çalışanlar ile paylaşıldığı yönetsel uygulamalarla uğraşmak yerine çalışanların işlerini nasıl yapacaklarına odaklanan psikolojik bir anlayış gelişmiş ve kavram psikolojik güçlendirme olarak tanımlanmıştır” (Altındış ve Özutku, 2011, s. 166 ; Temizkan, 2019, s. 648).

Spreitzer’e göre (1995) psikolojik güçlendirme, örgütteki güçlendirme girişimlerinde örgüt üyeleri tarafından başarılı sonuçlanması için tecrübelenmesi gereken psikolojik bir olgu olarak tanımlanmaktadır (Temizkan, 2019). “Modern yönetim anlayışı içerisinde sosyal, siyasal, kültürel, ekonomik, teknolojik ve daha birçok alanda sürekli ve hızlı bir değişim yaşanmaktadır. Yaşanan bu değişimler ve gelişmelerin hızı ve önemi karşısında örgütler çeşitli uygulamalara başvurmak zorunda kalmaktadır. Bu uygulamalarda çalışanlara önem veren yaklaşımlar öncelikli gelmektedir.” bu yaklaşımlardan birisi olan Psikolojik güçlendirme kavramı karşımıza çıkmaktadır (Spreitzer, 1995).

Psikolojik güçlendirme örgüt üyelerini motive olmasını, işe olan bağlılıkları sonucu çabalarını, öz benlik algısını kuvvetlendirmek, özgür duygularını pekiştirmek ve kendilerini psikolojik anlamda güvende hissedebilmelerini sağlamaktadır.

2.1.2. Psikolojik Güçlendirmenin Boyutları

Örgüt çalışanlarının işine karşı duyduğu motivasyonunu etkileyen dört boyutu bulunmaktadır. (Spreitzer, 1995). Psikolojik güçlendirme, kişilerin görevlerine dair kontrollerinin olduğu psikolojik durumları ifade eder. Sadece gücün çalışanlar ile paylaşıldığı yönetim ile ilgili uygulanmalara odaklanmaktan ziyade çalışanların işlerini nasıl yaptıklarına da odaklanan psikolojik anlamlı bir bakış açısıdır (Spreitzer, 1995; Çalışkan, 2011, s. 79).

Psikolojik güçlendirmenin dört boyuttan oluştuğunu belirtmiştir. Bu boyutlar (Erdem vd., 2016, s. 163; Çalışkan, 2011, s. 79):

- Anlam
- Yetkinlik
- Özerklik veya otonomi
- Etki

Bu dört boyutu örgüt üyelerinin kendilerini psikolojik olarak güçlü hissetmelerini sağlar.

İlk olarak Anlam boyutunu ele alınacak olunursa işin gerektirdiği koşullar ile örgüt üyelerinin değer yargıları arasındaki ilişkili uyum olarak tanımlanabilir. Aralarındaki ilişki

olumlu yönde ne kadar yüksek olursa örgüt çalışanları için anlam o kadar yüksek olacaktır. İlişkinin düşük olması ilgide azalma, işten kopma, durağanlık gibi psikolojik güçlenme için zayıflatıcı durumlar olarak ortaya çıkacaktır. İkinci olarak Yetkinlik boyutu; örgüt üyelerinin işlerine olan öz yeterlilik düzeyi ile ilgilidir. Üçüncü boyutu olan Özerklik; örgüt üyesinin kendi başına kararlar alarak yürürlüğe koyabilme algılarının bütünü olarak tanımlanabilir. Bu boyutu çalışana esneklik kazandırarak olumlu gelişime ortam sağlayacaktır. Aksi durumda işlerin başlatılmasında veya devamında alınacak olan izinler durumunda sürece zaman anlamında olumsuzluk yaratacaktır. Son olarak Etki boyutu; Örgüt çalışanın çıkan sonuca katkısı olup olmadığını anlaması ile ilgilidir. Çalışanın ne kadar etki bırakabilme düzeyini gösterir. Diğer üç boyuta olan etkileme gücünü fark etmesi olarak ifade edilebilir (Temizkan,2019, s. 649)

Psikolojik güçlendirmenin dört boyutu birbiriyle bağlantılıdır. Her bir boyut sürecinin farklı aşamalarında bulunmaktadır. (Spreitzer, 1995). Psikolojik güçlendirmenin dört boyutunun birlikte bulunması sürecin daha güçlü ve iyi bir sonuç ortaya çıkaracağını göstermektedir. Boyutlardan herhangi birinin ya da birkaçının bulunmayışı güçlendirmenin zayıflığını artıracaktır. (Spreitzer, 1995).

Psikolojik güçlendirme Üzerine Yapılan Araştırmalar

Psikolojik güçlendirme üzerine araştırmalar yapılmıştır. Yürür ve Demir'in yaptıkları araştırmada çalışanların örgütsel adalet algıları ve psikolojik güçlendirme düzeylerini incelemişlerdir. Araştırma sonucu çalışanların örgütsel adalet algıları ile psikolojik güçlendirme düzeyleri arasında karşılıklı ve güçlü ilişkiler ortaya çıktığı söylenmektedir. Üç adalet türü içerisinde prosedür adaletinin psikolojik güçlendirmeyi daha fazla etkilediği, buna karşılık psikolojik güçlendirme alt boyutlarından etki-özerklik alt boyutunun diğer boyutlarından örgütsel adalet türlerinin tümü üzerinde daha fazla etkiye yarattığı bulunmuştur (Yürür ve Demir, 2011).

Altınkurt ve arkadaşları (2016) yaptıkları çalışmada psikolojik güçlendirme boyutunda cinsiyete göre anlamlı bir farklılaşma olduğunu tespit etmiştir (Aktaran: İhtiyaroğlu,2017). İhtiyaroğlu'nun (2017) yaptığı araştırmada ise öğretmenlerin yapısal güçlendirme algılarının cinsiyet bakımından anlamlı bir farklılık göstermediği; buna karşın psikolojik güçlendirme algılarının cinsiyet bakımından anlamlı bir farklılık gösterdiğini ortaya koymuştur. Can ve Özbağ'ın yaptığı araştırma sonucunda nicel yöntemler kullanılan araştırmanın bulgularına göre psikolojik güçlendirmenin dört boyutunun örgüt üyelerinin davranışları üzerinde anlamlı ve olumlu bir etkiye sahip olduğu tespit edilmiştir (Can ve Özbağ,2019). Akın ve Saruhan'ın yaptığı araştırma sonucunda ise örgütsel özdeşleşmenin, psikolojik güçlendirmenin alt

boyutları arasında anlamlı ve doğrusal bir ilişkinin olduğu ortaya konulmuştur (Akın ve Saruhan, 2016). Kalfalıoğlu ve Çelik'in yapmış olduğu araştırmalarında ise, psikolojik güçlendirme uygulamalarının örgütsel kimliklenme üzerine istatistiksel olarak anlamlı bir etkiye sahip olduğu tespit edildiği bulunmuştur (Kalfalıoğlu ve Çelik,2018).

Yöntem

Bu bölümde araştırmanın deseni, veri toplama araçları, evren-örnekleme ve verilerin analizi ile ilgili bilgiler anlatılmaktadır.

Araştırmanın Yöntemi

Okul liderlerinin psikolojik güçlendirmeye etkisine odaklanan bu araştırmada nicel araştırma desenlerinden ilişkisel tarama yöntemi kullanılmıştır.

Araştırmanın evren ve örnekleme

Şanlıurfa ili, 2022-2023 Eğitim-Öğretim Yılında, ortaokullarında görev yapmakta olan 802 öğretmen arasından kolay örnekleme yöntemiyle belirlenen 110 öğretmeni oluşturmuştur. Araştırma verilerinin toplanmasında okul liderliği ölçeği ve psikolojik güçlendirme ölçeği araçlarının uygulanması sonucu elde edilen veriler SPSS 22 programıyla analiz edilmiştir.

Tablo 1. Öğretmenlerin Demografik Özelliklerine Göre Dağılımı

Değişken	n	%
Cinsiyet		
Kadın	60	54,5
Erkek	50	45,5
Eğitim Durumu		
Lisans	92	83,6
Lisansüstü	18	16,4
Yaş		
20–24	22	20,0
25–29	50	45,5
30–34	13	11,8
35–39	12	10,9
40 ve üzeri	13	11,8

Tablo 1'e göre araştırmaya katılan 110 öğretmenin demografik özelliklerine göre dağılımı incelendiğinde, katılımcıların %54,5'inin kadın, %45,5'inin ise erkek olduğu görülmektedir. Eğitim durumuna göre katılımcıların büyük çoğunluğunun (%83,6) lisans mezunu olduğu, lisansüstü eğitim düzeyine sahip öğretmen oranının ise %16,4 olduğu belirlenmiştir. Yaş dağılımı açısından, en yoğun grubun %45,5 ile 25–29 yaş aralığında yer aldığı, bunu %20 ile 20–24 yaş grubu izlediği görülmektedir. Diğer yaş grupları 30 yaş ve üzerindekiilerden oluşmakta olup her biri toplamın yaklaşık %11–12'sini oluşturmaktadır. Bu veriler, araştırma grubunun genç ve lisans düzeyinde eğitim almış öğretmenlerden oluştuğunu ortaya koymaktadır.

Veri toplama araçları

Bu araştırmada kullanılan ölçme araçlarının iç tutarlılık düzeyleri, öğretmenlerden elde edilen veriler üzerinden Cronbach's Alpha katsayıları aracılığıyla belirlenmiştir. Okul liderliği ölçeğine ilişkin yapılan güvenirlik analizinde, alt boyutlara göre elde edilen α katsayıları şu şekildedir: yön verme boyutu için .82, insanları geliştirme boyutu için .96, örgütü geliştirme boyutu için .93 ve öğretim programını geliştirme boyutu için .96. Ölçeğin tamamı için hesaplanan genel güvenirlik katsayısı ise oldukça yüksek bir düzeyde olup .98 olarak tespit edilmiştir. Bu sonuçlar, okul liderliği ölçeğinin hem genel olarak hem de alt boyutlar düzeyinde yüksek düzeyde güvenilir bir ölçme aracı olduğunu göstermektedir. Psikolojik güçlendirme ölçeği güvenirlik analizi öğretmenlerden elde edilen puanlar ile yapılmış ve güvenirlik katsayısı (Cronbach Alpha) anlamlılık boyutu için .82, yeterlilik boyutu için .72, özerklik boyutu için .85, etki boyutu için .75 ve ölçeğin tamamı için .86 olarak bulunmuştur.

Verilerin Analizi

Araştırma kapsamında toplanan veriler SPSS 22.0 programına aktarılarak oluşturulan veri dosyası üzerinde betimsel istatistikler ve basit doğrusal regresyon analizleri yapılmıştır. İlk olarak öğretmenlerin okul liderliği ve psikolojik güçlendirme düzeylerini belirlemek için betimsel istatistik yapılmış ve ortalama ile standart sapma değerleri belirlenmiştir. Daha sonra ise okul liderliğinin bağımsız değişken kabul edildiği, psikolojik güçlendirme bağımlı değişken kabul edildiği basit doğrusal regresyon analizleri yapılmıştır.

Bulgular

Bu bölümde araştırma kapsamında oluşturulan sorularına yönelik elde edilen bulgulara yer verilmiştir.

Birinci Alt Probleme İlişkin Bulgular

Öğretmenlerin okul liderliği düzeylerine ilişkin genel ve alt boyutlara ilişkin bulgulara

Tablo 2’de yer verilmiştir.

Tablo 2. *Okul Liderliği ve Alt Boyutlarına İlişkin Ortalama ve Standart Sapma Değerleri*

Ölçek ve Alt Boyutları	Ortalama	Standart Sapma
Yön verme boyutu	3,70	0,99
İnsanları geliştirme boyutu	3,58	1,22
Örgütü geliştirme boyutu	3,70	1,14
Öğretim programını geliştirme boyutu	3,49	1,20
Okul Liderliği	3,62	1,17

Tablo 2’de öğretmenlerin okul liderliğine ve bu yapının alt boyutlarına ilişkin algılarını yansıtan aritmetik ortalama ve standart sapma değerleri sunulmuştur. Bulgulara göre öğretmenlerin okul liderliği ölçeğine ilişkin genel değerlendirme puanı $\bar{X} = 3,62$ ve standart sapması $SD = 1,17$ olarak hesaplanmıştır. Bu durum, öğretmenlerin okul liderliği uygulamalarına yönelik algılarının orta düzeyin üzerinde seyrettiğini göstermektedir. Alt boyutlar düzeyinde en yüksek ortalama değer yön verme ($\bar{X} = 3,70$, $SD = 0,99$) ve örgütü geliştirme ($\bar{X} = 3,70$, $SD = 1,14$) boyutlarında gözlemlenmiştir. Bu bulgu, öğretmenlerin okul yöneticilerinin vizyon oluşturma, hedef belirleme ve okulun gelişimine yönelik stratejik adımlar atma becerilerini görece daha olumlu değerlendirdiklerine işaret etmektedir. İnsanları geliştirme boyutu ortalama puanı 3,58 ($SD = 1,22$) ile daha sınırlı bir düzeyde kalmakta, bu da okul liderlerinin öğretmenlerin mesleki gelişimine yönelik destek sağlama ya da motivasyon artırıcı rolünde farklı deneyimlerin yaşandığını düşündürmektedir. Öte yandan, en düşük ortalama değer öğretim programını geliştirme boyutuna ait olup $\bar{X} = 3,49$ ($SD = 1,20$) olarak bulunmuştur. Bu durum, okul liderlerinin öğretimsel süreçlere müdahale ya da katkı sunma düzeylerinin diğer liderlik uygulamalarına göre daha düşük algılandığını göstermektedir. Genel olarak, öğretmenlerin okul liderliği algıları tüm boyutlarda orta düzeyin üzerinde yer almakta, ancak alt boyutlar arasında belirli farklılıkların bulunduğu gözlemlenmektedir.

Öğretmen adaylarının psikolojik güçlendirme düzeyleri ile ilgili bulgulara Tablo 3’te yer verilmiştir.

Tablo 3. *Psikolojik Güçlendirme ve Alt Boyutlarına İlişkin Ortalama ve Standart Sapma Değerleri*

Ölçek ve Alt Boyutları	Ortalama	Standart Sapma
Anlamlılık boyutu	4,67	0,58
Yeterlilik boyutu	4,61	0,51
Özerklik	4,37	0,76
Etki boyutu	3,86	0,75
Psikolojik Güçlendirme	4,39	0,51

Tablo 3'te öğretmenlerin psikolojik güçlendirme düzeylerine ilişkin algıları aritmetik ortalama ve standart sapma değerleriyle sunulmuştur. Genel olarak öğretmenlerin psikolojik güçlendirme düzeyine ilişkin puan ortalaması $\bar{X} = 4,39$ olup, bu değere karşılık gelen standart sapma $SD = 0,51$ olarak hesaplanmıştır. Bu bulgu, öğretmenlerin mesleki rollerinde kendilerini genel anlamda yüksek düzeyde psikolojik olarak güçlenmiş hissettiklerini göstermektedir.

Alt boyutlar incelendiğinde, öğretmenlerin en yüksek ortalamayı anlamlılık boyutunda ($\bar{X} = 4,67$, $SD = 0,58$) elde ettikleri görülmektedir. Bu durum, öğretmenlerin yaptıkları işi değerli ve anlamlı bulduklarını ortaya koymaktadır. Bunu yeterlilik boyutu izlemekte olup ortalama $\bar{X} = 4,61$, standart sapma $SD = 0,51$ olarak belirlenmiştir. Bu bulgu, öğretmenlerin görevlerini başarıyla yerine getirme konusunda kendilerine yüksek düzeyde güven duyduklarını göstermektedir. Özerklik boyutuna ilişkin ortalama $\bar{X} = 4,37$ ($SD = 0,76$) olup, öğretmenlerin karar alma süreçlerinde belirli ölçüde bağımsızlığa sahip olduklarını düşündükleri anlaşılmaktadır. Buna karşın, en düşük ortalama değerin etki boyutuna ait olduğu görülmektedir ($\bar{X} = 3,86$, $SD = 0,75$). Bu durum, öğretmenlerin okul düzeyinde alınan kararlarda ya da okulun genel işleyişine etki etme konusundaki algılarının diğer boyutlara kıyasla daha düşük olduğunu göstermektedir. Genel olarak, psikolojik güçlendirme alt boyutlarına ilişkin değerlendirmelerin yüksek düzeyde seyrettiği, ancak öğretmenlerin etki algılarının görece daha sınırlı olduğu görülmektedir. Bu durum, okul yönetimlerinin öğretmen katılımını artırıcı uygulamalara daha fazla önem vermesi gerektiğini işaret etmektedir.

Öğretmenlerin psikolojik güçlendirmelerini yordayıcı okul liderliği değişkeni ile ilgili basit doğrusal regresyon analizi sonuçlarına Tablo 5'te yer verilmiştir.

Tablo 4. Psikolojik Güçlendirmenin Yordayıcı Değişkene (Okul Liderliği) İlişkin Basit Doğrusal Regresyon Analizi

Yordayıcı Değişkenler	B	SH	β	t	p
Sabit	3,700	0,179	-	20,650	.00
Okul Liderliği	0,184	0,048	0,400	3,802	.00**
N=78	R= 0,40	R ² = 0,16			
F _(1,76) = 14,456	p= ,00	**p<0,001			

Tablo 4'te öğretmenlerin psikolojik güçlendirme algılarını yordamada okul liderliğinin etkisini belirlemek amacıyla yürütülen basit doğrusal regresyon analizine ilişkin bulgular yer almaktadır. Yapılan analiz sonucunda modelin anlamlı olduğu görülmektedir ($F(1,76) = 14,456$, $p < .001$). Regresyon katsayısı incelendiğinde, okul liderliğinin psikolojik güçlendirme üzerinde anlamlı ve pozitif bir yordayıcı olduğu belirlenmiştir ($\beta = 0,400$, $t = 3,802$, $p < .001$). Modelin genel uyumu değerlendirildiğinde, okul liderliği değişkeninin psikolojik güçlendirme

puanlarındaki toplam varyansın %16'sını açıkladığı görülmektedir ($R = 0,40$, $R^2 = 0,16$). Bu bulgular, öğretmenlerin psikolojik olarak güçlenmelerinde okul liderliğinin etkili bir rol oynadığını göstermektedir. Regresyon denklemi şu şekilde ifade edilebilir: Psikolojik Güçlendirme = $3,700 + 0,184 \times \text{Okul Liderliği}$. Elde edilen bu sonuçlar, okul liderliğinin öğretmenlerin anlam, yeterlik, özerklik ve etki gibi psikolojik güçlenme boyutlarına katkı sağladığını göstermekte ve etkili liderlik uygulamalarının öğretmenlerin içsel motivasyonunu desteklemede önemli bir unsur olduğunu ortaya koymaktadır.

Tartışma ve Sonuç

Bu çalışmada, Leithwood (2012) tarafından geliştirilen ve Yalçın ile Atasoy (2021) tarafından Türkçe uyarlaması yapılan Okul Liderliği Ölçeği kullanılmıştır. Araştırma bulguları, öğretmenlerin okul liderliği ve alt boyutlarına ilişkin algılarının genel olarak yeterli düzeyde olduğunu göstermektedir. Özellikle, yön verme, insan kaynaklarını geliştirme, örgütsel gelişim ve öğretim programının iyileştirilmesi boyutlarında olumlu değerlendirmelerin öne çıktığı görülmüştür. Bu sonuçlar, okul liderlerinin stratejik planlama, mesleki gelişim desteği ve kurumsal kapasiteyi artırma konularında etkili olduğunu düşündürmektedir.

Uğurlu ve Abdülrezzak'ın (2016) çalışmasıyla uyumlu olarak, öğretmenlerin okul liderliğine yönelik tutumlarının genel anlamda olumlu olduğu tespit edilmiştir. Araştırmada, öğretimsel destek ve işbirliği boyutlarında yüksek, açıklayıcı liderlik davranışlarında ise oldukça yüksek düzeyde algıların mevcut olduğu belirlenmiştir. Benzer şekilde, Hallinger ve Heck (1998), okul liderliğinin öğretmenlerin motivasyonu ve mesleki bağlılığı üzerinde önemli bir etkiye sahip olduğunu vurgulamıştır. Ayrıca, öğretmenlerin okul müdürlerinin karar alma süreçlerinde şeffaf ve katılımcı bir yaklaşım sergilediğine inandıkları, bu durumun da öğretmenlerin yönetime aktif katılım isteğini artırdığı sonucuna varılmıştır (Leithwood & Jantzi, 2006). Bununla birlikte, etkili okul liderliği ile öğretmen performansı arasında orta düzeyde pozitif bir ilişki olduğu tespit edilmiştir (Uğurlu & Abdülrezzak, 2016).

Ayvalı ve Koşar'ın (2021) çalışması, okul müdürlerinin işbirliğine dayalı, paylaşımcı ve yenilikçi bir liderlik anlayışını benimsediklerini ortaya koymuştur. Öğretmenler, liderlerin rehberlik etme, rol model olma ve değişime öncülük etme gibi özelliklerini olumlu bulmakla birlikte, zamanla karşılaştıkları otoriter tutumlar ve iletişim engellerinin varlığına da dikkat çekmişlerdir. Bu bulgular, Harris (2013) tarafından yapılan araştırmayla da desteklenmektedir. Harris, okul liderlerinin demokratik yönetim anlayışını sürdürmede karşılaştıkları zorlukları vurgulamış ve liderlerin iletişim becerilerini güçlendirmelerinin önemini belirtmiştir.

Sonuç olarak, mevcut arařtırmalar, okul liderlięinin öęretmenler üzerinde önemli bir etkiye sahip olduęunu ve liderlik stillerinin öęretmen motivasyonu ile kurumsal başarıyı doğrudan etkiledięini göstermektedir (Bush, 2018). Ancak, liderlerin katılımcı ve řeffaf yönetim anlayışını sürdürürken, otoriter eğilimlerden kaçınmaları gerektięi de açıkça görölmektedir. Bu bağlamda, okul liderlerinin iletişim becerilerini güçlendirmeye yönelik eğitim programlarının, liderlik etkinlięini artırabileceęi önerilebilir (Day et al., 2016).

Arařtırmanın ikinci alt problemi sonuçları öęretmenlerin anlamlılık, yeterlilik, özerklik ve etki boyutlarında yeterli düzeyde psikolojik güçlendirme algısına sahip olduklarını ortaya koymaktadır. Psikolojik güçlendirmenin genelinde elde edilen bulgular, öęretmenlerin psikolojik güçlendirme düzeylerinin yeterli seviyede olduęunu göstermektedir. Bu sonuçlar, öęretmenlerin mesleki yaşamlarında kendilerini yetkin, bağımsız ve etkili hissettiklerine işaret etmektedir. Bu sonuç, Can ve Özbaę'ın (2019) çalışmasıyla paralel olarak, bu arařtırmanın bulguları da psikolojik güçlendirmenin dört boyutunun örgüt üyelerinin davranışları üzerinde anlamlı ve olumlu etkileri olduęunu desteklemektedir. Benzer řekilde, Spreitzer (1995) psikolojik güçlendirmenin çalışanların iş performansı ve iş tatmini üzerinde pozitif etkileri olduęunu vurgulamıştır. Ayrıca, Thomas ve Velthouse (1990) psikolojik güçlendirmenin bireylerin içsel motivasyonlarını artırarak daha yüksek performans göstermelerine katkı sağladığını belirtmiştir.

Bu arařtırmanın bulguları, psikolojik güçlendirmenin öęretmenlerin mesleki motivasyonları ve performansları üzerindeki olumlu etkilerini ortaya koyması açısından önemlidir. Özellikle, öęretmenlerin yeterlilik ve etki boyutlarında yüksek algılara sahip olmaları, onların mesleki özgüvenlerinin ve okul ortamında etkili olma hislerinin güçlü olduęunu göstermektedir. Bu durum, öęretmenlerin mesleki bağlılıklarını ve iş doyumlarını artırabilir (Luthans et al., 2007). Sonuç olarak, bu arařtırma ve ilgili literatür, psikolojik güçlendirmenin öęretmenlerin mesleki yaşamlarında önemli bir rol oynadığını göstermektedir. Okul yöneticilerinin, öęretmenlerin psikolojik güçlendirme düzeylerini artırmak için anlamlı işler sunma, yetkinliklerini geliştirme, özerklik sağlama ve etkilerini hissettirme konularında çaba göstermeleri önerilebilir. Bu sayede, öęretmenlerin motivasyonları ve performansları daha da artabilir.

Arařtırmanın son alt problemine ilişkin bulgular, okul liderlięinin psikolojik güçlendirmenin anlamlı bir yordayıcısı olduęunu ortaya koymaktadır. Yapılan analizler sonucunda, okul liderlięinin psikolojik güçlendirmenin varyansının %16'sını açıkladığı tespit edilmiştir. Bu bulgu, okul liderlerinin öęretmenlerin psikolojik güçlendirme düzeylerini

şekillendirmede önemli bir role sahip olduğunu göstermektedir. Bu sonuç, Chen ve Kanfer (2006) tarafından yapılan araştırmayla da desteklenmektedir. Chen ve Kanfer, liderlerin çalışanların psikolojik güçlendirme düzeylerini etkileyerek örgütsel sonuçları iyileştirebileceğini belirtmiştir.

Ayrıca, çalışanların işe olan katkılarının fark yarattığını hissetmeleri, psikolojik güçlendirme açısından kritik öneme sahiptir. Luthans ve Peterson (2002), çalışanların başarılarının tanınması ve ödüllendirilmesinin, onların psikolojik güçlendirme düzeylerini artırdığını belirtmiştir. Bu nedenle, okul liderlerinin çalışanların başarılarını ödüllendirmesi ve onlara değer verdiğini hissettirmesi önemlidir. Son olarak, okul liderlerinin örgütsel yaratıcılığın önündeki engelleri fark etmesi ve bu engelleri ortadan kaldırmaya çalışması gerekmektedir. Yuan ve Woodman (2010), örgütsel engellerin çalışanların yaratıcılıklarını ve motivasyonlarını olumsuz etkilediğini vurgulamıştır. Bu nedenle, okul liderlerinin bu engelleri belirleyerek gerekli önlemleri alması, örgütsel yaratıcılık ve psikolojik güçlendirme düzeylerini artırabili

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Türkiye'de Okul Yönetimi ve Yenilik Konulu Araştırmaların İncelenmesi

Ramazan Atasoy

Harran Üniversitesi, Eğitim Fakültesi, TÜRKİYE

e-mail: atasoyramazan@harran.edu.tr, Orcid No: 0000-0002-9198-074X

İbrahim Halil Yavuz

Milli Eğitim Müdürlüğü, Şanlıurfa, TÜRKİYE

e-mail: ibrahimhalilyavuz@gmail.com

Özet

Bu çalışma, eğitim örgütleri olarak okullarda değişim ve yenileşim süreçlerinin önemli aktörleri olan okul yöneticilerinin inovasyon yeterliliklerini ve inovasyona bakış açılarını inceleyen araştırmaları analiz etmeyi amaçlamaktadır. Literatür taramasına dayalı olarak gerçekleştirilen çalışmada, öncelikle inovasyonun kuramsal temelleri ele alınmış, ardından okul yöneticiliğinde inovasyon yeterlilikleri değerlendirilmiştir. Araştırma, 2014-2025 yılları arasında yürütülen dokuz yüksek lisans ve üç doktora tezi olmak üzere toplam on iki tezden oluşmaktadır. Literatür taramasına dayanan bu çalışmada öncelikle inovasyonun teorik temelleri ele alınmış, ardından okul yönetiminde inovasyon yetkinlikleri değerlendirilmiştir. Liderlerin değişimi başlatma ve yönetme yeterlikleri ile örgütlerin rekabet gücünü artırmadaki rolleri üzerinde durulmuştur. Yenilikçi liderliğin, tüm paydaşların katılımıyla geleceği şekillendirme yeteneği olarak kabul edildiği belirtildi. Ayrıca inovasyonun yenilik, değişim, teknolojik gelişmeler ve sürdürülebilirlik gibi unsurları içerdiği ve başarıya ulaşmada kritik bir süreç olduğu ifade edildi. Bu bağlamda insan kaynağı yetiştiren okullardaki yöneticilerin inovasyon odaklı yaklaşımlarının önemi vurgulandı. Özellikle okul yöneticilerinin yenilikçi liderlik yaklaşımları öğretmen görüşlerine dayalı araştırmalarla incelenmiş, bu çalışmaların öğrenci ve veli gibi diğer paydaşların görüşleriyle de desteklenmesi önerilmiştir.

Anahtar Sözcükler: Okul liderliği, inovasyon, değişim, iyi oluş.

Examination of Research on School Management and Innovation in

Türkiye

Abstract

This study aims to analyze research that examines the innovation competencies and perspectives on innovation of school administrators, who are key actors in the processes of change and renewal in schools as educational organizations. Based on a literature review, the study first addresses the theoretical foundations of innovation, followed by an evaluation of

innovation competencies in school leadership. The research is based on a total of twelve theses, including nine master's and three doctoral dissertations, conducted between 2014 and 2025. Emphasis is placed on the competencies of leaders to initiate and manage change, as well as their roles in enhancing organizational competitiveness. Innovative leadership is defined as the ability to shape the future through the active participation of all stakeholders. Furthermore, innovation is discussed as a critical process encompassing elements such as novelty, change, technological advancements, and sustainability, all of which are crucial to achieving success. In this context, the importance of innovation-oriented approaches by administrators in schools, where human resources are cultivated, is highlighted. Particularly, the innovative leadership approaches of school administrators have been examined through research based on teachers' perspectives, with a recommendation to enrich these studies by incorporating the views of other stakeholders such as students and parents.

Keywords: School leadership, innovation, change, well-being

Giriş

İçinde bulunduğumuz yüzyılda devletler; COVID-19 pandemisi, işsizlik, yoksulluk, küresel ısınma ve doğal afetler gibi çok boyutlu ekonomik ve sosyal sorunlarla başa çıkmak zorunda kalmıştır (World Economic Forum [WEF], 2023). Ancak bu zorluklar, devletlerin eğitsel ve sosyal mekanizmalarla vatandaşlarının beklentilerine çözüm üretme çabalarını daha da yoğunlaştırmıştır. Bu noktada, insan ihtiyaçlarını karşılamak üzere kullanılan kaynakların sınırlı olduğu gerçeği, eğitim örgütlerinin yenilik ve değişim arayışlarını tetiklemektedir. Ancak, ihtiyaçlar sonsuzken, bu ihtiyaçları karşılayabilecek mal ve hizmetlerin üretiminde kullanılan kaynaklar kıttır (Samuelson & Nordhaus, 2010). Tam da bu çelişkili yapı, inovasyon kavramını gündeme getirmektedir. İnovasyon sıklıkla değişim ve yenilenme kavramlarıyla karıştırılsa da, bu kavramları içerdiği hâlde onlardan daha fazlasını ifade eder. Özünde inovasyon, mevcut sınırlı kaynaklara rağmen en etkili ve sürdürülebilir mal veya hizmetin sunulabilmesini sağlayan yaratıcı ve stratejik bir süreçtir (OECD, 2018; Tidd ve Bessant, 2021).

TÜBİTAK'ın (2006) çevirisini yaptığı Oslo Kılavuzu'nda belirtildiği üzere, örgütlerde uygulanan yeni veya önemli ölçüde iyileştirilmiş ürün, süreç ya da pazarlama teknikleri inovasyon olarak tanımlanmaktadır. Bu bağlamda inovasyon yalnızca özel sektörün bir dinamiği değil, kamu sektörünün gelişimi açısından da kritik bir araç olarak değerlendirilmektedir. Ancak kamu alanında, özellikle ekonomi dışındaki sektörlerde inovasyon kavramına ilişkin farkındalığın henüz istenen düzeyde olmadığı vurgulanmaktadır. Oysaki kamu sektörü, tüm ekonomik faaliyetlerin temel taşı niteliğindedir. Bu sektörün

sunduğu hizmetler yalnızca günümüz ihtiyaçlarını karşılamakla kalmayıp, aynı zamanda geleceğin şekillenmesine ve diğer sektörlerle nitelikli insan kaynağı sunulmasına da katkı sağlamaktadır. Bu durum, inovasyonun kamu sektörü bağlamında yeterince araştırılmamasına yol açmış, özellikle eğitim sektörü gibi kamu hizmetlerinin merkezinde yer alan alanlarda kavramın yeterince içselleştirilemediği gözlemlenmiştir (TÜBİTAK, 2006). Eğitim sistemlerinde inovasyonun sürdürülebilir hizmet sunumu, kalite artışı ve değişime uyum açısından kritik rol oynadığı düşünülse de, Türkiye’de okul yöneticilerinin bu konudaki yeterlilikleri ve tutumları üzerine yapılan akademik araştırmalar oldukça sınırlıdır (Yıldırım, 2017; Kaya, 2022). Bu çerçevede, özellikle eğitim sektörü, kamu inovasyonunun gelişimi açısından stratejik bir konuma sahiptir.

Eğitim sektörü içerisinde okullar, sistemin temel taşı olarak işlev görürken; bu kurumların etkili işleyişinde lider konumundaki okul yöneticilerinin bilgi, beceri ve yetkinlikleri kritik bir rol oynamaktadır. Eğitim yöneticilerinden yalnızca yönetsel beceriler değil, aynı zamanda yeniliklere açık olmaları, güncel gelişmeleri takip etmeleri ve etkili liderlik özelliklerine sahip olmaları beklenmektedir. Proaktif, öğretmenlerle iş birliği içerisinde çalışan ve ekiplerini motive edebilen yöneticiler, okullarda inovasyon kültürünün gelişimine doğrudan katkı sağlar. Bu bağlamda, eğitim yöneticilerinin inovasyon yeterliliklerinin incelenmesi önemli bir araştırma alanı olarak öne çıkmaktadır.

Türkiye’de bu konuyla ilgili yapılmış lisansüstü tezlerin incelenmesi, mevcut durumu ortaya koymak açısından anlamlıdır. Yapılan literatür taramasında, 2014 ile 2022 yılları arasında okul yöneticilerinin inovasyon kavramına ilişkin yeterlilikleri ile bu konudaki görüş ve önerilerini ele alan toplam sekiz yüksek lisans tezine ulaşıldığı belirlenmiştir. Yükseköğretim Kurulu Ulusal Tez Merkezi (YÖK Tez) veri tabanında yapılan taramada, 2014–2022 yılları arasında okul yöneticilerinin inovasyona yönelik tutumları, yeterlilikleri veya bu alandaki uygulamaları üzerine yapılmış çalışmalar, genellikle tanımlayıcı nitelikte olup, inovasyonun kurumsal kültürle ilişkisi, örgütsel öğrenme, liderlik biçimleri ya da uygulama sonuçları gibi boyutları kapsamaktan uzaktır. Bu bulgu, eğitim alanında inovasyon üzerine yapılan çalışmaların sayıca sınırlı olduğunu göstermektedir. Özellikle inovasyonun daha çok özel sektör odaklı araştırmalarda ele alındığı, eğitim alanında ise bu kavrama yönelik bilimsel çalışmaların yeterli düzeye ulaşmadığı dikkat çekmektedir. Bu durum, hem kavramsal hem de uygulamaya dönük araştırmalar açısından ciddi bir boşluğa işaret etmektedir. Dolayısıyla, eğitimde inovasyonun nasıl algılandığı, yöneticilerin bu sürece nasıl katkı sunduğu ve ne tür yapısal engellerle karşılaştığı gibi soruların derinlemesine incelendiği yeni çalışmalara ihtiyaç duyulmaktadır

Araştırmanın amacı

Bu araştırma, okul yöneticiliği ve inovasyon konulu Türkiye’de yapılmış araştırmaların incelenmesini amaçlanmıştır. Bu temel amaç kapsamında aşağıdaki alt problemlere de yanıt aranmıştır:

1. Okul yöneticiliği ve inovasyon konulu Türkiye’de yapılmış araştırmalar yapım tarihi yönüyle nasıldır?
2. Okul yöneticiliği ve inovasyon konulu Türkiye’de yapılmış araştırmalar amacı, yöntemi ve sonuçları bakımından nasıldır?
3. Okul yöneticiliği ve inovasyon konulu Türkiye’de yapılmış araştırmaların modeli ve deseni nasıldır?
4. Okul yöneticiliği ve inovasyon konulu Türkiye’de yapılmış araştırmaların çalışma grupları yönüyle Lisansüstü tezlerin durumu nasıldır?
5. Okul yöneticiliği ve inovasyon konulu Türkiye’de yapılmış araştırmaların veri toplama araçları yönünden nasıldır?
6. Okul yöneticiliği ve inovasyon konulu Türkiye’de yapılmış araştırmaların veri analizi yönünden nasıldır?
7. Okul yöneticiliği ve inovasyon konulu Türkiye’de yapılmış araştırmaların Üniversite ve Anabilim dalı/Bilim dalı yönünden nasıldır?

Araştırmanın önemi

Küresel düzeyde yaşanan sosyoekonomik dönüşümler, dijitalleşme, iklim krizi ve salgınlar gibi çok yönlü krizler, kamu hizmetlerinin niteliğini yeniden düşünmeyi ve yapılandırmayı zorunlu kılmaktadır. Bu bağlamda eğitim sektörü, toplumsal gelişmenin ve yenilikçi kapasitenin artırılmasında merkezi bir rol üstlenmektedir. Okul yöneticilerinin değişime liderlik etme kapasiteleri, yalnızca kurumsal başarıyı değil, aynı zamanda eğitim sisteminin yenilik üretme ve krizlere uyum sağlama kabiliyetini de doğrudan etkilemektedir. Diğer taraftan, Türkiye’de eğitimde yenilikçilik ve değişim konuları ulusal literatürde, özellikle de eğitim bilimleri alanında sıklıkla tartışılması büyük bir önem arz etmektedir. Yapılan sınırlı sayıdaki çalışmanın çoğu, da betimleyici düzeyde kalmakta ve inovasyonun eğitimdeki işlevine yönelik derinlemesine bir analiz sunmamaktadır (Kaya, 2022; Yıldırım, 2017). Bu araştırma, eğitim örgütlerinin odağına inovasyonu ne kadar yerleştirdiklerini ve içselleştirdiklerini göstermesi açısından da değerli olduğu düşünülmektedir. Ayrıca elde edilecek bulguların, eğitim politikaları, yönetici yetiştirme programları ve uygulamalı liderlik modellerinin geliştirilmesinde yol gösterici olması beklenmektedir.

Kuramsal çerçeve

Değişim Kavramı

Değişim, çağdaş toplumların hem bireysel hem de kurumsal düzeyde karşı karşıya kaldığı en temel olgulardan biridir. Türk Dil Kurumu'na (2021) göre değişim; “bir zaman dilimi içindeki değişikliklerin bütünü, değişme” şeklinde tanımlanmaktadır. Sayılı ve Tüfekçi (2008), değişimi bir bütünün parçalarında ya da bu parçalar arasındaki ilişkilerde, önceki duruma kıyasla gözlemlenebilir niteliksel veya niceliksel farklılıkların meydana gelmesi olarak açıklar. Çolakoğlu'na (2005) göre ise, içinde bulunulan çağı en iyi tanımlayan kavramlardan biri değişimdir; bu kavram, herhangi bir unsurun belirli bir zaman dilimi içerisinde bir durumdan başka bir duruma dönüşmesini ifade eder. Bu tanımlar, değişimin yalnızca teknik ya da yapısal bir dönüşüm değil, aynı zamanda toplumsal ve kültürel düzeyde bir uyum süreci olduğunu ortaya koymaktadır.

Yapılan tanımlar doğrultusunda değişim, bireyde, gruplarda ya da örgütlerde belirli bir süreç içerisinde, planlı ya da plansız biçimde bir durumdan başka bir duruma geçiş süreci olarak değerlendirilmektedir (Sayılı ve Tüfekçi, 2008). Bu süreç olumlu sonuçlar doğurabileceği gibi, olumsuz etkiler de yaratabilir. Değişimin temelinde, insanın artan ve çeşitlenen ihtiyaçları ile arzularının yer aldığı daha önce belirtilmiştir. Teknolojik gelişmeler, ekonomik dalgalanmalar, toplumsal yönelimler, siyasi dönüşümler ve küresel rekabet gibi faktörler, değişimin temel nedenleri arasında yer almaktadır (Fullan, 2016; OECD, 2020). Örneğin, içten yanmalı motorlu araçlardan elektrikli araçlara geçiş sadece ulaşım alışkanlıklarını değil, aynı zamanda işgücü niteliklerini, eğitim içeriklerini ve sektör beklentilerini de dönüştürmüştür. Teknolojik yenilikler sadece üretim biçimlerini değil, aynı zamanda örgüt yapıları ve işleyişlerini de yeniden şekillendirmektedir (Christensen, 1997). Benzer şekilde, ekonomik krizler hem sosyal hem de ekonomik değişimleri zorunlu kılarken; siyasi gelişmeler, devletleri yeni politika arayışlarına ve çözüm üretme çabalarına yönlendirmektedir. Küresel düzeyde artan karşılıklı bağımlılık, devletler arasında yoğun ticari ilişkileri zorunlu kılmakta; bu durum da toplumsal düzeyde çok boyutlu değişim süreçlerini beraberinde getirmektedir (Castells, 2010). Sonuç olarak, küreselleşmenin getirdiği yoğun rekabet ortamı, örgütlerin, bireylerin ve devletlerin varlıklarını sürdürebilmeleri için değişimi hem bir zorunluluk hem de bir strateji olarak ele almalarını gerekli kılmaktadır.

İnovasyon

Günümüz rekabet ortamında maliyet unsurları ve sektör ihtiyaçları önemini korumakla birlikte, işletmelerin değişime verdikleri tepkiler, ürün ve hizmet kalitesi, müşteri taleplerine

uygun yeni ürün geliştirme süreçleri gibi faktörler de en az bu unsurlar kadar belirleyici hâle gelmiştir (Tidd & Bessant, 2018). Bu bağlamda, inovasyon bir tercih değil; sürdürülebilirlik ve farklılaşma açısından zorunluluk olarak değerlendirilmelidir. Ancak inovasyon yalnızca “farklı” bir şey ortaya koymak değildir; esasen müşteri ihtiyaçlarını önceleyen, onlara değer katan çözümler üretme sürecidir (Christensen et al., 2016). Başarıya ulaşmanın yolu, rakiplerden daha cazip ürünler sunarak müşteri memnuniyetini sağlamak ve bu yolla pazarda farklılaşabilmektir. Bu nedenle bir fikrin gerçekten inovatif olup olmadığına karar verecek olan son kullanıcı, yani müşteridir (OECD, 2005). Müşteriyle kurulan etkin iletişim sayesinde hem ihtiyaçlar hem de sorunlar doğru biçimde anlaşılabilir; bu da inovatif çözümlerin temelini oluşturur. Makro düzeyde ele alındığında ise, inovasyon kapasitesinin artması yalnızca firmaların rekabet gücünü artırmakla kalmaz; aynı zamanda yaşam standartlarının yükselmesine, ekonomik büyümeye ve istihdam olanaklarının genişlemesine de doğrudan katkı sağlar (World Economic Forum, 2020). Bu nedenle ülkelerin küresel düzeydeki yerini belirleyen en kritik unsurlardan biri, inovasyon kapasiteleridir.

İnovasyon, yalnızca bilinmeyen bir ürünün geliştirilmesi değil, aynı zamanda mevcut bir ürünün daha önce düşünülmemiş şekillerde modifiye edilerek geliştirilmesi ve bu ürün için yeni pazarların keşfedilmesini de kapsayan çok boyutlu bir süreçtir (Yavuz, 2010). Bu süreç yalnızca çıktıya değil, aynı zamanda örgütsel ya da bireysel girdilerin dönüşümüne, gelişmiş fikir, ürün veya hizmetlerin pazarlanabilirliğine ve işlevsel olarak yayılmasına da odaklanır. İnovasyon kavramı, sadece teknolojik ürünleri değil; süreç, pazarlama yöntemleri ve örgütsel yapılar gibi alanlardaki yenilikleri de içine alır. Bu yönüyle, inovasyon hem süreci hem de sonuçları kapsamaktadır.

Yavuz (2010), inovasyonu yalnızca teknolojik bir dönüşüm olarak değil; aynı zamanda yeni düşünceleri somutlaştırmaya yönelik bir çaba olarak tanımlar. Bu bağlamda “know-how” (nasıl yapılır) ile “why” (neden yapılır) kavramlarının birleştirilmesi, inovasyonun hedef odaklı doğasını ortaya koymaktadır. İnovasyon süreci; fikir üretimi, araştırma-geliştirme (Ar-Ge), uygulama, değerlendirme ve sonuçların geniş kitlelere yayılması gibi aşamaları içerir. Bu nedenle inovasyon, kendine özgü bir faaliyet olmanın ötesinde; Ar-Ge çalışmalarını, teknolojik gelişmeleri ve bunların ekonomik ve toplumsal faydaya dönüşümünü içeren bütüncül bir yaklaşımdır (OECD, 2005). TÜBİTAK (2006) tarafından Türkçe basılmış Oslo Kılavuzu’nda inovasyonunun temel nitelikleri şöyle ifadelendirilmiştir:

- İnovasyon sürecinin neticesini ve yansımasını, hedeflenen değişimin gerçekleşme süresini, ne kadar kaynak gerektirdiğini, değişim neticesinde başarının olup olmayacağını tahmin pek mümkün değildir.
- İnovasyon keşfetmekten sonraki aşama olan yararlanmayı ve hali hazırda kullanılan bilginin yeni kullanım sahalarının saptanmasını içermektedir.
- İnovasyondan beklenti şu şekildedir: maliyette olumlu ilerleme, kâr oranlarında, pazar payında gözle görülür artış, rekabette belirgin üstünlük.
- İnovasyonun, yenileşimi tam anlamıyla gerçekleştiren bir örgütün başarısından dolayı örnek olma, örnek alınma olasılığı yüksektir ve bu sebeple hızlıca yayılma başka bir özelliğidir.

Bu doğrultuda, inovasyon yalnızca “yenilik” ya da “yenilenme” gibi kavramlarla sınırlı tutulamaz. Aksine; fikir aşamasından pazarlanabilirliğe uzanan tüm süreci kapsayan bir yapıdadır. Ancak literatürde ve gündelik kullanımlarda bu kavramın daraltılarak yalnızca “yenilik” şeklinde ele alınması, inovasyonun sürece dayalı ve çok boyutlu doğasını göz ardı etmeye neden olmaktadır. Bu çalışmada, inovasyon kavramı indirgenmeden, sahip olduğu tüm boyutlarıyla ele alınmıştır. Bu nedenle “yenilik” yerine kasıtlı olarak “inovasyon” kavramı kullanılmıştır.

Tüm inovasyon üzerine çalışma yürütenlerin başarıya erişmeleri temel bazı ilkeleri takip etmeleri ile mümkün olabilir. Bu temel kriterler Eraslan (2014) tarafından Erdoğan (2011) den alıntı yapılarak şöyle ifade edilmiştir:

- Örgütlerin sürdürülebilir büyüme ve bunla birlikte yıkıcı rekabet koşullarına direnebilmek için, bu koşulları yenebilmek için inovasyona ihtiyacı vardır.
- Ar-ge çalışmaları inovasyon ile aynı kabul edilmemelidir ve inovasyonun ar-ge yi de içerdiği bilinmelidir.
- İnovasyon kazanç oranlarını ve talep eğrisini olumlu yönde etkilemelidir.
- İnovasyon belirli bir ana hapsedilmemeli, süreklilik arz etmelidir.
- İnovasyonun, bilinmeyen temel değişimlerin habercisi olabilir.
- İnovasyon, ihtiyaç halinde ve hazır olunan bir anda ortaya çıkarsa etkili olma olasılığı artar.

- İnovasyona başlanılmadan önce bilgi birikimi öncelenmeli ve veri çeşitliliği saptanmalıdır.
- İnovasyon çalışmaları disiplinler arası süreçleri kapsar ve çok yönlüdür.
- İnovasyon için ek kaynak bulmak son derece önemlidir.
- İnovasyonda başarısız olunacağı kestirilirse başarısızlığa sebep olan etkenler ortadan kaldırılmalıdır.
- İnovasyon planlı yürütülmelidir. Örgüt üyeleri süreci içselleştirmelidir.
- İnovasyonda zamanlama oldukça önemlidir. Gerekirse ve zamanının uygun olmadığına inovasyon reddedilebilir.
- İnovasyon süreci neticesinde verimliliği artırmak için hali hazırda var olan üretim kaynaklarına ek olarak bir üretim gerçekleştirilmelidir.
- İnovasyonun başarıya ulaşması sürecin oldukça sade, iç paydaşlarca anlaşılabilir basitlikte olması gereklidir.

Eğitimde İnovasyon

İnovasyon kavramı üzerine Tübitak (2006) Oslo Kılavuzu'nda özel sektöre daha çok hitap ediyor gibi görünen tanımlar yapılmaktadır. Ancak eğitim örgütlerine uyarlanması da kaçınılmazdır. Okullar ve diğer eğitim kurumları için;

- Ürün, hizmet bazlı inovasyonuna, yeni kitap, yeni müfredat , yeni elektronik öğrenme platformu,
- Süreç bazlı inovasyonu, öğretmenin çalışma ortamındaki değişimler, öğrencilerin sınıflanma biçimi, aile ile farklı iletişim kanalı kurma,
- Organizasyon bazlı inovasyon, ailelerle ve çocuklarla çeşitli etkinlikler organize edilmesine,
- Pazarlama bazlı inovasyon yüksek lisans eğitiminin ücretli olması gibi uygulamalar eğitimde inovasyona örnek teşkil edebilir.

Eğitim sektöründeki inovasyonlar iyileştirme, geliştirme odaklı inovasyonlardır. Buyruk (2018) e göre Uluslararası Öğrenci Değerlendirme Programı yani bilinen kısa adıyla PISA ve açılımı Trends in International Mathematics and Science Study olan TIMMS yani Uluslararası Matematik ve Fen Eğilimleri Araştırması, iki uluslararası sınav Ekonomik İşbirliği

ve Kalkınma Örgütü (OECD) tarafından gerçekleştirilmektedir. Rekabet ortamının geliştiği bir dünyada bu tip ölçme sınavları, dünyada değişen ekonomik koşulların ölçülenmesinde etkindir. Devletlerin rekabet alanında konumlarına yönelik ipucu verir. Devletlerin ekonomilerini yöneterek yönlendirecek olan geleceğin büyükleri olan çocuklar hakkında bilgi sunmaktadır.

Devletler PISA gibi TIMSS gibi uluslararası sınavlarda çocukların başarı yüzdelelerini arttırmak için içinde yaşanan çağın gereksinimine göre insanlarına iyi eğitim vermek zorunda hissederler. Eğitim sistemlerinin koşullarını iyileştirmeye ihtiyaç vardır. Geleneksel yöntemlerden, modern yöntemlere geçilmelidir. Ülkemiz için konuşursak uluslar arası sınavlarda alt sıralardadır. Özellikle okuma anlama, matematik ve fen konularında öğrencilerin başarılarının artırılması için inovasyon çalışmalarının eğitim sistemine uygulanması zorunludur. Dolayısıyla inovasyon içeriğinde bulunan teknoloji kullanımı ve eğitim adaptasyonu ilk basamaklardandır. Öğrencilerin inovasyon adı verilen süreçte birer yön verici olarak yetiştirilmeleri gerekmektedir. Öğrenciler risk alabilen, sorumluluk sahibi, özgüven sahibi, tasarım yapabilen, başarısız olsa bile yılmayan kişiler olabilmeleri için eğitim dizayn edilmelidir.

Okul yöneticileri, öğrenci, veli ve öğretmen ortamında olumlu neticelere ulaşabilmek için değişimi başlatan, yöneten sevk eden şeklinde bazı temel niteliklere sahip olmalıdır. İnovasyona odaklanan bir okul iklimi bir okul kültürü oluşturulmalıdır. Okul geleceğe hazırlanıyor ise, bir vizyona sahip olmalı ve bu vizyonu tüm bireyleri ile içselleştirmiş olmalıdır. Örgütün tüm bireyleri olumlu değişim iradesi sergiliyor iseler o kurum, o okul için ideal bir okul kültürüne sahip olduğu tezi öne sürülebilir. İnovatif hedeflerde birleşen örgüt üyeleri örgütü şekillendirdiği gibi, örgütün inovatif anlayışlı genel kültürü de üyeler üzerinde etkili olur. Bu olumlu döngü ülkeleri ileriye taşıyan bir sistem olarak yerleştiği zaman hem ulusal hem de uluslararası başarı gelecektir.

Eğitimde inovasyon adı ile araştırma yapıldığında “geleceğin yarının okulları” kavramının sıkça kullanıldığı gözlemlenmektedir. OECD-CERI (Eğitim Araştırmaları ve İnovasyon Merkezi) tarafından 2001 de geleceğin okulları programında altı senaryo ortaya konmuştur;

1. Senaryo: Güçlü bürokratik okul sistemleri
2. Senaryo: Hedef kitlelerini genişleten ve sektördeki pazar payını genişleten okullar
3. Senaryo: Kendi kendini yenileyen okullar: Toplum merkezi okullar

4. Senaryo: Öğrenen okullar
5. Senaryo: Özerk okullar
6. Senaryo: Öğretmensiz okullar (akt. Erdemet, 2017).

Senaryoların çoğunluğunda inovasyon sürecine uygun senaryoların baskın yer tuttuğu fark edilecektir. Gelecek, inovasyonu fark eden, inovasyona uygun hareket eden örgütlerin olacaktır denebilir. İnovatif liderlik yaklaşımı, okul yöneticilerinin kendi örgütlerinde inovasyon uygulamak için harekete geçtiklerinde birden çok özellik sahibi olmaları gerekliliğini ortaya koyar. Sürdürülebilirlik sahibi örgütler, organizasyonlarında yaratıcılıkla beslenen örgüt kültürü oluştururlar. İnovasyonel liderler yani müdürler müdür yardımcıları destekleyicidirler. Örgüt içerisinde inovasyona yön veren kişilerdir.

Örgütün başarıya ulaşması için denemeye açık, doğru seçimleri yapabilmeleri için yine doğru kişilerle iş birliği yapan, personeline destek veren inovatif liderler gerekmektedir. Okul yöneticileri, yeni bir bakış açısı getiren ama aynı zamanda eski olanı gözden geçirmeyi ihmal etmeyen olarak inovatif liderlik sergileyebilir. İnovatif liderlik sadece ürün geliştirme iyileştirme ile değil örgütün yenileşme programını yönetebilmek demektir. Farklı liderlik tipleri sentezlenirse inovatif liderlik ortaya çıkar denebilir. Girift bir kavram olarak kabul gördüğü için inovatif liderlik ,bir tek formül ile ulaşılabilecek bir liderlik olmadığı anlamı da çıkarılabilir. İnovatif yaklaşım okul yöneticilerinin potansiyellerine bağlıdır .İnisiyatif alan, cesaret gösteren, geri dönüt veren, geri dönüt alan, uyumlu, işbirlikçi ve örgüt üyelerine güvenen lider inovatif liderdir.

Yarının liderlerini, statüko koruyucusu okul yöneticilerinden ayıran en temel nitelik, statükocu lider basmakalıp hareket ederken, yarının lideri yeni düşünce sistemlerini gün yüzüne çıkarma gayreti içinde olmasıdır. Yarının lideri mevcudu sorgular bir hal üzerindedir. Öğrenen lider değişime karşı koymadığı gibi tam tersine faydalı değişimi destekler. Bu lider tipi dinler, görür, öngörür, keşfeder, hatalardan ders alır. Bir okulda çalışan öğretmenler inovasyon hususunda ne kadar donanımlı olursa olsun, inovatif bakış açısına sahip bir okul yöneticileri yoksa bu ortamdan işe yarar bir sonuç çıkması mümkün değildir. Bu sebeple inovasyonda ilk ve en önemli koşullardan biri, olumlu ve çeşitli niteliklere sahip bir liderin olması elzemdir

Yöntem

Bu bölümde araştırmanın deseni, kullanılacak veri toplama araçları, veri toplama araçlarının uygulanışı, evren-örnekleme ve verilerin analizi ile ilgili bilgiler anlatılmaktadır.

Araştırmanın Yöntemi

Araştırma, amacına en uygun model olan genel tarama modellerinden Literatür tarama modeli ile yürütülmüştür.

Araştırmanın evren ve örnekleme

Literatür incelendiğinde mezkûr kriterlere sahip dokuz (9) adet Yüksek lisans tezi ve üç (3) adet doktora tezi belirlenmiştir. İlk çalışma 2014 yılına ait iken, hali hazırda bu çerçevede yapılmış son çalışma 2025 yılında gerçekleştirilmiştir. Erişime açılmış tezler baz alındığında toplamda sekiz adet tez bulunduğu tespit edilmiştir. Dolayısı ile 8 lisans üstü tez çalışması ile araştırma sürdürülmüştür. Buradan hareketle özellikle yurtiçinde eğitimde inovasyon üzerine fazla sayıda çalışmanın yapıldığı söylenemez.

Veri toplama araçları

Okul yöneticiliği ve inovasyon kavram çerçevesi gözetilmiş ve bu alanda 2014-2025 tarihleri arasında Türkiye’de yapılmış ulusal düzeydeki tez çalışmalarına odaklanılmıştır. Türkiye’de yapılmış araştırmalar lisansüstü tezlerin hangi amaçla yazıldığı belirlenmiştir. Okul yöneticiliği ve inovasyon” kavram çerçevesi gözetilmiş ve bu alanda günümüze kadar Türkiye’de yapılmış araştırmalar modeli ya da deseni yönünden incelenmiştir. Araştırmalar üzerinde çalıştıkları grup yönünden incelenmiştir. Günümüze kadar Türkiye’de yapılmış araştırmalar veri toplama araçları yönünden incelenmiştir. Araştırmalar yapıldığı Üniversite ve Anabilim dalı / Bilim dalı yönünden incelenmiştir Ayrıca genel itibariyle Nitel araştırmaların hâkimiyeti sebebiyle bu durumun ortaya çıktığı ifade edilebilir.

Verilerin Analizi

Araştırma kapsamında toplanan veriler Nvivo 10 programına aktararak oluşturulan veri dosyası üzerinde betimsel analizleri yapılmıştır.

Bulgular

Bu bölümde araştırma sorularına yönelik elde edilen bulgulara yer verilmiştir.

Birinci Alt Probleme İlişkin Bulgular

“Okul yöneticiliği ve inovasyon” kavram çerçevesi gözetilerek, Türkiye’de yapılmış araştırmalar yapım tarihi yönüyle incelendiğinde ortaya çıkan tablo aşağıda belirtilmiştir ilişkin bulgulara Tablo 1’de yer verilmiştir.

Tablo 1. Yapılış Tarihi yönüyle Yüksek Lisans/Doktora Tezlerin Durumu

Tezlerin ve Makalelerin Tarihleri	Tezlerin Türü	
	Yüksek Lisans	Doktora
2014	1	-
2015	-	-
2016	1	-
2017	1	-
2018	3	-
2019	1	-
2020	-	-
2021	-	-
2022	-	1
2023	-	-
2024	-	-

“Okul yöneticiliği ve inovasyon” kavram çerçevesi gözetilmiş ve bu alanda 2014-2024 tarihleri arasında Türkiye’de yapılmış araştırmalar incelenerek google akademik, ulusal tez merkezi web sayfalarından yararlanılmıştır. Erişime açık tezler baz alınmıştır. Tabloda da görüleceği üzere toplamda sekiz (8) lisans üstü tez yazıldığı belirlenmiştir. 2014-2016-2017 ve 2019 senelerinde birer, 2018 yılında üç yüksek lisans tezi ve 2022 yılında bir doktora tezi yazıldığı görülmüştür.

İkinci Alt Probleme İlişkin Bulgular

Türkiye’de yapılmış araştırmaların amacı, yöntemi ve sonuçları bakımından inceleme Tablo 2’de sunulmuştur.

Tablo 2. Amaçları Yönüyle Yüksek Lisans Tezlerinin Durumu

Lisansüstü Tezlerin Yılları	İnovasyon liyakati	İnovasyon hakkında ki fikirleri	İnovasyon liyakati ile okul kültürü	İnovasyon liyakati ile Örgütsel imaj	inovasyon liyakati - Okullarının Yenilikçilik Seviyesi	İnovasyon yeterlilikleriyle öğretmenlerin yetkinlikleri arasındaki ilişki
2014	+					
2016			+			
2017		+				
2018			+			
2018				+		
2018		+				
2019					+	
2022						+

Amaçları yönüyle yüksek lisans tezlerinin durumu incelendiğinde araştırmaların yenilikçilik ve örgütsel davranışın liyakat, okul kültürü, örgütsel imaj ve yetkinlik bağlamlarında ele alındığı görülmüştür.

Üçüncü Alt Probleme İlişkin Bulgular

Araştırmaların modeli yönüyle yüksek lisans tezlerine ilişkin bulgulara Tablo 3’te yer verilmiştir.

Tablo 3. Araştırmaların Modeli Yönüyle Yüksek Lisans Tezlerinin Durumu

No	Tez Adı	Modeli/Deseni
1	“Yönetici inovasyon yeterliliği ve okul kültürü ilişkisi (Bolu ili örneği)”	İlişkisel tarama modeli
2	“Ortaöğretim okul yöneticilerinin inovasyon yeterlilikleri”	Genel tarama modeli
3	“Özel lise yöneticilerinin inovasyon sürecine ilişkin görüşleri”	Bütüncül çoklu durum deseni
4	“Okul müdürlerinin inovasyon yeterlilikleri ile okul kültürü arasındaki ilişkinin incelenmesi”	İlişkisel tarama modeli
5	“Özel ortaöğretim kurumlarında yöneticilerin inovasyon yeterlilikleri ile örgütsel imaj algısı ilişkisi”	Genel tarama modeli
6	İstanbul’da özel bir okulda görev yapan eğitim yöneticilerinin inovasyon kavramı hakkındaki görüş ve önerileri	Nitel desenlerden durum (vaka) analizi
7	“Mesleki ve teknik anadolu lisesi müdürlerinin inovasyon yeterlilikleri ile okulların yenilikçilik düzeyleri arasındaki ilişki”	İlişkisel tarama modeli
8	“Okul müdürünün inovasyon yeterlikleri ile öğretmenlerin küresel yetkinlikleri arasındaki ilişki”	İlişkisel tarama Modeli

Tablo 3’ten de anlaşılaacağı üzere, 1,4,7 ve 8 numaralı tezlerin ilişkisel tarama modeli kullanılarak yapıldığı, 3 ve 6 numaralı tezlerin durum analizi kullanılarak yapıldığı, 2 ve 5 numaralı tezlerin ise genel tarama araştırma modeli kullanılarak yapıldığı görülmektedir. Ayrıca, genel itibariyle nitel araştırmaların yoğun bir şekilde tercih edildiği bulgusuna ulaşılmıştır.

Dördüncü Alt Probleme İlişkin Bulgular

Çalışma grupları yönüyle lisansüstü tezlerin durum Tablo 4’te yer verilmiştir.

Tablo 4: Çalışma Gruplarına göre Lisans üstü Tezlerin Durumu

No	Tez Adı	Örneklem/Çalışma Grubu
1	“Yönetici inovasyon yeterliliği ve okul kültürü ilişkisi (Bolu ili örneği)”	(Ortaokul) 528 Branş Öğretmeni

2	“Ortaöğretim okul yöneticilerinin inovasyon yeterlilikleri”	(Lise) 309 Öğretmen
3	“Özel lise yöneticilerinin inovasyon sürecine ilişkin görüşleri”	(Lise) 7 Özel Ortaöğretim Okulu Müdürü
4	“Okul müdürlerinin inovasyon yeterlilikleri ile okul kültürü arasındaki ilişkinin incelenmesi”	İlkokul, ortaokul, lise) 340 Öğretmen
5	“Özel ortaöğretim kurumlarında yöneticilerin inovasyon yeterlilikleri ile örgütsel imaj algısı ilişkisi”	(Lise) 226 Öğretmen
6	İstanbul'da özel bir okulda görev yapan eğitim yöneticilerinin inovasyon kavramı hakkındaki görüş ve önerileri	(İlkokul, ortaokul, lise) 5 Okul Yöneticisi
7	“Mesleki ve teknik anadolu lisesi müdürlerinin inovasyon yeterlilikleri ile okulların yenilikçilik düzeyleri arasındaki ilişki”	(Lise) 786 Öğretmen
8	“Okul müdürünün inovasyon yeterlikleri ile öğretmenlerin küresel yetkinlikleri arasındaki ilişki”	(Lise) 6101 Öğretmen

Tablo 4, Türkiye’de okul yöneticiliği ve inovasyon alanında yürütülmüş araştırmaları, çalışma gruplarının özellikleri açısından incelemektedir. Tabloya göre, 1 numaralı tez 528 öğretmen, 2 numaralı tez 309 öğretmen, 3 numaralı tez 7 özel ortaöğretim okulu müdürü, 4 numaralı tez 340 öğretmen, 5 numaralı tez 226 öğretmen, 6 numaralı tez 5 okul yöneticisi, 7 numaralı tez 786 öğretmen ve 8 numaralı doktora tezi ise 6101 öğretmen ile gerçekleştirilmiştir. Çalışmaların büyük çoğunluğu ortaokul ve lise düzeyindeki öğretmen ve yöneticilere odaklanmış olup, özellikle bu kademelerdeki uygulamaları anlamaya yönelik yoğunlaşma dikkat çekmektedir. İlkokul düzeyine ilişkin araştırmalara rastlanmakla birlikte, bu düzeyin yeterince temsil edilmediği söylenebilir. Sekiz çalışmadan yalnızca biri lise düzeyini kapsam dışı bırakmış, geri kalan yedi tez doğrudan veya dolaylı olarak lise düzeyine temas etmiştir. Katılımcı profili açısından değerlendirildiğinde, 3 ve 6 numaralı tezler doğrudan okul yöneticileriyle yürütülmüşken; 1, 2, 4, 5, 7 ve 8 numaralı tezler öğretmenlerle gerçekleştirilmiştir. Yöneticilere yönelik çalışmalar arasında en az katılımcıya sahip olan araştırma 5 okul yöneticisiyle yürütülen 6 numaralı tezdır. Öğretmen katılımlı araştırmalar arasında ise en küçük örneklem 226 öğretmenle 5 numaralı teze, en geniş örneklem ise 6101 öğretmenle 8 numaralı doktora tezine aittir. Dikkat çeken bir diğer husus ise, incelenen çalışmalar arasında okulöncesi eğitim düzeyine yönelik herhangi bir araştırmanın bulunmamasıdır. Bu durum, okulöncesi düzeyinin mevcut literatürde henüz yeterince ele alınmadığını göstermektedir.

Beşinci Alt Probleme İlişkin Bulgular

Tablo 5. Veri Toplama Araçları Yönüyle Yüksek Lisans Tezlerinin Durumu

No	Tez Adı	Veri Toplama Araçları
1	“Yönetici inovasyon yeterliliği ve okul kültürü ilişkisi (Bolu ili örneği)”	Kişisel bilgi formu, Okul Kültürü Ölçeği, Yönetici İnovasyon Yeterliliği Ölçeği
2	“Ortaöğretim okul yöneticilerinin inovasyon yeterlilikleri”	Okul yöneticilerinin inovasyon yeterlilikleri ölçeği
3	“Özel lise yöneticilerinin inovasyon sürecine ilişkin görüşleri”	Randevulu resmi görüşmeler, randevusuz gayriresmi görüşmeler
4	“Okul müdürlerinin inovasyon yeterlilikleri ile okul kültürü arasındaki ilişkinin incelenmesi”	Okul Kültürü Ölçeği, Okul Yöneticilerinin İnovasyon Yeterlilikleri Ölçeği
5	“Özel ortaöğretim kurumlarında yöneticilerin inovasyon yeterlilikleri ile örgütsel imaj algısı ilişkisi”	Okul Yöneticilerinin İnovasyon Yeterlilikleri Ölçeği, Örgütsel İmaj Ölçeği
6	İstanbul'da özel bir okulda görev yapan eğitim yöneticilerinin inovasyon kavramı hakkındaki görüş ve önerileri	Yarı yapılandırılmış görüşme formu
7	“Mesleki ve teknik anadolu lisesi müdürlerinin inovasyon yeterlilikleri ile okulların yenilikçilik düzeyleri arasındaki ilişki”	Kişisel Bilgi Formu, Okul Yöneticilerinin İnovasyon Yeterlilikleri Ölçeği, Yenilikçi Okul Ölçeği
8	“Okul müdürünün inovasyon yeterlikleri ile öğretmenlerin küresel yetkinlikleri arasındaki ilişki”	Kişisel Bilgi Formu, Okul Yöneticilerinin İnovasyon Yeterlilikleri Ölçeği, Küresel Yetkinlik Ölçeği

Tablo 5 incelendiğinde, araştırmalarda kullanılan veri toplama araçlarının büyük ölçüde ölçekler ve görüşme formlarından oluştuğu göze çarpmaktadır. Sekiz yüksek lisans tezinin altısında yapılandırılmış ölçek temelli nicel veri toplama araçları tercih edilmiştir. En yaygın kullanılan ölçekler arasında "Okul Yöneticilerinin İnovasyon Yeterlilikleri Ölçeği" öne çıkmakta, bu ölçek yedi tezden beşinde (Tez 2, 4, 5, 7, 8) doğrudan kullanılmıştır. Bu durum, söz konusu ölçeğin alanyazında geçerliği kabul edilen ve yaygın biçimde kullanılan bir araç olduğunu göstermektedir. Bunun yanı sıra, "Okul Kültürü Ölçeği" (Tez 1 ve 4) ve "Küresel Yetkinlik Ölçeği" (Tez 8) gibi diğer ölçeklerin de yer aldığı gözlemlenmektedir. Bu bağlamda, bazı tezlerin yalnızca yöneticilerin inovasyon yeterliliklerini değil, aynı zamanda bu yeterliliklerin örgütsel kültür, imaj ve öğretmen davranışları gibi değişkenlerle ilişkisini ortaya koymaya çalıştıkları anlaşılmaktadır. Bu tür çok değişkenli yapıların incelenmesi, çalışmalara derinlik kazandırmaktadır.

Nitel veri toplama araçlarına bakıldığında, 3 ve 6 numaralı tezlerin görüşme temelli yaklaşımlar benimsediği görülmektedir. 3 numaralı tezde hem resmi randevulu görüşmeler hem de gayriresmi görüşmeler yoluyla veri toplanmış, 6 numaralı tezde ise yarı yapılandırılmış görüşme formu kullanılmıştır. Bu durum, ilgili çalışmaların nitel araştırma tasarımına uygun biçimde derinlemesine veri elde etmeye odaklandığını göstermektedir. Ayrıca, bazı tezlerde

kişisel bilgi formunun da veri toplama aracı olarak kullanıldığı (Tez 1, 7, 8) ve katılımcıların demografik özelliklerinin analizlerde kontrol değişkeni olarak dikkate alındığı anlaşılmaktadır.

Sonuç olarak, yüksek lisans tezlerinde veri toplama araçlarının dağılımı, ağırlıklı olarak ölçek temelli nicel ölçümlere dayalı olsa da, nitel yöntemlere de başvurulduğu görülmektedir. Bu çeşitlilik, inovasyon yeterlilikleri bağlamında okul yöneticiliği konusunun hem ölçülebilir yapılar hem de anlam dünyaları üzerinden analiz edilmeye çalışıldığını ortaya koymaktadır. Bununla birlikte, veri toplama araçlarının çoğunlukla hazır ölçeklere dayanması, yeni araç geliştirme veya özgün ölçme girişimlerinin sınırlı olduğunu da düşündürmektedir.

Altıncı Alt Probleme İlişkin Bulgular

Tablo 6. Verilerin Analizi Yönüyle Yüksek Lisans Tezlerinin Durumu

No	Tez Adı	Veri Analizi
1	“Yönetici inovasyon yeterliliği ve okul kültürü ilişkisi (Bolu ili örneği)”	İstatistiksel analiz SPSS 17.0 kullanılmış ve ayrıntıları açıklanmıştır.
2	“Ortaöğretim okul yöneticilerinin inovasyon yeterlilikleri”	İstatistiksel analiz SPSS 13.0 kullanılmış ve ayrıntıları açıklanmıştır.
3	“Özel lise yöneticilerinin inovasyon sürecine ilişkin görüşleri”	Verilerin kodlandığı, bulguların tanımlandığı, yorumlandığı dışında ayrıntı verilmemiştir.
4	“Okul müdürlerinin inovasyon yeterlilikleri ile okul kültürü arasındaki ilişkinin incelenmesi”	İstatistiksel analiz SPSS 22.0 kullanılmış ve ayrıntıları açıklanmıştır.
5	“Özel ortaöğretim kurumlarında yöneticilerin inovasyon yeterlilikleri ile örgütsel imaj algısı ilişkisi”	İstatistiksel analiz SPSS 20.0 kullanılmış ve ayrıntıları açıklanmıştır.
6	İstanbul'da özel bir okulda görev yapan eğitim yöneticilerinin inovasyon kavramı hakkındaki görüş ve önerileri	Nitel (Açık Uçlu Sorular) ve nicel (Öntest-Sontest) veri analizleri, ayrıntı verilmemiştir.
7	“Mesleki ve teknik anadolu lisesi müdürlerinin inovasyon yeterlilikleri ile okulların yenilikçilik düzeyleri arasındaki ilişki”	İstatistiksel analiz SPSS 22.0 kullanılmıştır. Ayrıntı verilmemiştir.
8	“Okul müdürünün inovasyon yeterlikleri ile öğretmenlerin küresel yetkinlikleri arasındaki ilişki”	İstatistiksel analiz SPSS 22.0 kullanılmış ve ayrıntıları açıklanmıştır.

Yedinci Alt Probleme İlişkin Bulgular

No	Tez adı	Üniversite	Enstitü	Anabilim dalı Bilim dalı
1	“Yönetici inovasyon yeterliliği ve okul kültürü ilişkisi (Bolu ili örneği)”	Abant İzzet Baysal Üniversitesi	Eğitim Bilimleri Enstitüsü	Eğitim Bilimleri Anabilim dalı Eğitim Yönetimi ve Denetimi Bilim Dalı

2	“Ortaöğretim okul yöneticilerinin inovasyon yeterlilikleri”	Sakarya Üniversitesi	Eğitim Bilimleri Enstitüsü	Eğitim Bilimleri Anabilim Dalı Eğitim Yönetimi ve Denetimi Bilim Dalı
3	“Özel lise yöneticilerinin inovasyon sürecine ilişkin görüşleri”	İstanbul Kültür Üniversitesi	Sosyal Bilimler Enstitüsü	Eğitim Bilimleri Anabilim Dalı Eğitim Yönetimi ve Planlaması Bilim Dalı
4	“Okul müdürlerinin inovasyon yeterlilikleri ile okul kültürü arasındaki ilişkinin incelenmesi”	İstanbul Sabahattin Zaim Üniversitesi Marmara Üniversitesi	Sosyal Bilimler Enstitüsü	Eğitim Bilimleri Anabilim Dalı Eğitim Yönetimi ve Denetimi Bilim Dalı
5	“Özel ortaöğretim kurumlarında yöneticilerin inovasyon yeterlilikleri ile örgütsel imaj algısı ilişkisi”	Hacettepe Üniversitesi	Eğitim Bilimleri Enstitüsü	Eğitim Bilimleri Anabilim Dalı Eğitim Yönetimi, Teftişi, Planlaması ve Ekonomisi Bilim Dalı
6	İstanbul'da özel bir okulda görev yapan eğitim yöneticilerinin inovasyon kavramı hakkındaki görüş ve önerileri	İstanbul Kültür Üniversitesi	Eğitim Bilimleri Enstitüsü	Eğitim Bilimleri Anabilim Dalı Eğitim Yönetimi ve Planlaması Bilim Dalı
7	“Mesleki ve teknik anadolu lisesi müdürlerinin inovasyon yeterlilikleri ile okulların yenilikçilik düzeyleri arasındaki ilişki”	Anadolu Üniversitesi	Eğitim Bilimleri Enstitüsü	Eğitim Bilimleri Anabilim Dalı Eğitim Yönetimi, Teftişi, Planlaması ve Ekonomisi Bilim Dalı
8	“Okul müdürünün inovasyon yeterlilikleri ile öğretmenlerin küresel yetkinlikleri arasındaki ilişki ”	Hacettepe Üniversitesi	Eğitim Bilimleri Enstitüsü	Eğitim Bilimleri Anabilim Dalı Eğitim Yönetimi Bilim Dalı

“Okul yöneticiliği ve inovasyon” kavramsal çerçevesi doğrultusunda, Türkiye'de bu alanda gerçekleştirilen lisansüstü tezler, üniversiteler ve bağlı oldukları anabilim/bilim dalları açısından incelenmiştir. İlgili tablo incelendiğinde, söz konusu tezlerin Abant İzzet Baysal Üniversitesi, Sakarya Üniversitesi, İstanbul Kültür Üniversitesi, İstanbul Sabahattin Zaim Üniversitesi, Marmara Üniversitesi, Hacettepe Üniversitesi ve Anadolu Üniversitesi bünyesinde yürütüldüğü görülmektedir. Bu üniversiteler arasında İstanbul Kültür Üniversitesi ve Hacettepe Üniversitesi, "okul yöneticiliği ve inovasyon" temalı iki tez ile dikkat çekmekte ve bu konuda araştırma üretiminin nispeten yoğunlaştığı kurumlar olarak öne çıkmaktadır.

Tezlerin bağlı oldukları enstitüler açısından bakıldığında, toplam sekiz tezin altısı Eğitim Bilimleri Enstitüsü çatısı altında hazırlanmış olup, bu durum araştırmaların eğitim bilimleri perspektifinden ele alındığını göstermektedir. Buna karşılık, iki tez ise Sosyal Bilimler Enstitüsü bünyesinde gerçekleştirilmiştir. Bu durum, okul yöneticiliği ve inovasyon temalarının sadece eğitim yönetimi disipliniyle sınırlı kalmayıp, sosyal bilimlerin daha geniş bakış açısıyla da ele alınabildiğini göstermesi açısından önemlidir. Sonuç olarak, tezlerin üniversitelere ve enstitülere göre dağılımı, konunun çok boyutlu yapısını ve farklı akademik bağlamlarda ele alınma potansiyelini yansıtmaktadır. Bununla birlikte, bazı üniversitelerde bu alana yönelik

arařtırmaların daha fazla yoğunlařtıęı ve belirli kurumların inovasyon ve okul yöneticilięi kesiřiminde arařtırma üretimine öncülük ettięi söylenebilir.

Tartıřma ve Sonuç

Bu çalıřmada, “okul yöneticilięi ve inovasyon” kavramsal çerçevesi doęrultusunda Türkiye’de bu alanda gerçekteřtirilen lisansüstü tezler sistematik olarak incelenmiřtir. Arařtırmalar, Google Akademik ile YÖK Ulusal Tez Merkezi veri tabanları taranarak elde edilmiřtir. İncelemeye alınan tezlerde, inovasyon kavramı çerçevesinde yöneticilerin yeterlik düzeyleri, inovasyona dair görüşleri ve önerileri ele alınmıřtır. Literatür taraması sonucunda, belirlenen kriterlere uygun sekiz yüksek lisans ve doktora tezi tespit edilmiřtir. Bu tezler, 2014–2022 yılları arasında yayımlanmıř olup, konunun güncel ve giderek artan bir akademik ilgi gördüęü anlařılmaktadır.

Zamansal daęılım açasından deęerlendirildięinde, ilk tez 2014 yılında yapılmıř, son tez ise 2022 yılında tamamlanmıřtır. Özellikle 2018 yılı, üç ayrı yüksek lisans tezi ile bu alanda en yoğun akademik üretimin gerçekteřtięi yıl olmuřtur. Dönemsel olarak deęerlendirildięinde ise 2014–2022 aralıęında inovasyon temasının kavramsal bir popülarite kazandıęı ve bu yıllarda artan bir biçimde arařtırma konusu haline geldięi söylenebilir. Bu durum, Türkiye’de okul yöneticilięi bağlamında inovasyona olan ilginin görece yakın tarihlerde řekillendięini ve arařtırma gündemine dahil olduęunu göstermektedir.

İncelenen tezlerin içeriklerine bakıldıęında, çalıřma konularının çeřitlilik arz ettięi görölmektedir. 2014 yılına ait tez yalnızca yöneticilerin inovasyon yeterliklerine odaklanırken, 2017 ve 2018 yıllarında yöneticilerin inovasyona dair algıları ve görüşleri arařtırılmıřtır. 2016 ve 2018 yıllarında yayımlanan tezlerde ise yönetici inovasyon yeterlikleri ile okul kültürü arasındaki iliřkiler, bir dięer çalıřmada ise örgütsel imaj ile iliřki ele alınmıřtır. 2019 yılında yenilikçilik düzeyi, 2022’de ise küresel yetkinlik kavramı inovasyonla iliřkilendirilerek incelenmiřtir. Bu çeřitlilik, inovasyon kavramının farklı bağlamlarla iliřkilendirilmeye açık olduęunu ve kuramsal zenginlik taşıdıęını göstermektedir.

Arařtırma yöntemleri açasından bakıldıęında, çalıřmaların çoęunlukla iliřkisel tarama, genel tarama ve durum analizi modellerine dayandıęı anlařılmaktadır. Veri toplama araçları bakımından ise ölçek kullanımı öne çıkmakta; sekiz tezdten altısında ölçek temelli veri toplama yöntemleri tercih edilmiřtir. Dört çalıřmada görüşme formu kullanılmıř olup, yalnızca nitel yöntemlerle veri toplayan iki tez bulunmaktadır. Bu durum, arařtırmaların çoęunlukla nicel ya da karma yöntemlerle yürütöldüęünü göstermektedir. Özellikle SPSS yazılımının istatistiksel analizlerde yaygın biçimde kullanıldıęı, ancak bazı tezlerde veri analizine dair ayrıntıların

sınırlı düzeyde açıklandığı da dikkat çekicidir. Bu, araştırma şeffaflığı ve bilimsel raporlama kalitesi açısından iyileştirilmesi gereken bir yön olarak değerlendirilebilir.

Eğitim kademeleri bakımından analiz edildiğinde, araştırmaların ağırlıklı olarak ortaokul ve lise düzeyindeki yöneticilere odaklandığı görülmektedir. Lise düzeyine ilişkin çalışmalar yedi tezde yer almakta, sadece bir tez lise düzeyini kapsam dışında bırakmaktadır. Buna karşın, ilkokul düzeyindeki çalışmalar görece sınırlı sayıda kalmakta; okulöncesi düzeyinde ise herhangi bir çalışmaya rastlanmamaktadır. Bu durum, inovasyonun erken çocukluk eğitiminde nasıl bir yer edindiğine dair araştırma boşluğunu ortaya koymaktadır. Oysa inovatif yaklaşımların, öğrenme kültürünün en temellerinin atıldığı okulöncesi düzeyde incelenmesi, hem eğitim politikaları hem de yönetsel uygulamalar açısından kritik öneme sahiptir.

Katılımcı profilleri incelendiğinde, sekiz çalışmadan altısının öğretmen görüşlerine, yalnızca ikisinin doğrudan okul yöneticilerinin görüşlerine dayandığı görülmektedir. En düşük katılımcı sayısına sahip araştırma 6 numaralı tez (5 yönetici), en geniş örnekleme sahip tez ise 8 numaralı doktora çalışmasıdır (6101 öğretmen). Bu örneklem farklılıkları, araştırmaların derinlik ve temsil gücü bakımından önemli değişkenlikler gösterdiğini ortaya koymaktadır.

Tezlerin yayımlandığı üniversiteler incelendiğinde; Abant İzzet Baysal Üniversitesi, Sakarya Üniversitesi, İstanbul Kültür Üniversitesi, İstanbul Sabahattin Zaim Üniversitesi, Marmara Üniversitesi, Hacettepe Üniversitesi ve Anadolu Üniversitesi'nin bu çalışmalara ev sahipliği yaptığı tespit edilmiştir. Özellikle İstanbul Kültür Üniversitesi ve Hacettepe Üniversitesi, ikişer tez ile öne çıkmaktadır. Tezlerin altısının Eğitim Bilimleri Enstitüsüne, ikisinin ise Sosyal Bilimler Enstitüsüne bağlı olarak yürütülmüş olması, konunun disiplinlerarası niteliğine ve farklı akademik perspektiflerden ele alınabileceğine işaret etmektedir.

6. Sonuç ve Öneriler

Araştırma bulguları, Türkiye’de okul yöneticiliği ve inovasyon kavramlarının birlikte ele alındığı tez çalışmalarının son on yılda ivme kazandığını ve bu alanda kuramsal bir zemin oluşmaya başladığını göstermektedir. Yöneticilerin inovasyona olan eğilimlerinin, hem kendi liderlik başarılarını hem de örgütlerinin motivasyonunu ve sürdürülebilirliğini olumlu yönde etkilediği görülmektedir. Ancak bu etkilerin daha geniş bir bağlamda anlaşılabilmesi için farklı eğitim kademelerinde ve çeşitli sosyo-kültürel bağlamlarda yürütülecek araştırmalara ihtiyaç duyulmaktadır.

İnovasyonun, yalnızca teknik bir değişim aracı değil, aynı zamanda kültürel, örgütsel ve pedagojik dönüşümlerin taşıyıcısı olarak ele alınması gerekmektedir. Bu bağlamda

inovasyonun; **örgütsel bağlılık, mesleki gelişim, kültürel yeterlik, kapsayıcı eğitim** gibi kavramlarla ilişkilendirilerek çok boyutlu araştırmalara konu edilmesi, alan yazına önemli katkılar sağlayacaktır.

Son olarak, **okulöncesi kademesinde** inovatif liderlik uygulamalarının incelenmemiş olması, bu alanda bir boşluğa işaret etmektedir. Bu boşluğun giderilmesi, erken yaşlardan itibaren inovatif okul kültürünün inşası ve sürdürülebilir eğitim reformları açısından stratejik bir önem taşımaktadır.

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Kuzey Kıbrıs'taki Ortaokul Öğretmenlerinin Öğrenci Ruh Sağlığına İlişkin Roller ve Okulun Rollerine İlişkin Görüşleri

Zeynep Türkoğlu Mutlu

Milli Eğitim Bakanlığı, turkoglu.pdr@gmail.com, 0000-0001-8593-1012, TÜRKİYE

Özet

Bu araştırmanın amacı Kuzey Kıbrıs'taki ortaokul öğretmenlerinin öğrenci ruh sağlığına ilişkin rolleri ve okulun rollerine ilişkin görüşlerini incelemektir. Nitel araştırma yöntemi kullanılarak gerçekleştirilen çalışmaya, kolayda örnekleme yoluyla ulaşılan 20 ortaokul öğretmeni katılmıştır. Öğretmenlerden elde edilen verilerin analizinde frekans değerleri ile betimsel analiz ve içerik analizi kullanılmıştır. Elde edilen bulgular, ortaokul öğretmenlerinin; okulların, öğrenci ruh sağlığı gelişimini karşılamada yetersiz olduğunu düşündüklerini ve okullardaki ruh sağlığı hizmetlerinin çoğunlukla okul rehberlik ve psikolojik danışma servisi ve personeli tarafından karşılandığını göstermektedir. Öğretmenlerin hemen hemen hepsinin öğrencilerinin ruh sağlığı ile ilgili endişelendiği ve ruh sağlığı sorunu yaşayan öğrencileri anlama biçimlerinin “davranışsal işaretler”, “iletişimsel işaretler”, “duygusal ve düşünsel işaretler” gibi temalar başta olmak üzere birtakım işaretler yoluyla olduğu anlaşılmaktadır. Ayrıca, öğrencilerinde bir ruh sağlığı sorunu fark etmeleri durumunda çoğunlukla rehberlik ve psikolojik danışma servisi başta olmak üzere, aile ve okul içi diğer partnerlerle iş birliği sağlamak şeklinde bir yaklaşım sergiledikleri görülmüştür. Öğrenci ruh sağlığı ile ilgili ortaya çıkan sorunların ve öğrenci ruh sağlığını korumada karşılaşılan engellerin çoğunun aile kaynaklı olduğu da elde edilen diğer bulgulardandır. Araştırmada, öğretmenlerin öğrenci ruh sağlığını koruma ve geliştirme için “iletişim odaklı eğitimler” başta olmak üzere çeşitli konularda eğitimler almaya istekli oldukları görülmüş olup okulda ruh sağlığı ile ilgili, literatür doğrultusunda çeşitli çıkarımlarda bulunulmuştur.

Anahtar Kelimeler: Okul ruh sağlığı, Ortaokul öğretmenleri, Koruyucu ve önleyici ruh sağlığı, Kuzey Kıbrıs

Secondary School Teacher's Roles Regarding Student Mental Health and their Views on the Roles of the School in Northern Cyprus

Abstract

The aim of this study is to examine the views of secondary school teachers in Northern Cyprus on their roles related to student mental health and the roles of the school. The study, which was conducted using the qualitative research method, was attended by 20 secondary school teachers

who were reached using convenience sampling. Frequency values, descriptive analysis and content analysis were used in the analysis of the data obtained from the teachers. The findings obtained show that secondary school teachers think that schools are inadequate in meeting the development of student mental health and that mental health services in schools are mostly provided by the school guidance and psychological counseling service and staff. It is understood that almost all teachers are concerned about the mental health of their students and that their way of understanding students with mental health problems is through a number of signs, primarily themes such as “behavioral signs”, “communicative signs”, “emotional and intellectual signs”. In addition, it was observed that when they notice a mental health problem in their students, they mostly approach to cooperate with the guidance and psychological counseling service, as well as the family and other partners in the school. Another finding obtained is that most of the problems that arise regarding student mental health and the obstacles encountered in protecting student mental health are family-based. In the research, it was seen that teachers were willing to receive training on various subjects, especially "communication-focused training", to protect and develop student mental health, and various inferences were made in line with the literature regarding mental health in schools.

Keywords: School mental health, Secondary school teachers, Protective and preventive mental health, Northern Cyprus

Giriş

Bireyin olumlu bir benlik algısı inşa etmesi, sağlıklı ilişkiler kurabilme yeteneği, düşünce ve duygu yönetim becerileri ile aktif toplumsal katılımında bulunması gibi gelişimsel özelliklere atıfta bulunulan ruh sağlığı (WHO, 2021a), bireysel ve toplumsal iyilik hali için önemlidir (Taycan ve Coşkun, 2020). Bu iyilik halini artırmak, birey ve toplum ruh sağlığını geliştirmek de toplumun tüm kurumları ile hareket etmeyi gerektirir (Taycan ve Coşkun, 2020).

Toplumsal kurumlardan birisi olan okullar, önleme ve ruh sağlığını geliştirme bakımından şarttır ve bireylerin sosyo-duygusal ve ahlaki gelişimini desteklemek, duygusal iyi oluşu sağlayabilmek noktasında da kaçırılmaması gereken bir fırsattır (WHO, 2021). Çünkü, özellikle son yıllarda daha yoğun strese maruz kalma ve yaşam zorluklarının artması gibi sebeplerle toplum düzeyinde ruhsal bozuklukların yoğunluğu artarken ruhsal iyilik hissinin de azalmaya başladığı görülmektedir (Özer, Şahin-Altun, 2022). Dünya Sağlık Örgütü verilerine göre de ruh sağlığı sorunu yaşayan çocuk ve ergenlerin oranı dünyada yaklaşık %8 ile %14 civarındadır (WHO, 2022). Bu da her çocuk için erişilebilir ruh sağlığı hizmetlerinin önemli olduğunu ve

ruh sađlığı kořulları aısından bireylerin gözlenebileceđi en önemli ortamlardan birisinin sınıflar olduđunu gözler önüne sermektedir (Sherfick, 2022).

Sınıflarda ve daha da önemlisi okulun bütününde öğrencileri gözleyen ilk kişilerin başında gelen öğretmenlerin mesleklerinin en başından itibaren ruh sađlığı farkındalığına ve ruh sađlığı sorunları bilgisine sahip olmaları giderek daha çok önem kazanmaya başlamıştır (Carr vd., 2018). Çünkü, okul ruh sađlığı hizmetlerinde öğretmenler, öğrencilerin ruh sađlığı gelişimini gözleyen ve gerekli ilk müdahalede bulunan “bekçi”ler olarak da nitelendirilmektedir (Kutcher ve Wei, 2012). Ancak, yapılan bazı arařtırmalar öğretmenlerin öğrenci ruh sađlığı aısından bu kadar önemli bir rolde olmasına rağmen ruh sađlığı ve müdahale yöntemlerine ilişkin yeterli bilgiye sahip olmadıklarını ortaya koymuştur (Froese-Germain ve Riel, 2012; Wei vd., 2020, 2023). Oysa, öğrencilerin ve özelde ergenlik dönemi yař grubu öğrencilerinin ruh sađlığı ile ilgili farkındalık kazanmalarında öğretmenlerin ruh sađlığı okuryazarlıklarının gelişmiş olması gerekmektedir (Pratiwi vd., 2022). Bu aıdan da öğretmenlerin öğrenci ruh sađlığına ilişkin farkındalıklarını, yaptıkları çalışmalarını, karşılařtıkları engelleri ve okulda ruh sađlığına bakış aılarını keşfedici çalışmalar yapılmasının gerekli olduđu kanaatine varılmaktadır. İlgili literatürde ise okulda ruh sađlığı ve ruh sađlığı okuryazarlığı, öğretmen ruh sađlığı okuryazarlığı gibi çalışmalar (Armstrong vd., 2019; Carr vd., 2018; Choi, 2023; Marinucci vd., 2022; Moon vd., 2017; Pratiwi vd., 2022; Whitley vd., 2013) dikkat çekmekle birlikte öğretmenlerin öğrenci ruh sađlığı ve okulda ruh sađlığına ilişkin bakış aısını yansıtan çalışmaların yetersiz olduđu görölmüřtür (Deaton vd., 2022; Reinke vd., 2011; Sibanda vd., 2022).

Ayrıca, okullar öğrenci ruh sađlığı gelişiminde sadece öğrenciyi gözleme boyutunda deđil, öğrencilere ruh sađlığı müdahaleleri sunmada ve onların ruh sađlığı okuryazarlıklarını geliřtirmede de önemli bir role sahiptir (Choi, 2023; Marinucci vd., 2023; Pratiwi vd., 2022; Semchuk vd., 2023). Ancak, okulda ruh sađlığı birçok farklı deđiřkenden (kültür, din, norm ve deđerler, ruh sađlığı hizmet kullanımı ve erişilebilirliği, sosyoekonomik durum, konum gibi) etkilendiđi için dünya genelinde farklılık gösterebilmektedir (Wei & Kutcher, 2012). Bu sebeple de söz konusu deđiřken etkisi göz önünde bulundurularak bölgesel olarak okullarda ruh sađlığının geliştirilmesi için öğretmenlerin görüşlerini öğrenebilmek, ruh sađlığı eğitimi ile ilgili ihtiyaçlarını belirlemek oldukça önemlidir (Moon, Williford & Mendenhall, 2017).

Bu kapsamda, bu arařtırmanın amacı Kuzey Kıbrıs’taki ortaokul öğretmenlerinin öğrenci ruh sađlığına ilişkin rolleri ve okulun rollerine ilişkin görüşlerini incelemektir. Bunun için arařtırmada řu sorulara cevap aranmıştır:

1. “Sizce okullar öğrencilerin ruh sađlığı ihtiyaçlarını desteklemede/ ruh sađlığı eğitimi

vermede nasıl bir rol oynamaktadır?"

2. "Öğrencilerinizin ruh sağlığı ile ilgili endişe duyduğunuz oluyor mu?"

3. "Öğrencinizin/öğrencilerinizin hangi tür ruh sağlığı sorunları ile ilgili endişe duyuyorsunuz?"

4. "Öğrencinizin/Öğrencilerinizin bir ruh sağlığı sorunu yaşadığını nasıl anlıyorsunuz?"

5. "Öğrenciniz/Öğrencileriniz bir ruh sağlığı sorunu yaşıyorsa nasıl bir yol izlersiniz?"

6. "Öğrencilerinizin ruh sağlığının korunması ve geliştirilmesinde ne tür bir desteğin ya da eğitimin etkili olduğunu düşünüyorsunuz?"

7. "Okulunuzda öğrencilerinizin ruh sağlığını koruyabilmek/ruh sağlığı gelişimine katkı sağlayabilmek için ne tür çalışmalar yapılmaktadır?"

8. "Öğrencilerinizin ruh sağlığını koruyabilmek/ruh sağlığı gelişimine katkı sağlayabilme için siz ne tür çalışmalar yapmaktasınız?"

9. "Öğrencilerinizin ruh sağlığını koruyabilme hususunda ne gibi engellerle karşılaşmaktasınız?"

10. "Öğrenci ruh sağlığını koruyabilme ve geliştirebilme ile ilgili eğitim almak ister misiniz?"

11. "Öğrenci ruh sağlığını koruyabilme ve geliştirebilme ile ilgili özellikle hangi konularda eğitim almak istersiniz?"

Yöntem

Araştırma Yöntemi

Kuzey Kıbrıs'taki ortaokul öğretmenlerinin öğrenci ruh sağlığına ilişkin rolleri ve okulun rollerine ilişkin bakış açılarının ortaya koyulduğu bu araştırma nitel araştırma yöntemlerinden olgubilim deseni (Yıldırım ve Şimşek, 2016) ile gerçekleştirilmiştir. Bu desen, derinlemesine bir anlayış geliştirmeyip yüzeysel bir farkındalığa sahip olduğumuz ve belirli bir grubun bu olguya ilişkin deneyimini ortaya koyabilmek amacıyla kullanılmaktadır (Creswell, 2017; Yıldırım ve Şimşek, 2016). Bu kapsamda, bu araştırmada ele alınan olgu, ortaokul öğretmenlerinin öğrenci ruh sağlığına ilişkin rolleri ve okulun rollerine ilişkin görüşleridir.

Çalışma Grubu

Araştırmanın katılımcılarını 2022-2023 eğitim-öğretim yılında Kuzey Kıbrıs'taki ortaokullarda çalışan öğretmenler oluşturmuştur. Araştırmada kolay ulaşılabilir örnekleme kullanılmış olup veri doygunluğu sağlanıncaya kadar veri toplamaya devam edilmiştir. Katılımcılara ilişkin özellikler Tablo 1'de gösterilmektedir.

Tablo 1: Katılımcı Özellikleri

Demografik Özellik		f
Cinsiyet	Kadın	14
	Erkek	6
Yaş	25-30	3
	31-36	4
	37-42	4
	43-48	6
	49-54	3
Eğitim Düzeyi	Lisans	13
	Yüksek Lisans	7
Branş	Resim/Teknoloji	4
	Sosyal Bilgiler	3
	Yabancı Dil	3
	Fen Bilimleri	2
	Rehberlik	2
	Din Kültürü	2
	Matematik	1
	Türkçe	1
	Beden Eğitimi	1
	Müzik	1
	Mesleki çalışma yılı	0-10 Yıl
Mesleki çalışma yılı	11-20 Yıl	3
	21-30 Yıl	9
Öğrenci Ruh Sağlığı ile İlgili Eğitim Durumu	Aldı	5
	Almadı	15

Tablo 1 incelendiğinde, katılımcıların çoğunluğunun kadın ($f=14$) olduğu görülmektedir. Yaşları 25-54 arasında değişen katılımcıların 13'ü lisans mezunu, 7'si ise yüksek lisans mezunudur. Branşlara göre dağılımlar açısından; Resim/Teknoloji Tasarım ($f=4$) ile Sosyal Bilgiler ($f=3$) ve Yabancı Dil ($f=3$) branşlarından katılımların en çok olduğu anlaşılmaktadır. 9 katılımcı 21-30 yıl, 8 katılımcı 0-10 yıl, 3 katılımcı ise 11-20 yıl arası mesleki çalışma yılına sahiptir. Ayrıca, 5 katılımcının öğrenci ruh sağlığı ile ilgili bir eğitim aldığı 15 katılımcının ise konuya dair hiçbir eğitim almadığı belirlenmiştir.

Veri Toplama Süreci

Araştırmada bilgi toplamak amacıyla “Kişisel Bilgi Formu” ve “Ortaokul Öğretmenlerinin Öğrenci Ruh Sağlığına İlişkin Görüş ve Yeterlilik Formu (Değerlendirme Formu)” kullanılmıştır.

Veri Toplama Araçları

Kişisel Bilgi Formu

Araştırmada cinsiyet, yaş, eğitim düzeyi, branş, çalışma yılı, öğrenci ruh sağlığına ilişkin eğitim alıp almama durumu gibi değişkenleri içeren ve araştırmacı tarafından hazırlanan “Kişisel Bilgi Formu” kullanılmıştır.

Ortaokul Öğretmenlerinin Öğrenci Ruh Sağlığına İlişkin Görüşleri ve Yeterlilikleri Formu (Değerlendirme Formu)

Araştırmacı tarafından okul odaklı ruh sağlığı ile ilgili yapılan çeşitli araştırmalar incelenerek (Kratt, 2018; Kutcher ve Wei, 2012; Kutcher vd., 2015; Patalay vd., 2016; Moon vd., 2017; Shelemy vd., 2019;) ve uzman görüşü alınarak oluşturulan bu form; ortaokul öğretmenlerinin okulların öğrenci ruh sağlığında oynadığı rol (“Sizce okullar öğrencilerin ruh sağlığı ihtiyaçlarını desteklemede/ ruh sağlığı eğitimi vermede nasıl bir rol oynamaktadır?” gibi) ve öğrenci ruh sağlığına ilişkin görüşlerini (“Öğrencilerinizin ruh sağlığı ile ilgili endişe duyduğunuz oluyor mu? Oluyorsa hangi tür ruh sağlığı sorunları ilgili endişe duyduğunuzu açıklayınız.” gibi) belirlemeye yöneliktir. Aynı zamanda, öğretmenlerin öğrenci ruh sağlığına ilişkin rollerinin (“Öğrenciniz/Öğrencileriniz bir ruh sağlığı sorunu yaşıyorsa nasıl bir yol izlersiniz?” gibi) incelenebilmesi için de sorular içermektedir.

Formda yer alan soruların işlevselliğini değerlendirebilmek amacıyla ortaokulda çalışan gönüllü iki öğretmenle ön uygulama gerçekleştirilmiştir ve nihai uygulamaya geçilebileceği kanaatine varılmıştır. Veriler, Mayıs ve Haziran 2023 döneminde araştırmacı tarafından katılımcılara araştırma hakkında bilgi verilmesi sonrasında yüz yüze görüşme yoluyla toplanmıştır.

Veri Analizi

Ortaokul öğretmenlerinin öğrenci ruh sağlığına ilişkin rolleri ve okulun rollerine ilişkin görüşlerinin ele alındığı bu araştırmada elde edilen demografik bilgiler tanımlayıcı istatistiklerle (frekans) açıklanmıştır. Değerlendirme formunda yer alan açık uçlu soruların analizi ise içerik analizi ile incelenmiştir. İçerik analizi, elde edilen verilerden benzer olanları belirli bir çerçevede ele alarak okuyucu için anlaşılabilir şekilde yorumlamaktır (Yıldırım ve Şimşek, 2016). Creswell (2017), içerik analizinin; “verilerin analize hazır hale getirilmesi, ilk keşfin kodlama ile yapılması, kodların kullanımı, bulguların sunulması, bulgularla bağlantılı alanyazın temelinde öznel düşüncelerle sonuçların değerlendirilmesi ve bulguların doğruluğunun çeşitli stratejilerle gösterilmesi” adımlarından oluştuğunu ifade etmektedir. Sevim ve Atasoy (2020) tarafından da bulgu güvenilirliği ile ilgili önemli olan şeyin tutarlı ve sağlıklı yapılan kodlamalar olduğu belirtilmiştir. Lincoln ve Guba (1985) da nitel araştırmaların geçerliliğinin bulguların gerçeklikle uyum düzeyini gösteren (Arastaman vd., 2018) “inandırıcılık” ve araştırmanın detaylı tanımlanması ile farklı bağlamlarda uyumunu gösteren (Arastaman vd., 2018; Arslan, 2022) “aktarılabirlik” ile sağlanabileceğini ortaya koymuştur. Bu doğrultuda araştırmada inandırıcılığı sağlayabilmek için nitel araştırma tecrübesi olan bir

başka araştırmacının araştırma analizleri ve süreci kontrol etmesi yoluyla “akran bilgilendirmesi” sağlanmıştır. Aktarılabilirliği sağlayabilmek için de katılımcı özellikleri, veri toplama süreci, araçları ve yöntemleri kapsamlı bir şekilde betimlenmiştir. Yine, araştırma aktarılabilirlik açısından önemli olan şeylerden birisi olan “araştırmacının araştırma konusuna aşinalığı” ölçütüne de uygundur (Tutar, 2022). Çünkü, araştırmacı doktora tez çalışması kapsamında öğrenci ruh sağlığı ve okulda ruh sağlığı bağlantılı bir çalışma gerçekleştirmiştir. Bu bağlamda ve konu ile bağlantılı diğer farklı çalışmaları da gerçekleştirmesi bağlamında araştırmacı hem konuya hem literatüre hakimdir. Nitel araştırmaların güvenilirliği açısından önemli olan ölçütlerden birisi olan onaylanabilirlik (confirmability) (Lincoln ve Guba, 1985) araştırmacının, araştırmacının öznel etkilerini değil nesnel olanı yansıtmayı ifade etmektedir (Arastaman vd., 2018; Arslan, 2022; Tutar, 2022). Onaylanabilirlik ölçütü kapsamında araştırmada her adım titizlikle ve şeffaf olarak yürütülmüştür. Bunun yanında katılımcı verileri araştırmacı tarafından farklı zamanlarda iki kez okunarak iki ayrı kodlama yapılması sağlanmıştır. Ayrıca, tutarlı ve sağlıklı bir kodlama yapılabilmesi için bir alan uzmanının da analiz yapması sağlanmıştır. Araştırmacı tarafından farklı zamanlarda yapılan kodlamalar ve alan uzmanı tarafından yapılan kodlama değerlendirilmiş olup uzlaşa sağlanan kodların tespiti sağlanmıştır. Birbiriyle benzer olan kodlar ile temalar oluşturulmuştur. Bulgular frekans tabloları ve doğrudan alıntılar yoluyla sunulmuştur.

Bulgular

Araştırmaya katılan öğretmenlerin okulların öğrenci ruh sağlığı ihtiyaçlarını desteklemede/ ruh sağlığı eğitimi vermede oynadığı role ilişkin düşüncelerini ortaya koyan cevaplardan içerik analizi yoluyla elde edilen bulgular Tablo 2’de sunulmuştur.

Tablo 2: Okulların Öğrenci Ruh Sağlığı İhtiyaçlarını Desteklemedeki Rolüne İlişkin Öğretmen Görüşleri

Temalar	Kodlar	Frekans
Yetersizlik	Öğretmenin yetersizliği (psikolojik donanım ve farkındalık açısından)	3
	Hizmet yetersizliği	2
	Zaman yetersizliği	1
	Fiziksel koşulların yetersizliği	1
Psikolojik Danışma ve Rehberlik Hizmetleri	Sözel danışmanlık desteği	3
	İhtiyaçlara yönelik destekler	2
	Ders saatleri ile destek	1

İş Birliği	Okul idaresi-öğretmen ve veli iş birliği	2
	Rehber öğretmen ve ders öğretmeni iş birliği	1
Öğretmen Desteği,	Öğrenci ve velilerine gerekli yönlendirme ve eğitimler sağlama	2
Gözlemi ve	Ailede karşılanamayan sevgi ve güven ihtiyaçlarını öğretmenler	2
Yönlendirmesi	aracılığıyla karşılama	
	Öğrencileri daha yakından tanıma ve gözlem	2
Sosyal Gelişim	Sosyalleşme yoluyla azalan sorunlar	4
<u>Sağlama İmkânı</u>		

Tablo 2 incelendiğinde okulların, okulun öğrenci ruh sağlığı ihtiyaçlarını destekleme/ ruh sağlığı eğitimi vermedeki rolüne ilişkin soruya verilen cevaplar doğrultusunda “yetersizlik”, “psikolojik danışma ve rehberlik hizmetleri”, “iş birliği”, “öğretmen desteği, gözlemi ve yönlendirmesi” ile “sosyal gelişim sağlama imkânı” şeklinde beş tema ortaya çıkmıştır. Ortaya çıkan temalara dair ortaokul öğretmenlerinin görüşlerinden bazı örnekler öğretmen kelimesinin baş harfi ve katılımcı numarası kullanılarak (Ö1, Ö2 gibi) aşağıda sunulmuştur:

Ö.1. “Okullar öğrencilerin ruh sağlığı ihtiyaçlarını desteklemek için bir çalışma yaptıklarını sanmıyorum, sadece rehberlik hizmetleri ile bir desteğin olamayacağını düşünüyorum.”

Ö.20. “Okullarda, öğrencilerimiz ruh sağlıkları açısından gereken eğitimi özellikle rehberlik servisinden almaktadır. Rehber öğretmenlerimiz bu açıdan gerekli donanımına sahiptir. Diğer öğretmenler de onları desteklemektedir.”

Ö.2. “Öğretmenler öğrencinin ruh sağlığını keşfetmede onları sık gördükleri için önemli bir role sahiptir.”

Ö.7. “Öğrencilerin en çok sosyalleştiği ortam olduğundan en büyük sorunları hafifletebilecek durumdadır. Okul idaresi, öğretmen ve veli iş birliğiyle ihtiyaçlı çocukların belirlenip birden fazla bilgi sahibi bireyin gözleminde ve desteğini alması.”

Araştırmaya katılan öğretmenlere yöneltilen “Öğrencilerinizin ruh sağlığı ile ilgili endişe duyduğunuz oluyor mu?” sorusuna verilen cevaplar incelendiğinde 19 öğretmenin endişe duyduğunu belirttiği, 1 öğretmenin ise endişe duymadığını ifade ettiği görülmüştür. Endişe duyduğunu ifade eden öğretmenlerin hangi tür ruh sağlığı sorunları ile ilgili endişe duyduğuna ilişkin verdikleri cevaplardan içerik analizi yoluyla elde edilen bulgular Tablo 3’te sunulmuştur.

Tablo 3: Ortaokul Öğretmenlerinin Endişe Duydukları Öğrenci Ruh Sağlığı Sorunları

Temalar	Kodlar	Frekans
Aile Kaynaklı Sorunlar	Sağlıksız ailenin yol açtığı sorunlar	9
	İçe kapanıklık/Asosyalite	4

	Kaygı/Kaygı Bozuklukları	3
	Depresyon	2
İçselleştirme Sorunları	Stres	1
	Kendine zarar verme	1
	Bağımlılıklar	1
	Öfke kontrol sorunları	3
Dışsallaştırma Sorunları	Zorbalık	3
	Şiddet/Şiddeti Normal Görme	3
	DEHB	2
	Başarısızlık/Başarısızlık korkusu	2
Öğrenme ve Motivasyonel Sorunlar	Amaçsızlık	1
Gelişim Dönemi Sorunları	Müfredata ilişkin bıkkınlık	1
	Duyarsızlık	2
	Ergenlik dönemi sıkıntıları	1
	Kriz yönetimi ve problem çözme	1
Diğer Sorunlar	Aşırı ilgi çekme davranışları	1
	Aşırı özgüven	1

Tablo 3 incelendiğinde ortaokul öğretmenlerinin öğrenci ruh sağlığına ilişkin endişe duydukları sorunlara ilişkin “aile kaynaklı sorunlar”, “içselleştirme sorunları”, “dışsallaştırma sorunları”, “öğrenme ve motivasyonel sorunlar”, “gelişim dönemi sorunları” ve “diğer sorunlar olmak üzere altı tema ortaya çıkmıştır. Ortaya çıkan temalara dair ortaokul öğretmenlerinin görüşlerinden bazı örnekler şu şekildedir:

Ö.8. “Önce aileden başlayalım. Çekirdek aile ruhu sağlıklı ruhlar yetiştirir. Yaşanan sıkıntılar (sosyo-ekonomik) öğrenciye yansıtılıp okulunda dengesini bozabiliyor.”

Ö.19. “İçe kapanıklık, utangaçlık”

Ö.12. “En çok, şiddeti normal görmelerinden kaynaklanabilecek olan ruh sağlığı sorunları yaşanabileceği endişesi içindeyim.”

Ö.11. “Bazı öğrenciler sınav zamanı gereksiz bir yapamayacağım, başaramayacağım durumu yaşıyor.”

Öğretmenlerin, öğrencisinin/öğrencilerinin bir ruh sağlığı sorunu yaşadığını nasıl anladıklarına ilişkin ortaya koydukları görüşlerden içerik analizi yoluyla elde edilen bulgular Tablo 4’te sunulmuştur.

Tablo 4: Ortaokul Öğretmenlerinin Ruh Sağlığı Sorunu Yaşayan Öğrenciyi/Öğrencileri Anlama Biçimleri

Temalar	Kodlar	Frekans

Davranışsal İşaretler	Sınıf içi ve sınıf dışı gözlenen davranış farklılıkları	16
	Davranışlarındaki tutarsızlık	1
	Kavgacı ve tepkisel tutumları	1
	Yoğun sosyal medya, telefon kullanımı	1
İletişimsel İşaretler	Sözel iletişim ve beden dili	7
	Duygu yansımaları	5
Duygusal ve Düşünsel İşaretler	Dalgınlık ve aşırı düşünceli olma	2
	İçe kapanma	2
	Uyaranlara duyarsızlığı	2
Akademik İşaretler	Derse ilgisi ve başarısının azalması	5
İlişkisel İşaretler	Arkadaş ilişkileri	3
	Uyum sorunları	2
Diğer İşaretler	Öğrencilerin aktarımları	1
	Rehber öğretmen ve veli ile görüşmeleri	1

Tablo 4 incelendiğinde öğretmenlerin, ruh sağlığı sorunu yaşayan öğrenciyi/öğrencileri anlama biçimlerine ilişkin “davranışsal işaretler”, “iletişimsel işaretler”, “duygusal ve düşünsel işaretler”, “akademik işaretler”, “ilişkisel işaretler” ve “diğer işaretler” olmak üzere altı temanın ortaya çıktığı görülmektedir. Ortaya çıkan temalara dair ortaokul öğretmenlerinin görüşlerinden bazı örnekler şu şekildedir:

Ö.19. “Normalde konuşkan olan ve arkadaşlarıyla paylaşımları olan biri sessizleşip yalnız takılıyorsa bir sorun olabileceğini düşünüyorum. Sınıfta aşırı tepkiler veren veya sürekli rahatsız edici hareketlerde bulunup dikkat çekmeye çalışıyorsa da bir sorunu olabilir.”

Ö.13. “İletişim kurmak istemez, göz teması yok, dinlermiş gibi yapar. Yaptığım uyarılara itiraz etmez, kafasını sallar (evet anlamında) ancak hiçbir davranış değişikliği göstermez.”

Ö.9. “Üzgün olduğunu ya da sinirli olduğunu gördüğümde tahmin edebiliyorum.”

Ö.17. “Ders başarısının düşmesi”

Araştırmaya katılan ortaokul öğretmenlerinin, ruh sağlığı sorunu yaşayan bir veya daha fazla öğrencisi olduğunda nasıl bir yol izleyeceklerine ilişkin ortaya koydukları görüşlerden içerik analizi ile elde edilen bulgular Tablo 5’te sunulmuştur.

Tablo 5: Ruh Sağlığı Sorunu Yaşayan Öğrenci Karşısında Nasıl Bir Yol İzleneceğine İlişkin Öğretmen Görüşleri

Temalar	Kodlar	Frekans
İş Birliği Sağlama	Rehberlik servisi ile iş birliği	8
	Hem aile hem de diğer öğretmenlere danışma	1
	Aile ile iletişim kurma	1
	Öğretmenlere danışma	1
	İdareye bilgi verme	1
Aşamalı Yardım	Aşamalı bir yaklaşım izleme	6
	Öğrenci ile görüşme.	3
Öğrenciye Doğrudan Müdahale	Öğrenciyi dinleme, farkındalık kazandırma	1
	Öğrencinin sorununa duygusal yaklaşma	1
Yönlendirme Yapma	Doğrudan rehberlik servisine yönlendirme	3

Müdahalede Bulunmama	Gerekli durumda yönlendirme (ilgili kurumlara) yapma	1
	Öğrenciyi kendi haline bırakma	1

Tablo 5 incelendiğinde ortaokul öğretmenlerinin, ruh sağlığı sorunu yaşayan öğrencisi/öğrencileri olduğunda izleyecekleri yola ilişkin ortaya koyulan temaların “iş birliği sağlama”, “aşamalı yardım”, “öğrenciye doğrudan müdahale”, “yönlendirme yapma” ve “müdahalede bulunmama” şeklinde beş temada toplandığı görülmektedir. Ortaya çıkan temalara dair ortaokul öğretmenlerinin görüşlerinden bazı örnekler şu şekildedir:

Ö.11. “Öncelikle ders esnasında olduysa bu durumu anlandığım an hemen rehberlik servisiyle iletişime geçerim ve öğrenciyi servise yönlendiririm. Daha sonra süreci takip ederim.”

Ö. 12. “Öncelikle öğrenciyi incelerim, sonra aklımdaki soruna uyup uymadığını araştırırım. Aile ve idare ile görüşürüm gerekli durumlarda gerekli yerlere yönlendiririm.”

Ö.15. “Öğrencinin sorununa karşı olan duygusal yönden yaklaşım, sorunların her zaman olacağının farkında olmasını her sorunun bir çözümünün olduğunun farkına varma.”

Ö.17. “İlk önce PDR’ye yönlendiririm.”

Ö.1. “Genelde sınıf düzenini bozan veya vurdumduymaz çocuklarda böyle bir sorun olduğunu düşünürüm, çok üstüne gitmeden kendi haline bırakmayı tercih ederim.”

Öğretmenlerin, öğrencilerinin ruh sağlığının korunması ve geliştirilmesinde ne tür bir desteğin ya da eğitimin etkili olduğuna dair düşüncelerinden oluşan cevaplardan elde edilen bulgular Tablo 6’da sunulmuştur.

Tablo 6: Öğrencilerin Ruh Sağlığının Korunması ve Geliştirilmesinde Etkili Olduğu Düşünülen Destekler ve Eğitimlere İlişkin Öğretmen Görüşleri

Temalar	Kodlar	Frekans
Öğrenci Odaklı Eğitimler ve Destekler	Düzenli olarak öğrenci eğitimleri	7
	Öğrencilere rehber öğretmen desteği ve bilgilendirmeleri	3
	Öğrenciye değerli olduğunun hissettirilmesi	2
	Öğrenci gelişimine uygun çeşitli faaliyetler	2
	Ruh sağlığının ayrı bir konu/ders olarak işletilmesi	1
	Dijital okuryazarlık kazandırılması	1
	Sosyal medya kontrolünün sağlanması	1
İş Birliği Odaklı Destekler	Okul aile iş birliği	4
	Rehber öğretmen-ders öğretmeni iş birliği	1
Aile Odaklı Eğitimler ve Destekler	Aile eğitimi/Aile donanımının artırılması	3
	Öğrenciye ev içi aile desteği	1
Sistemsel Unsurlar ve Destekler	Psikolojik desteğin önemsenmesi	3
	Ruh sağlığını bozacak faktörlerin en aza indirilmesi	1
	Doğru kişilere yönlendirme sağlanması	1
	Eğitimin türü ne olursa olsun ilgili uzmanlarca yapılması	1
	Okuldaki tüm birimlerin eğitimi	3
Okul Personeli Odaklı Eğitimler	Öğretmen eğitimi	2
	Rahat ve mutlu sınıf ortamı	1
Diğer		1

Tablo 6 incelendiğinde öğrenci ruh sağlığının korunması ve geliştirilmesinde etkili olan destek ve eğitimlere ilişkin ortaya çıkan temaların “öğrenci odaklı eğitimler ve destekler”, “iş birliği odaklı destekler”, “aile odaklı destekler ve eğitimler”, “sistemsal unsurlar ve destekler”, “okul personeli odaklı eğitimler” ile “diğer” şeklinde altı sayıda olduğu görülmektedir. Ortaya çıkan temalara dair ortaokul öğretmenlerinin görüşlerinden bazı örnekler şu şekildedir:

Ö.14. “Öğrenciye değerli olduğu hissettirilmeli ve bu konuda okul içi etkinlik veya seminer düzenlenmeli.”

Ö.3. “Tüm okul birimlerinin bu konuda eğitimleri çok önemlidir. Rehberlik servisi tek başına yeterli değildir.”

Ö.7. “Öğrencilerden önce ailelerle görüşmeler yapıp ailenin ruh sağlığı hakkında bilgilendirilmesi gereklidir. Daha sonra birlik içinde (öğrenci-öğretmen-veli) uygulanması gereken destek ve eğitimi yürütmeliyiz.”

Ö.10. “Psikolojik desteğin önemli olduğunu düşünüyorum.”

Ortaokul öğretmenlerinin, okullarda öğrencilerin ruh sağlığını koruyabilmek/ruh sağlığı gelişimine katkı sağlayabilmek için yapılan çalışmalarla ilgili görüşlerinden içerik analizi ile elde edilen bulgular Tablo 7’de sunulmuştur.

Tablo 7: Okullarda Öğrenci Ruh Sağlığını Koruyabilmek/Ruh Sağlığı Gelişimine Katkı Sağlamak İçin Yapılan Çalışmalara İlişkin Öğretmen Görüşleri

Temalar	Kodlar	Frekans
Rehberlik Çalışmaları	Rehberlik eğitimi/hizmetleri	15
	Grup veya bireysel psikolojik çalışmalar	1
	Test uygulamaları	1
	Öğrenci gözlemi	1
İş Birliğine Dayalı Çalışmalar	Görüşmeler (Öğrenci-eğitimci, veli-eğitimci, rehber öğretmen-branş öğretmeni)	2
	Rehber öğretmen ile sürekli iletişim	1
	Sosyal yaşam becerileri eğitimi ve çalışmaları	3
	Sosyal projeler, kermesler	3
Okul Geneline Dayalı Çalışmalar	Çeşitli STK’larca sağlanan bilgilendirmeler	1
	Eğitsel kol faaliyetleri	1
	Çeşitli sanatsal, sportif ve okul sonrası aktiviteler	1
	Sınıf içi etkinlikler ve sohbetler	1
	Genel bir çalışma yok	1
Diğer		

Tablo 7 incelendiğinde ortaokul öğretmenlerinin, okullarda öğrencilerin ruh sağlığını koruyabilmek/ ruh sağlığı gelişimine katkı sağlamak için yapılan çalışmalara dair görüşlerinden “rehberlik çalışmaları”, “iş birliğine dayalı çalışmalar”, “okul geneline dayalı çalışmalar” ve “diğer” olarak dört temanın ortaya çıktığı görülmektedir. Ortaya çıkan temalara dair ortaokul öğretmenlerinin görüşlerinden bazı örnekler şu şekildedir:

Ö.4. “Okulumuzda bütün yük okul rehber öğretmenlerinin üzerindedir. Bu çabaların dışında ruh sağlığını koruma ve gelişimine yönelik bir çalışma (ihtiyaç olduğu halde) yapıldığını duymadım.”

Ö.6. “Sık sık görüşmeler düzenlenir (öğrenci-eğitimci, veli-eğitimci görüşmeleri)”

Ö.3. “Sosyal yaşam becerileri eğitimi”

Öğrencilerin ruh sağlığını koruyabilmek/ruh sağlığı gelişimine katkı sağlayabilmek için ortaokul öğretmenlerinin neler yaptıkları ile ilgili soruya verilen cevaplardan içerik analizi ile elde edilen bulgular Tablo 8’de sunulmuştur.

Tablo 8: Öğrencilerin ruh sağlığını koruyabilmek/ruh sağlığı gelişimine katkı sağlayabilmek için ortaokul öğretmenlerin yaptıkları çalışmalara ilişkin görüşleri

Temalar	Kodlar	Frekans
Yönlendirme	Rehberlik servisine yönlendirme	5
	İlgili kişi/kuruma yönlendirme	1
	Günlük yaşamlarına, duygulara dair paylaşımlarda bulunma	3
Duygusal, İletişimsel ve Davranışsal Müdahaleler	Birebir iletişim kurma	2
	Sevgi gösterme/Değerli hissettirme	2
	Özgüven artırıcı ve teşvik edici çalışmalarla	2
	Kendini tanıma, güçlü yanlar gibi konularda etkinlikler yapma	1
	Sosyalleştirici faaliyetler yapma	1
	Doğru davranışlar konusunda yönlendirme	1
	Sıkıntılı öğrenci ile teneffüslerde vakit geçirme	1
	/paylaşımda bulunma	1
	Öğrenci anlatmak isterse dinleme	1
	Rehberlik servisi ile iş birliği	2
İş Birliği	Aile ile iletişim sağlama	2
	Oyun yoluyla ders işleme	1
	Grup çalışmaları	1
	Yaratıcılığa ve odaklanmaya yönlendirme	1
Eğitsel Etkinlikleri Zenginleştirme	Eğitim ve öğretim programlarıyla	1
	Müzik yoluyla	1
	Güzel havalarda doğaya çıkarma	1
	Gözlem yapma	2
Pasif Yaklaşım	Özel olarak herhangi bir şey yapmama	2

Tablo 8 incelendiğinde ortaokul öğretmenlerinin, öğrenci ruh sağlığını koruyabilmek/ruh sağlığı gelişimine katkı sağlayabilmek için yaptıkları çalışmalara dair görüşlerinden “yönlendirme”, “duygusal, iletişimsel ve davranışsal müdahaleler”, “iş birliği”, “eğitsel etkinlikleri zenginleştirme” ve “pasif yaklaşım” olarak beş tema belirlenmiştir. Ortaya çıkan temalara dair ortaokul öğretmenlerinin görüşlerinden bazı örnekler şu şekildedir:

Ö.11. “Konulara çok hâkim olmadığım için yönlendirme yapmaktayım.”

Ö.16. “Ders içinde değerli olduğunu hissettirmeye çalışıyorum. Kitap okumaya ve kendini geliştirmeye yönelik çalışmalar yapmaya teşvik ediyorum.”

Ö.2. “Derslerimde nabızlarını yükseltip mutluluk hormonu salgılamaları için oyun içerikli, terletici faaliyetler, oyunla- yaparak yaşayarak seviyelerine göre eğitim.”

Ö.9. “. Öğrenciler için yaptığım bir katkı henüz yok ama psikoloji ve ruh sağlığını konu olarak sevdiğim için bu tarz kitaplar okuyorum ve internetten takip ediyorum.”

Öğrencilerin ruh sağlığını koruyabilme hususunda öğretmenlerin karşılaştıkları engellere ilişkin görüşlerinden içerik analizi ile elde edilen bulgular Tablo 9’da sunulmuştur.

Tablo 9: Ortaokul Öğretmenlerinin Öğrencilerin Ruh Sağlığını Koruyabilme Hususunda Karşılaştıkları Engeller

Temalar	Kodlar	Frekans
Ailesel engeller	İlgisiz aile	4
	Aile içi sağlıklı iletişim	3
	İş birliği sağlamayan aile	3
	Bilinçsiz aile	2
Sistemsal engeller	Yasal prosedürler	1
	Yetersiz ve bilinçsiz bakanlık desteği	1
	Devlet kurumları ile iş birliğinde yaşanan güçlükler	1
İdare ve öğretmenlerle ilgili engeller	Öğretmenlerin öğrencilere bakış açısı ve tavırları	2
	Öğretmen ve idarecilerin öğrenciye karşı iletişimleri	1
	Kişisel engeller	1
Bağlamsal engeller	Farklı kültürel ve dil sorunları	2
Fiziksel engeller	Zaman yetersizliği	2
	Okulun imkanları	1
Öğrenci ile ilgili engeller	Akran baskısı/zorbalığı	4
	Öğrencinin davranışsal yansımaları	3
	Öğrencinin paylaşımına açık olmaması	2
	Yoğun sosyal medya kullanımı	2

Tablo 9 incelendiğinde, öğrencilerin ruh sağlığını koruyabilmede öğretmenlerin en çok karşılaştıkları engellere dair görüşlerinden “ailesel engeller”, “sistemsal engeller”, “idare ve öğretmenlerle ilgili engeller”, “bağlamsal engeller”, “fiziksel engeller” ve “öğrenci ile ilgili engeller” şeklinde altı tema belirlenmiştir. Ayrıca, bir öğretmenin ise; herhangi bir engel olmadığını belirttiği görülmüştür. Bu doğrultuda ortaokul öğretmenlerinin görüşlerinden bazı örnekler şu şekildedir:

Ö.13. “En sık karşılaştığım aile ilgisizliği, ailenin uzmandan yardım almayı kabul etmemesi, çocuğun durumunu kabul etmemesi.”

Ö.4. “Okuldaki bazı öğretmen ve bazı idarecilerin öğrencinin ruh sağlığını bozabilecek tarzda konuşmalarına şahit oluyorum. Anlayışsız, dikdatör tarzda, empatisiz, saygısız, eski geleneksel

öğretmen anlayışıyla tavırlar, bu öğrenci jenerasyonunun farklı olduğunu kabullenemeyen haller gibi engellerle karşılaşıyorum.”

Ö.8. *“Kapalı öğrenci profili (içinde yaşadığı çalkantılı ruhsal sorunun farkında olmayan öğrenci), konuşmak istemiyor.”*

“Öğrenci ruh sağlığını koruyabilme ve geliştirebilme ile ilgili eğitim almak ister misiniz?” sorusuna öğretmenlerin büyük çoğunluğunun “evet” (f= 18) şeklinde cevap verdiği 2 katılımcının ise “hayır” dediği görülmüştür. Bu kapsamda ruh sağlığı ile ilgili hangi konularda eğitim almak istediklerine ilişkin cevaplardan elde edilen bulgular Tablo 10’da sunulmuştur.

Tablo 10: Ortaokul Öğretmenlerinin Öğrencilerin Ruh Sağlığı ile İlgili Eğitim Almak İstedikleri Konular

Temalar	Kodlar	Frekans
İletişim odaklı eğitimler	Öğrenciyle etkili iletişim, güven	3
	Kendine güven ve ifade etme	1
	Öğrencilere kendini sevdirebilme	1
	Modern iletişim yöntemleri	1
	Öğrenci sıkıntılarına doğru tepki verebilme	1
	Girişimcilik	1
Doğrudan ruh sağlığı odaklı eğitimler	Akran zorbalığı ve sebep olduğu depresyon	4
	Risk grubundaki çocukların ruh sağlığı	3
	Öğrencilerin ruh sağlığını geliştirici etkinlikler	2
	Pandemi döneminin ruh sağlığına etkileri	1
	Kaygı azaltmayı öğretici eğitimler	1
	Ruh sağlığı ile ilgili destek olunabilecek tüm konularda	1
	Bağımlılık	1
	Ergen psikolojisi	2
Gelişim dönemi odaklı eğitimler	Etkili ders işlenişi ve teknikleri	1
Akademik gelişim odaklı eğitimler	Motivasyon	1
	Sorun çözebilme	1
Diğer eğitimler	Şiddet eğiliminin önlenmesi	1
	Fark edilme psikolojisi	1
	Öfke patlaması	1
	Rehberlik alanı	1

Tablo 10 incelendiğinde ortaokul öğretmenlerinin öğrenci ruh sağlığı ile ilgili eğitim almak istedikleri konulara ilişkin soruya verdikleri cevaplar doğrultusunda “iletişim odaklı eğitimler”, “doğrudan ruh sağlığı odaklı eğitimler”, “gelişim dönemi odaklı eğitimler”, “akademik gelişim odaklı eğitimler” ve “diğer eğitimler” olarak beş tema ortaya çıkmıştır. İletişim odaklı eğitimler temasında “öğrenciyle etkili iletişim, güven (f=3); doğrudan ruh sağlığı odaklı eğitimler temasında “akran zorbalığı ve sebep olduğu depresyon” (f= 4); gelişim dönemi odaklı eğitimlerde “ergen psikolojisi” (f=2); akademik gelişim odaklı eğitimler alanında “etkili ders işlenişi ve teknikleri” ve “motivasyon” (f=1) ile diğer eğitimler temasında ise “sorun

özebilme” (f=1), “rehberlik alanı” (f=1) gibi eřitli kodlar ile eęitimlerin talep edildięi grlmřtr.

Tartıřma ve Sonu

Bu arařtırmada Kuzey Kıbrıs’taki ortaokul řretmenlerinin ğrenci ruh saęlığına iliřkin rolleri ve okulun rollerine iliřkin grřleri incelenmiřtir.

Arařtırmaya katılan ğretmenlerin %75’i daha nce ğrenci ruh saęlığı ile ilgili herhangi bir eęitim almadıęını, %15’i ise eęitim aldıęını belirtmiřtir. Froese-Germain ve Riel (2012) tarafından yrtlen bir alıřmada da %70 civarında ğretmenin mesleki anlamda ğrenci ruh saęlığı ile ilgili eęitimleri olmadıęı ortaya koyulmuřtur. Shulze vd. (2019) tarafından ortaya koyulan sonu da ğretmenlerin bu konudaki eęitimsizliklerini yansıtmaktadır. Yakın zaman nce Wei vd. (2023) tarafından gerekleřtirilen bir arařtırmada da ğretmenlerin ğrenci ruh saęlığına iliřkin bilgilerinin dřk bir seviyede olduęu ifade edilmiřtir. Arařtırma sonularından hareketle ruh saęlığına iliřkin bilgi ve eęitim eksiklięinin ğrencilerin ruh saęlığı ile ilgili geliřimlerinde aktif rol alacak ğretmenlerin, ğrencilerin ruh saęlığı geliřimlerini takip edebilmede doęru bir yaklařım izleyememeleri tehdidini doęurduęu ıkarımında bulunulabilir.

ğretmenlere gre ğrenci ruh saęlığını desteklemede / ğrencilere ruh saęlığı eęitimi vermede okullar yetersiz bir role sahiptir. Sz edilen bu yetersizlięin; ğretmenin psikolojik donanım ve ruh saęlığı ile ilgili farkındalık aısından yetersizlięi, hizmet yetersizlięi, zaman yetersizlięi ve fiziksel kořulların yetersizlięi gibi konulardan kaynaklandıęı yansıtılmıřtır. Oysa yapılan birok arařtırmada da yansıtıldıęı gibi okullar, ğrenci ruh saęlığını desteklemek, ruh saęlığı ile ilgili zorlukları en aza indirmek ve pozitif ruh saęlığı geliřimi saęlamak iin en uygun yerlerdendir (Marinucci vd., 2022, 2023; Pratiwi vd., 2022; Sibanda vd., 2022). Ancak, okulların ğrenci ruh saęlığına dair rol ve okulda ruh saęlığı eęitimi ile ilgili arařtırmalar incelendięinde ruh saęlığı ile ilgili eęitimlerin yetersiz olduęu sylenebilir (Maclean ve Law, 2022; Marinucci vd., 2022; Olyani vd., 2021). Oysa genler, ruh saęlıkları ile baęlantılı birok konuyu okulda ve mfredat iinde ęrenmek istediklerini belirtmiřlerdir (Marinucci vd., 2022). Okulların bu konudaki yetersizlięini ortaya koyan alıřmaların yanında ruh saęlığı aısından anahtar bir role sahip olan ruh saęlığı okuryazarlıęına dair eęitimlerin dnyada eřitli okullarda verildięi ve bunun da ğrencilerin ruh saęlığı zerinde olumlu etkiler ortaya koyduęunu gsteren alıřmalar mevcuttur (Choi vd., 2023; Kutcher vd., 2017; Olyani vd., 2021). Okulların ğrenci ruh saęlığına iliřkin desteklerinde/ ruh saęlığı eęitimlerinde psikolojik danıřma ve rehberlik servisleri ile iř birlięinin n planda olduęu da belirtilmiřtir. okamay vd. (2017)

tarafından Türkiye bağlamında yapılan değerlendirmede okullardaki ruh sağlığı hizmetlerinin “rehberlik ve psikolojik danışmanlık” sisteminin içinde yer aldığını belirtilmiştir. Kuzey Kıbrıs bağlamında değerlendirildiğinde de okul rehberlik sistemlerinin Türkiye’dekine benzer bir yapıda olduğu düşünüldüğünde okul ruh sağlığı hizmetlerinde iş birliğine gidilecek ilk birimin okul psikolojik danışma ve rehberlik servisleri olması şaşırtıcı bir sonuç değildir. Ulaşılan sonuçlardan bir diğeri olan öğretmen desteği, gözlemi ve yönlendirmesi de bu iş birliği sürecinde yer alması bağlamında ortaya çıkan daha baskın sonuçları destekler niteliktedir. Ayrıca, okulların öğrencilere sosyal gelişim imkânı sağlayarak da onların ruh sağlığını desteklediği sonucuna ulaşılmıştır.

Öğretmenlerin öğrencileri ile ilgili endişe duydukları ruh sağlığı sorunlarının başında aile kaynaklı sorunlar, içselleştirme ve dışsallaştırma sorunları, öğrenme ve motivasyonel sorunlar ile gelişim dönemine özgü sorunlar ve diğer sorunların olduğu görülmüştür. Son yıllarda araştırmalarda da özellikle boşanma gibi aile kaynaklı sorunların gençlerin ruh sağlığını olumsuz etkilediği (Tullius vd., 2022), bölgelere göre değişse de çeşitli ruh sağlığı sorunlarının yaygınlığının arttığından söz edildiği bilinmektedir (Brown-Epstein, 2022; Ravens-Sieberer vd., 2022; Takahashi, & Honda, 2021). Söz konusu duruma ilişkin yaygınlığın giderek artması da göz önünde bulundurulduğunda bir ülkenin geleceğini oluşturacak olan bireylerin ruhsal açıdan sağlıklı olabilmelerinin önemsenmesi gerektiği ifade edilebilir. Bunun için de öğrenci ile etkileşime giren tüm birimlerin, özellikle öğretmenlerin, öğrencilerin ruh sağlığını koruyucu ve geliştirici çalışmalara odaklanması gerekliliği göz ardı edilmemelidir. WHO (2012) raporunda da okulların ruh sağlığı konusundaki hizmetlerini iyileştirerek öğrencilerinin ruhsal gelişimlerine katkı sunabileceği vurgulanmıştır.

Ortaokul öğretmenlerinin, öğrencilerinin ruh sağlığı sorunu yaşamaları durumunda; davranışsal, iletişimsel, duygusal ve düşünsel, akademik ve ilişkisel işaretler ile diğer bazı işaretler yoluyla bu durumu fark ettikleri sonucuna ulaşılmıştır. Bu kapsamda son yıllarda öğrenci ruh sağlığına ilişkin olumlu etkiler oluşturabilmesi açısından önemli bir beceri olarak görülen ruh sağlığı okuryazarlığının (Jorm vd., 1997) bileşenlerine bakıldığında da bu tür işaretleri tanıyabilmenin ruh sağlığı okuryazarlığı açısından odaklanılan bir şey olduğu görülmektedir (Kutcher vd., 2013). Öğretmenlerin, işaretleri fark etmelerinin yanında bu işaretler karşısında nasıl bir yol izlediklerinin de anlaşılacak bütüncül bir çıkarımda bulunmanın daha önemli olduğu ifade edilebilir. Bu noktada öğrencilerin ruh sağlığı sorunlarını çeşitli işaretlerle fark eden öğretmenlerin ruh sağlığı sorunu yaşayan öğrenci karşısında izledikleri yolun çoğunlukla; rehberlik ve psikolojik danışma servisi başta olmak üzere, aile ve okul içi

diğer partnerlerle iş birliği sağlamak olduğu görülmüştür. Anderson ve Bronstein (2012) de ruh sağlığına ilişkin okulda sağlanan hizmetlerin ekip ruhuyla, yani iş birliği ile gerçekleştirilmesinin önemini yansıtmıştır. Öğretmenlerin ayrıca; aşamalı yardım, öğrenciye doğrudan müdahale, yönlendirme yapma ve müdahalede bulunmama gibi çeşitli yollar izledikleri de ulaşılan diğer sonuçlardır. Bu bağlamda bir öğrencinin ruh sağlığı sorunu yaşaması durumunda öğretmenlerce izlenen standart bir yolun olmadığı ve öğretmenlerin, kendi kişisel yönelimleri doğrultusunda farklılaşan stratejiler izledikleri düşünülebilir. Okul ruh sağlığı hizmetleri ile ilgili standart bir yaklaşımın ortaya koyulabilmesi için de öğretmenlerin ruh sağlığı okuryazarlığı becerilerine odaklanması ve öğrenci ruh sağlığı ile ilgili standartlaştırılmış eğitimlere tabii tutulmalarının yararlı olabileceği kanaatine varılmaktadır (Sibanda vd., 2022).

Öğretmenler ayrıca, öğrencilerin ruh sağlığının korunması ve geliştirilmesinde en çok rehberlik çalışmaları yapıldığını belirtmiştir. Solak vd. (2023) de yaptıkları çalışmada, okul ruh sağlığı hizmetlerinin okul psikolojik danışmanı önderliğinde sağlandığını ancak bu hizmetlerin sadece bu uzmanların yapacağı bir iş olarak görülmemesi gerektiğini ortaya koymuştur. Gerçekten de okullarda ruh sağlığı hizmetlerinin gerçekleştirilmesinde sadece rehberlik hizmetlerinin yeterli olmayacağı göz önünde bulundurulmalı ve bir okul sağlığı ekibi oluşturma gibi iş birliği içeren yapılaşmanın sağlanması önemsenmelidir (Esin ve Dursun, 2014). Neyse ki, öğretmenlerden gelen diğer cevapların; iş birliğine dayalı çalışmalar, okul geneli çalışmaları ve diğer çalışmalar şeklinde olduğu görülmüştür. Bu da niteliği bilinmese bile kısmen de olsa rehberlik hizmetleri dışında hizmetlerin de yapılmaya çalışıldığını ortaya koymuştur.

Öğrenci ruh sağlığına ilişkin okul geneli yapılan çalışmalara ek olarak öğretmenlerin, öğrenci ruh sağlığını koruyabilmek/ruh sağlığı gelişimine katkı sağlayabilmek için yaptıkları çalışmaların; yönlendirme, duygusal, iletişimsel ve davranışsal müdahaleler, iş birliği, eğitsel etkinlikleri zenginleştirme ve pasif bir yaklaşım sergileme şeklinde olduğu görülmüştür. Bu da öğretmenlerin, öğrenci ruh sağlığına ilişkin birtakım çabalar gösterdiklerini yansıtmaktadır, ancak bu çabaların ortak ve kanıta dayalı uygulamaları içermediği anlaşılmaktadır. Deaton vd. (2022), öğretmenlerin öğrenci ruh sağlığını desteklemeye çalıştıklarını ancak, kullandıkları müdahalelerin deneme yanılma şeklinde gerçekleştiğini ortaya koymuştur. Daha önce gerçekleştirilen diğer araştırmalarda da öğretmenlerin, öğrenci ruh sağlığı ile ilgili genellikle sorumluluk almaya çalıştıkları görülmüş olsa da (Beames vd., 2022; Maclean ve Law, 2022; Marunicci vd. 2023) daha tutarlı ve doğru yaklaşımların sergilenebilmesi için ruh sağlığı ve ruh

sağlığı okuryazarlığına ilişkin öğretmen eğitimlerinin sağlanması gerektiği düşünülmektedir (Ekornes, 2017; Marunicci vd., 2023; Pratiwi vd., 2022; Sibanda vd. 2022).

Öğretmenler, öğrencilerin ruh sağlığını koruyabilme hususunda karşılaştıkları engellerin en başında ailesel engellerin yer aldığını belirtmiştir. Sistemsel engeller, idare ve öğretmenlerle ilgili engeller, bağlamsal engeller, fiziksel engeller ve öğrenci ile ilgili engellerin de bu süreçte kendilerini etkilediğini açıklamışlardır. Okul ruh sağlığı ile ilgili 10 farklı ülkede yapılan bir çalışmada ruh sağlığı hizmetlerini engelleyen faktörlerin içinde aile tutumlarına ilişkin faktör en az karşılaşılan engel olarak görülmüştür (Patalay vd., 2016). Bu durum, Kuzey Kıbrıs bağlamında ailelerin hem aile işlevlerini artırma yönünde hem de çocukları ve kendi ruh sağlığı ile ilgili farkındalıklarının artırılması yönünde eğitimlerin planlanmasının yararlı olabileceğini düşündürmektedir. Ayrıca, ailelerin okul aidiyetlerini artırıcı faaliyetlerin de yapılabilceği ifade edilebilir. Yine aynı çalışmada (Patalay vd., 2016) mali yetersizlikler, uzmanlara ve personele dönük yetersizliklerin en önde gelen engeller olduğu görülmüştür. Benzer şekilde Maclean ve Law (2022) da ruh sağlığına ilişkin program desteklerinin yetersizliği ve mali birtakım yetersizlikler gibi sistemsel engeller olduğunu ortaya koymuştur. Sözü edilen bu araştırmalar farklı ülke ve kültürlerde gerçekleştirilmiş olsa da bu çalışmadaki sonuçla tutarlılık göstermektedir. Bu da okul ruh sağlığı sistemleri ile ilgili olarak; okul sisteminden hükümet sistemine kadar birçok farklı sistemin bir arada çalışarak standartlar geliştirmelerinin önemli olabileceğini gözler önüne sermektedir.

Öğretmenlerin büyük bir çoğunluğunun, öğrencilerin ruh sağlığını koruyabilme ve geliştirebilme ile ilgili eğitim almak istedikleri görülmüştür. Ulaşılan bu sonucun daha önceki araştırmalarla paralellik gösterdiği söylenebilir (Kratt, 2018; Osagiede vd., 2018). Öğretmenlerin almak istediklerini belirttikleri eğitimlerin; iletişim odaklı eğitimler, doğrudan ruh sağlığı odaklı eğitimler, gelişim dönemi odaklı eğitimler, akademik gelişim odaklı eğitimler ve diğer eğitimler şeklinde farklılık gösterdiği ortaya çıkmıştır. Bu eğitimlerin bazıları öğrenci ruh sağlığı sınırları dışında olsa da öğretmenlerin, öğrencilerinin ruh sağlığında doğru müdahalelerde bulunabilmeleri için ruh sağlığı bilgilerini artırarak bu yönde çeşitli beceriler kazanabilmesi ve olumlu tutumlar geliştirmesine destek sağlamak önemsenmelidir.

KKTC'deki ortaokul öğretmenlerinin, öğrencilerin ruh sağlığı ile ilgili olarak hem kendileri hem de okul odağında betimledikleri durum göz önünde bulundurulduğunda okul ruh sağlığı hizmetlerinin daha sağlıklı ve kanıta dayalı şekilde yürütülebilmesi için gerekli araştırmaların ve uygulamaların sağlanması gerekmektedir. Birçok ülkede okul ruh sağlığı uygulamalarının önemsendiği, öğretmenlerin kanıta dayalı uygulamalar ve öğrenci ruh sağlığı ile ilgili

farkındalıklarını artırıcı eğitimlere tabii tutulduğu bilinmektedir. Ancak, KKTC’de durumun bu şekilde olmadığı görülmektedir. Bu da bu konu ile ilgili hizmet içi öğretmen eğitimlerinin önemszenmesi gerekliliğini doğurmaktadır. Ayrıca, okul ruh sağlığı ile ilgili yukarıda betimlenen tabloda da görüldüğü gibi öğrencilerin hayatında aktif olan ailelerin de öğrenci ruh sağlığı ve okul ruh sağlığı faaliyetlerine dahil edilmesinin önemli olduğu ifade edilebilir.

Kuzey Kıbrıs’taki ortaokul öğretmenlerinin öğrenci ruh sağlığına ilişkin rolleri ve okulun rollerine ilişkin görüşlerinin bu araştırma kapsamında ortaya koyulması ile birlikte araştırmacıların; keşfedici nitelikte olan bu araştırma doğrultusunda uygulamaya dönük çalışmalar planlamasının teoriye ve uygulamaya katkılar sunacağı düşünülmektedir.

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Dönüşümsel Liderlik İle Öğretmen İyi Oluşu Arasındaki İlişki: Malatya İli Örneği

Ramazan Özkul

Harran Üniversitesi Eğitim Fakültesi, TÜRKİYE,

e-mail: ramazanozkul@harran.edu.tr, Orcid No: 0000-0001-9757-6062

Özet

Bu çalışmada dönüşümcü liderlik ile öğretmen iyi oluşu arasındaki ilişki incelenmektedir. Bu bağlamda nicel araştırma yöntemlerinden ilişkisel tarama modeli kullanılmıştır. Araştırmanın evrenini Malatya ilinde görev yapan 13200 öğretmen oluşturmaktadır. Evrenden basit rastgele örnekleme yöntemi ile seçilen 340 öğretmen araştırmanın örneklemini oluşturmuştur. Araştırmada dönüşümcü liderlik ölçeği ve öğretmen iyi oluşu ölçeği kullanılmıştır. Veri toplama süreci WhatsApp üzerinden Google form aracılığıyla elde edilmiştir. Araştırmanın analizinde veriler normal dağılım gösterdiğinden betimsel istatistikler ve Pearson korelasyon analizi yapılmıştır. Araştırma bulgularına göre dönüşümcü liderlik ve öğretmen iyi oluşu algılarının orta düzeyde olduğu belirlenmiştir. Dönüşümcü liderlik ve öğretmen iyi oluşu arasında orta düzeyde anlamlı ve pozitif bir ilişki belirlenmiştir. Okullarda dönüşümsel liderlik becerilerini artırmak için yöneticilere yönelik eğitim programları düzenlenmelidir. Bu eğitimler, liderlere vizyon geliştirme, inovasyon ve çalışan motivasyonu konusunda yetkinlik kazandırmayı hedeflemelidir.

Anahtar Kelimeler: dönüşümsel liderlik, öğretmen, iyi oluş

The Relationship Between Transformational Leadership and Teacher Well-being: Malatya Province Example

Abstract

This study examines the relationship between transformational leadership and teacher well-being. In this context, the relational screening model, one of the quantitative research methods, was used. The universe of the research consists of 13200 teachers working in Malatya province. 340 teachers selected from the universe by simple random sampling method constituted the sample of the research. Transformational leadership scale and teacher well-being scale were used in the research. Data collection process was obtained via Google form via WhatsApp. Since the data showed normal distribution in the analysis of the research, descriptive statistics and Pearson correlation analysis were performed. According to the research findings, it was determined that the perceptions of transformational leadership and teacher well-being were at a moderate level. A significant and positive relationship was determined between

transformational leadership and teacher well-being at a moderate level. Training programs should be organized for administrators to increase transformational leadership skills in schools. These trainings should aim to provide leaders with competence in vision development, innovation promotion and employee motivation.

Keywords: transformational leadership, teacher, well-being

Giriş

Öğretmen iyi oluşu, "meslektaşlar ve öğrencilerle iş birliği içinde yaratılan kişisel mesleki tatmin, memnuniyet, amaçlılık ve mutluluk duygusu" olarak tanımlanmıştır (Acton ve Glasgow, 2015: 102). İyi oluşun geniş bir yelpazesi ve birçok boyutu vardır (Hascher ve Waber, 2021). Okul liderliği, öğretmen iyi oluşunun önemli faktörlerinden biri olarak tanımlanmıştır (Leithwood vd., 2020; Liu vd., 2022). Langford ve Crawford'a (2022) göre, okul liderliğinden gelen destek öğretmenlerin iyi oluşunu artırır. Örneğin, eğitimci iyi oluşu, olumlu ve olumsuz olarak değerlendirilen duygusal sağlık, motivasyon ve katılımı ilgili öznel deneyimlerden oluşur (Day ve Qing, 2009). İyi oluşun çok boyutlu yapısı nedeniyle, işyeri ve eğitimci iyi oluşu çalışmaları genellikle içerik geçerliliğini artırmak için yapıyı birden fazla ölçekle değerlendirir (Floman vd., 2024). Dönüşümcü liderlerin daha fazla olumlu duyguyu örgüte ve çalışanlarına yaymaları ve olumsuz duyguların bulaşmasını yönetmeleri nedeniyle daha fazla iyi oluş deneyimlemeleri muhtemeldir (Griffith vd., 2015). Böylece liderler, eğitimcilerin iyi oluşunu destekleyen olumlu duygularla daha dolu bir okul iklimi oluşturabilirler (Mahfouz vd., 2019). Olumlu duygular, yaratıcı problem çözmeyi, işbirliğini, iş performansını ve iyi oluşu destekleyebilen psikolojik kaynaklardır (Diener vd., 2020; Lyubomirsky vd., 2005). Öğretmenliğin stresli bir meslek olduğu düşünüldüğünde, iyi oluş, etkili bir öğretim süreci yaratmanın kritik bir yönü olarak vurgulanmaktadır (Yeh ve Barrington, 2023). Araştırmalar, iyi oluşun iyileştirilmesini desteklediğini göstermektedir (Richter vd., 2022). Eğitimde kaliteli öğretim ve personele olan talep artmaktadır (UNESCO, 2023). Bu durum öğretmen iyi oluşunu eğitim çalışanlarının endişelerinden biri haline getirmektedir (Granziera vd., 2023). Güncel gelişmeler, stres ve tükenmişliğin öğretime karşı olumsuz tutumlara yol açabilmesi nedeniyle, genel iyi oluşun kaliteli eğitime ulaşmak için önemli olduğunu göstermektedir (Jeon vd., 2022). Öğretmen iyi oluşunu teşvik etme sorumluluğu yalnızca okullara ve okul sorumluluklarına değil, aynı zamanda bir bütün olarak topluma aittir (Yeh ve Barrington, 2023). Dönüşümcü liderler, astları için bir model olmaya çalışır ve onları özgüven, vizyon ve karizma ile etkileyerek bir değişim arzusu geliştirirler (İnandı ve Gılıç, 2021). Bu nedenle, yeniliği araştıran, değişimi başlatan ve ihtiyaçları karşılayan dönüşümcü liderliğin özellikleri, bir

örgütün hayatta kalması için önemlidir (Mokhber vd., 2011). Dönüşümcü liderler, çalışanlar için yalnızca rol model olmakla kalmaz, aynı zamanda motivasyonlarını da destekler (Rehman vd., 2012). Eğitimin artan karmaşıklığı, teknolojik gelişmeler ve öğrenci nüfusunun değişen doğası, okulları ve eğitimcileri, özellikle öğretmenleri, öğrencilerin eğitim sorunlarını ve ihtiyaçlarını etkili bir şekilde ele almak için yenilikçi stratejiler kullanmaya zorlamaktadır. Bu koşullar altında, öğretmenleri okul ve sınıf içinde yenilik ve değişim için teşvik etmeyi ve motive etmeyi amaçlayan dönüşümsel okul liderliği kaçınılmaz görünmektedir (Polatcan vd., 2024).

Bu çalışma, dönüşümsel liderlik ile öğretmen iyi oluşu arasındaki ilişkiyi incelemektedir. Bu amaçla, aşağıdaki sorulara yanıt aranmıştır:

1. Dönüşümsel liderlik ve öğretmen iyi oluşu düzeyi nedir?
2. Dönüşümsel liderlik ile öğretmen iyi oluşu arasında bir ilişki var mıdır?

Yöntem

Dönüşümcü liderlik ile öğretmen iyi oluşunun birlikte değişip değişmediği, değişiyorsa nasıl gerçekleştiği belirlenmeye çalışılırken ilişkisel tarama modeli tercih edilmiştir. İlişkisel araştırmalarda iki veya daha fazla değişken arasındaki ilişkiler belirlenerek neden-sonuç ilişkisi ortaya çıkarılır (Creswell, 2014; Fraenkel ve Wallen, 2009). Araştırmanın evrenini Malatya ilinde görev yapan 13200 öğretmen oluşturmaktadır. Evrenden basit rastgele örnekleme yöntemi ile seçilen 340 öğretmen araştırmanın örneklemini oluşturmuştur. Araştırmada dönüşümcü liderlik ölçeği ve öğretmen mutluluk ölçeği (teacher well-being) kullanılmıştır. Veri toplama işlemi WhatsApp üzerinden Google form aracılığıyla elde edilmiştir. Araştırmanın analizinde veriler normal dağılım gösterdiğinden betimsel istatistikler ve Pearson korelasyon analizi yapılmıştır. Berger vd. (2012) tarafından geliştirilen ve Okan ve Okan (2021) tarafından Türkçeye uyarlanan 8 maddelik dönüşümcü liderlik ölçeği kullanılmıştır. Bu araştırmada Cronbach alfa değeri 0,92 olarak bulunmuştur. Demo ve Paschoal (2013) tarafından geliştirilen ve Arslan ve Polat (2017) tarafından Türkçeye uyarlanan 29 maddelik Öğretmen Mutluluk Ölçeği (Teacher Well-Being) kullanıldı. Bu çalışmada Cronbach alfa değeri 0,90 dır. Çalışmaya katılan öğretmenlerin demografik bilgileri Tablo 1'de verilmiştir.

Tablo 1: Öğretmenlerin Demografik Özelliklerine Göre Frekans ve Yüzde Dağılımı (n = 340)

Değişken	Gruplar	f (Frekans)	% (Yüzde)
Cinsiyet	Kadın	220	64.7
	Erkek	120	35.3

Öğrenim Düzeyi	Lisans	260	76.5
	Lisansüstü	80	23.5

Değişken	Gruplar	f (Frekans)	% (Yüzde)
Kıdem (Yıl)	1-5	50	14.7
	6-10	80	23.5
	11-15	99	29.4
	16	111	32.4
Sınıf Mevcudu	10-30	240	70.5
	31 ve üzeri	100	29.5

Araştırma örneklemindeki öğretmenlere ait demografik bilgiler Tablo 1'de gösterilmiştir. Tablo 1 incelendiğinde öğretmenlerin 220'si kadın, 120'si erkektir. Lisans derecesine sahip 260 öğretmen ve yüksek lisans derecesine sahip 80 öğretmen bulunmaktadır. Kıdem yıllarına göre dengeli bir dağılım olduğu görülmektedir. Sınıf mevcudu değişkenine göre öğrencilerin çoğunluğu 30'dan az öğrencisi olan sınıflarda eğitim görmektedir.

Bulgular

Çalışmanın amacı ve araştırma sorusu doğrultusunda dönüşümsel liderlik ve öğretmen iyi oluşu ile ilgili betimsel istatistikler Tablo 2'de sunulmuştur.

Tablo 2: Öğretmenlere İlişkin Betimsel İstatistikler (n = 340)

Değişken	Aritmetik Ortalama (Ao)	Standart Sapma (Ss)	Min. Değer	Max. Değer	Düzye
Dönüşümcü Liderlik	3.10	0.70	1.20	4.90	Orta
Öğretmen İyi Oluşu	3.05	0.65	1.10	4.85	Orta

Tablo 2 incelendiğinde araştırma örneklemindeki öğretmenlerin dönüşümsel liderlik algılarına ilişkin hesaplanan aritmetik ortalama puanının 3,10, standart sapmasının ise 0,70 olduğu görülmektedir. Ayrıca ölçekten alınan en düşük puan 1,20, en yüksek puan ise 4,90'dır (Ölçek aralığı: 1-5). Bu değerler dönüşümsel liderlik düzeyinin orta düzeyde olduğunu göstermektedir. Bu bulgu, okul yöneticileri arasındaki liderlik yaklaşımının öğretmenler tarafından genel olarak orta düzeyde dönüşümsel olarak algılandığını göstermektedir.

Benzer şekilde öğretmen iyi oluş düzeyine ilişkin aritmetik ortalama puanı 0,65 standart sapma ile 3,05'tir. Ölçekten alınan en düşük puan 1,10, en yüksek puan ise 4,85'tir (Ölçek aralığı: 1-5). Bu sonuçlar öğretmenlerin iyi oluşunun orta düzeyde olduğunu göstermektedir.

Bu durum, öğretmenlerin iş yaşamlarında bazı olumlu yönler deneyimlerken, genel iyi oluşlarını artırmak için hala iyileştirilmesi gereken alanlar olduğunu yansıtabilir.

Çalışmanın amacı ve araştırma sorusu doğrultusunda dönüşümsel liderlik ile öğretmen iyi oluşu arasındaki ilişkiler Tablo 3'te sunulmuştur.

Tablo 3: Dönüşümsel Liderlik ile Öğretmen İyi oluşu Arasındaki Korelasyon

Değişken	1	2
1. Dönüşümcü Liderlik	-	
2. Öğretmen İyi Oluşu	0.58*	-

* $p < 0.05$

Tablo 3'ten görüldüğü üzere dönüşümsel liderlik ile öğretmen iyi oluşu arasında pozitif ve anlamlı bir ilişki bulunmaktadır ($r=0,58$, $p<0,05$). Bu durum okul yöneticilerinin dönüşümsel liderlik uygulamaları arttıkça öğretmenlerin iyi oluş düzeylerinin de arttığını göstermektedir.

Tartışma, Sonuç ve Öneriler

Araştırma bulguları öğretmenlerin dönüşümsel liderliğe ilişkin algılarının orta düzeyde olduğunu göstermektedir ($Ao=3.10$; $Ss=0.70$). Bu sonuç okul yöneticilerinin liderlik stillerinin öğretmenler tarafından orta düzeyde dönüşümsel olarak algılandığını ortaya koymaktadır. Literatürde dönüşümsel liderliğin çalışanların motivasyonunu artırarak ve örgütsel değişimi teşvik ederek okul iklimi üzerinde olumlu etkiler yarattığı belirtilmektedir (İnandı ve Gılıç, 2021; Mokhber vd., 2011). Ayrıca dönüşümsel liderlerin olumlu duygular yayarak öğretmenlerin iyi oluşunu desteklediği belirtilmektedir (Griffith vd., 2015; Mahfouz vd., 2019). Bu bağlamda orta düzeyde algılanan dönüşümsel liderlik uygulamalarının okul ortamında öğretmen iyi oluşuna katkı sağladığı söylenebilir. Öğretmen iyi oluş düzeyinin de orta düzeyde olması ($Ao= 3.05$; $Ss= 0.65$), öğretmenlerin iş yaşamlarında belirli olumlu deneyimler yaşadıklarını ancak hala geliştirilmesi gereken alanlar olduğunu göstermektedir. Özellikle öğretmenlik mesleğinin stresli yapısı göz önüne alındığında (Yeh ve Barrington, 2023), etkili öğretim süreçleri için iyi oluşu desteklemek kritik öneme sahiptir. Korelasyon sonucu ($r = 0.58$, $p < 0.05$), dönüşümsel liderlik ile öğretmen iyi oluşu arasında pozitif ve anlamlı bir ilişki olduğunu ortaya koymaktadır. Bu, liderlik yaklaşımlarının öğretmenlerin duygusal sağlık, motivasyon ve iş tatmini gibi iyi oluş bileşenlerini güçlendirdiğini göstermektedir. Sonuçlar, literatürde liderlik ile iyi oluş arasındaki ilişkileri desteklemekte ve okul yöneticileri tarafından dönüşümsel liderlik özelliklerinin geliştirilmesinin öğretmen iyi oluşunu artırabileceğini doğrulamaktadır (Leithwood vd., 2020; Liu vd., 2022).

Okullarda dönüşümsel liderlik becerilerini artırmak için yöneticilere yönelik eğitim programları düzenlenmelidir. Bu eğitimler, liderlere vizyon geliştirme, inovasyon teşviki ve çalışan motivasyonu konusunda yetkinlik kazandırmayı hedeflemelidir. Öğretmen iyi oluşunu destekleyen sosyal ve psikolojik destek mekanizmaları geliştirilmelidir. Özellikle stres yönetimi, iş-yaşam dengesi ve iş tatminini artırmak için kapsamlı programlar uygulanmalıdır. Böylece öğretmenlerin mesleki performansı ve genel iyi oluşu artırılabilir.

Kaynakça

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Küresel İklim Değişikliğinin Çocukların Psikolojik İyi Oluşuna Etkisi: Bir Derleme Çalışması

Erkan DURAR

Iğdır Üniversitesi, e-mail: erkandurar@gmail.com, Orcid: 0000-0003-1793-0522, TÜRKİYE

Serap YILDIRIM

Ege Üniversitesi, e-mail: serap.yildirim@ege.edu.tr, Orcid: 0000-0002-9822-1877, TÜRKİYE

Özet

İklim değişikliği, insanlığın bugün karşı karşıya olduğu en ciddi tehditlerden biridir. Sanayi Devrimi'nden bu yana hızla artan CO2 seviyeleri ve buna bağlı küresel sıcaklıktaki artış, Dünya genelinde küresel ısınmaya yol açmıştır. Dünya Sağlık Örgütü' ne (DSÖ) göre, 2030 ile 2050 yılları arasında iklim değişikliğinin yalnızca yetersiz beslenme, sıtma, ishal ve ısı stresinden dolayı yılda yaklaşık 250.000 ek ölüme neden olabileceğini belirtmiştir. Aşırı iklim olaylarının bir etkisi olarak ortaya çıkan felaketler, fiziksel yaralanmalar, yaşam yerinin değişmesi, insanların, canlıların ve doğal çevrenin kaybı gibi faktörlerin bireylerin fiziksel sağlığı kadar ruh sağlığını da önemli ölçüde etkileyeceği düşünülmektedir. İklim değişikliğine uzun vadede maruz kalan bireylerde anksiyete, depresyon, intihar düşünceleri, uyku bozukluğu, akut stres reaksiyonları, travma sonrası stres bozuklukları gibi ruhsal bozuklukların ve keder/ yas gibi reaksiyonların görüldüğü yapılan çalışmalarda bildirilmiştir. Benzer şekilde, iklim değişikliğinin yetişkinler kadar çocukları da etkilediği ve çocukların psikolojik iyi oluşu üzerinde hem doğrudan hem de dolaylı olarak etki ederek strese yol açtığı, erken çocukluk gelişimi için önemli bir tehdit oluşturduğu ve bazı ruhsal bozukluklara zemin hazırladığı bildirilmiştir. Çünkü çocuklar fizyolojik, gelişimsel, bilişsel, davranışsal ve sosyal faktörler nedeniyle iklim değişikliğinin etkilerine karşı daha savunmasızlardır. Bu konuda acil bir eylem bulunmazsa, bugünün çocuklarının ve gelecek nesillerin sağlığı tehlikeye girecektir. Bu nedenle, iklim değişikliğinin çocukların psikolojik iyi oluşlarına etkisinin belirlenmesi, iklim değişikliği ve çevre dostu uygulamalar hakkında genel bilgi sağlanması, koruyucu önlemlere yönelik araştırmaların planlanması ve uyarlanabilir stratejilerin geliştirilmesi ve özellikle ruh sağlığı bağlamında iklim değişikliğinden kaynaklanan sağlık zorluklarına karşı disiplinler arası işbirliğinin sağlanması oldukça önemlidir.

Anahtar Sözcükler: Çocuklar, iklim değişikliği, psikolojik iyi oluş, ruh sağlığı

The Impact of Global Climate Change on Children's Psychological Well-Being: A Review Study

Abstract

Climate change is one of the most serious threats humanity faces today. The rapidly increasing CO₂ levels since the Industrial Revolution and the resulting increase in global temperatures have led to global warming worldwide. According to the World Health Organization (WHO), climate change could cause approximately 250,000 additional deaths per year between 2030 and 2050 due to malnutrition, malaria, diarrhea, and heat stress alone. It is thought that factors such as disasters, physical injuries, change of habitat, and loss of people, living things, and the natural environment that occur as a result of extreme climate events will significantly affect the mental health of individuals as well as their physical health. Studies have reported that individuals exposed to climate change in the long term experience mental disorders such as anxiety, depression, suicidal thoughts, sleep disorders, acute stress reactions, post-traumatic stress disorders, and reactions such as grief/mourning. Similarly, it has been reported that climate change affects children as well as adults and causes stress by affecting children's psychological well-being both directly and indirectly, poses a significant threat to early childhood development and paves the way for some mental disorders. Because children are more vulnerable to the effects of climate change due to physiological, developmental, cognitive, behavioral and social factors. If urgent action is not taken in this regard, the health of today's children and future generations will be at risk. Therefore, it is very important to determine the effects of climate change on children's psychological well-being, to provide general information about climate change and environmentally friendly practices, to plan research on protective measures and to develop adaptive strategies, and to ensure interdisciplinary cooperation against health challenges arising from climate change, especially in the context of mental health.

Keywords: Children, climate change, mental health, psychological well-being

Giriş

İklim değişikliği, insanlığın bugün karşı karşıya olduğu en ciddi tehditlerden biridir ve atmosferi, okyanusu ve karayı ısıtan Dünya iklimindeki uzun vadeli değişiklikler olarak tanımlanmaktadır (Sangervo ve ark., 2022). DSÖ dahil olmak üzere küresel sağlık liderleri iklim krizinin bir sağlık krizi olduğunu kabul etmektedirler (DSÖ, 2022; Lawrance ve ark., 2022). Hükümetler arası iklim değişikliği paneli (IPCC) raporları, artan küresel ısınmanın insan sağlığı için felaket olabileceğini belirtmektedir (IPCC, 2018). Sanayi Devrimi'nden bu yana, hızla yükselen CO₂ seviyeleri ve buna bağlı küresel sıcaklıktaki artış, Dünya'daki küresel

ısınmaya katkıda bulunmuştur (Hessen ve Vandvik, 2022). Dünyanın yüzey sıcaklığı şu anda sanayi öncesi dönemlere göre yaklaşık 1,2°C daha artmıştır ve 2011-2020 yılları, kayıtlardaki en sıcak on yıl olmuştur (Jones, 2022). Bu durumda beraberinde pek çok sağlık sorununu getirmiştir. Dünya Sağlık Örgütü'nün tahminlerine göre, iklim değişikliği 2030 ile 2050 yılları arasında her yıl 250.000'den fazla ölüme yol açacaktır (DSÖ, 2022).

İklim değişikliğinin fiziksel sağlık üzerindeki olumsuz etkileri bilinirken, ruh sağlığı üzerindeki etkileri daha az belgelenmiş olup, ilgili incelemeler son yıllarda artış göstermektedir (Lawrance ve ark., 2022) Ruhsal sağlık yalnızca ruhsal hastalıkları, ruhsal sorunları ve ruhsal bozuklukları ifade etmez, aynı zamanda ruhsal iyilik halini, psikolojik dayanıklılığı ve psikolojik iyi oluş hallerini de içermektedir (Trautmann ve ark., 2016). Psikolojik iyi oluş, insan refahını şekillendiren sosyal ve psikolojik koşullar arasındaki etkileşimdir ve ruhsal olarak sağlıklı olmak olarak tanımlanmaktadır (Lawrance ve ark., 2022).

Giderek artan sayıda araştırma, iklim değişikliğinin insan sağlığı, özellikle de ruhsal sağlık üzerindeki etkilerini öne sürmektedir (Hayes ve ark., 2018). Bu araştırmalara göre, yaygın anksiyete bozukluğu (YAB) ve majör depresif bozukluk (MDB) gibi ruhsal bozuklukların daha yüksek oranda görüldüğü belirtilmektedir. Dahası, bazı araştırmalar, artan sıcaklıkların mevcut ruhsal sorunları daha da kötüleştirebileceğini ve intihar düşünceleri ve eylemlerini artırabileceğini göstermektedir (Schwartz ve ark., 2023).

Benzer şekilde, iklim değişikliğinin yetişkinler kadar çocukları da etkilediği ve çocukların psikolojik iyi oluşu üzerinde hem doğrudan hem de dolaylı olarak etki ettiği ve bazı ruhsal bozukluklara zemin hazırladığı bildirilmiştir. Çünkü çocuklar, fiziksel, nörolojik, psikolojik ve sosyal olarak büyüdüleri bir dönemde iklim değişikliğinin doğrudan etkilerinden orantısız bir şekilde etkilenmektedirler. Araştırmalar, küçük çocukların iklim değişikliğinin dolaylı sonuçlarından (çevresel kaygı gibi) en çok etkilenen grup olduğunu göstermiştir. Bu durum, sosyal /psikolojik sağlık, psikolojik iyi oluşa zarar verebilir ve halihazırda bu ruhsal sorunları olan çocukların sağlık durumunu daha da kötüleştirebilir (Hickman ve ark., 2021). Çocuklar sıcak hava dalgalarına karşı özellikle savunmasızdır ve kuraklığın getirdiği gıda kıtlığı çocukların beslenmesi ve sağlığı üzerinde olumsuz bir etkiye sahiptir. Küçük çocuklar aşırı hava koşullarını korkutucu ve üzücü bulabilir ve bu da duygusal ve psikolojik sağlıklarını etkileyebilir (Bhamani ve ark., 2023). Özellikle araştırmacılar, küresel çevre sorunlarına karşı bilinçlenmede geç çocukluk ve erken ergenliğin hayati önem taşıdığını savunmaktadırlar (Blanchet-Cohen, 2008). Ayrıca, yapılan çalışmalar iklim değişikliğinin çocukların ruh sağlığı ve psikolojik iyi oluşları üzerinde olumsuz etkisinin olduğunu göstermektedir (Trott, 2022). Araştırmacılar iklim değişikliğini bir stres faktörü olarak tanımaya ve insanların bu stresörle

nasıl başa çıktıklarının belirlenmesinin psikolojik iyi oluş için önemli olabileceğini belirtmektedirler (Stokols ve ark., 2009). Bu nedenle, iklim değişikliğinin çocukların psikolojik iyi oluşlarını, ruh sağlıklarını ve güvenliğini nasıl etkilediğinin belirlenip etkili bir şekilde ele alınabileceğini anlamak önemlidir. Bu derleme çalışmasında, küresel iklim değişikliğinin çocukların psikolojik iyi oluşlarını nasıl etkilediği hakkında bilinenler açıklanmakta ve sorunu ele almak için bir dizi halk sağlığı politikası önerilmektedir.

İklim Değişikliği ve Çocuklarda Psikolojik İyi Oluş

Aşırı iklim olaylarının bir etkisi olarak ortaya çıkan felaketler, insanların, canlıların ve doğal çevrenin kaybı, fiziksel yaralanmalar, yaşam alanının değişmesi ruh sağlığını önemli ölçüde etkilemektedir. İklim değişikliği ile ruh sağlığı arasındaki ilişki dikkat çekmektedir (Lawrance ve ark., 2022). Dünyanın dört bir yanındaki topluluklar, iklim değişikliği nedeniyle endişe, zorunlu göç, umutsuzluk, öfke, keder, korku ve güçsüzlük duygularından bahsetmişlerdir (Middleton ve ark., 2020). Uzun vadede, maruz kalan bireylerde ise artan anksiyete ve duygu durum bozuklukları, uyku bozukluğu, akut stres reaksiyonları, travma sonrası stres bozuklukları, depresyon, intihar düşünceleri, benlik ve kimlik duygusunda azalma, keder/yas reaksiyonları, alkol ve madde kullanım bozukluklarında artış olduğu bildirilmektedir (Charlson ve ark., 2021; Clayton, 2020; Lawrance ve ark., 2022;). Çocuklar, gençler, yaşlı bireyler, hamile kadınlar, kronik rahatsızlıkları olanlar dahil olmak üzere çoğu nüfus grubunun bu bozukluklar için risk altında olduğu kabul edilmiştir (Charlson ve ark., 2021). İklim değişikliğinin çocuklar üzerindeki olumsuz sağlık etkileri doğum öncesi dönemde başlar. Çalışmalar, annenin iklim değişikliğine maruz kalması ile erken doğum, düşük doğum ağırlığı ve nörolojik gelişim riski arasında güçlü ilişkiler olduğunu bildirmektedirler (Johnson ve ark., 2021). İklim değişikliğinin çocukların ruh sağlığı ve psikolojik iyi oluşu üzerindeki ana etkisinin şiddetli aşırı hava olaylarının artması olduğu belirtilmektedir. Çocuklar, aile stresine, sosyal destek sistemlerinin zarar görmesine, evlerin ve toplulukların yerinden edilmesine neden olan iklim değişikliğinin etkilerine karşı özellikle savunmasız gruplardır. Özellikle bu gruplarda bağlanma bozuklukları, fobiler, anksiyete, panik ataklar ve depresyon gibi ruh sağlığı sorunları geliştirme riskinin olduğu belirtilmektedir (Burke ve ark., 2018).

İklim değişikliğinin etkilerini hem yerel hem de dünya çapında görmek, bu etkileri kontrol edememe hissi ve iklim değişikliğinin şekillendirdiği bir geleceğin ne getireceğinden emin olamamak da sıkıntı ve kaygıya yol açmaktadır (Clayton, 2020). İklim değişikliğinin gelecekteki tehdidine ilişkin algıları inceleyen araştırmalar, birçok insanın şu anda herhangi bir günlük tehdit ile karşı karşıya olmasalar bile yoğun bir şekilde endişeli olduğunu bildirmiştir (Clayton, 2020; Hayes ve ark., 2018). Bu tür olaylara doğrudan veya medya aracılığıyla maruz

kalmak, bireylerin varoluşsal güvenlik algısını yok etmekte ve ruhsal iyilik hallerini olumsuz etkilemektedir. Küresel iklim değişikliğine bağlı olası felaketlerin her geçen gün yaklaştığını verilerle ortaya koyan iklim krizi tartışmaları, geleceğe ilişkin olumlu inancın bozulmasına ve bireylerde temel güven duygusunun sarsılmasına yol açmıştır (Stewart, 2021). Çocuklar iklim değişikliğinin bir sonucu olarak daha fazla iklim kaygısı yaşarlar ve bu duygular öfke, korku, üzüntü, umutsuzluk, endişe, suçluluk, utanç içerebilir. İklim kaygısı (iklim değişikliğinin etkilerinden gerçek veya beklenen korku olarak tanımlanır) özellikle iklimle ilgili olaylara doğrudan maruz kalan çocuklar arasında küresel bir endişe olarak ortaya çıktığı belirtilmektedir (White ve ark., 2023). İklim değişikliği, çocukların iyi oluşu üzerinde hem doğrudan hem de dolaylı olarak kümülatif stres oluşturarak erken çocukluk gelişimi için önemli bir tehdit oluşturmaktadır (Clayton, 2020; Lawrance ve ark., 2022). Dolaylı maruz kalma da aynı derecede zararlı olabilir. Çünkü iklim değişikliğinin etkileriyle ilişkili kronik stres, çocukların duygusal gelişimi üzerinde uzun vadeli etkilere sahip olabilir (Leger-Goodes ve ark., 2023). Araştırmalar sekiz yaşın altındaki çocukların iklim değişikliği hakkında hem bilgi hem de endişeye sahip olduğunu göstermektedir (Spiteri ve Pace, 2023). Çocukların iklim değişikliğine uzun süreli maruz kalması beyin gelişimini ve işlevini etkileyerek öğrenme güçlüklerine, dikkat eksikliklerine ve hafıza kaybına yol açabilir (Watts ve ark., 2019). İklim değişikliğinden en az sorumlu olan çocuklar, bunun sonuçlarına en uzun süre katlanmak zorunda kalacaklardır. Özetle, iklim değişikliğinin çocuk ruh sağlığı ve psikolojik iyi oluşu üzerindeki çok boyutlu etkilerini değerlendirmek oldukça zor olsa da, bu konuda mevcut literatür verileri gün geçtikçe artmaktadır. Ancak, iklim değişikliğinin çocuk ruh sağlığı ve psikolojik iyi oluşu üzerine etkilerinin daha iyi anlaşılması için daha iyi kanıtlara ve araştırmalara ihtiyaç vardır.

İklim Değişikliğinin Etkileri İle Başa Çıkma

Başa çıkmanın birçok temel yönü farklı yaş gruplarında benzer olsa da, yetişkinlerin ve çocukların stres ve tehditlerle başa çıkma biçimleri arasında bazı farklılıklar vardır. Dahası, çocuklar ve ergenler kendi davranışları üzerinde yetişkinler kadar kontrol sahibi değildirler. Örneğin, ebeveynleri tarafından kısıtlanırlar ve bu nedenle yetişkinlerden daha az sıklıkla sorun odaklı başa çıkma kullanma eğilimi vardır (Ojala, 2012). Bir bireyin toplumsal tehditlerle başa çıkma biçimi, yalnızca psikolojik iyi oluşu üzerinde değil, aynı zamanda sosyal katılımı üzerinde de etkili olabileceği belirtilmiştir (Van Zomeren ve ark., 2019). İklim eylemi ve duygusal destek için olası yol ailedir. Birincil sosyalleşme araçları olarak ebeveynler, özellikle çevre dostu davranışlar için rol model olarak hareket ederek çocuklarının çevresel algılar ve davranışlar geliştirmesini desteklemede önemli rol oynarlar (Dayton ve ark., 2023; Jackson ve ark., 2024). Kanıtlar, iklim değişikliği hakkında düzenli ebeveyn-çocuk sohbetlerinin,

çocukların iklimle ilgili duygular arasında gezinmesine yardımcı olabileceğini göstermektedir (Dayton ve ark., 2023; Jackson ve ark., 2024; Leger-Goodes ve ark., 2023). Özellikle, ebeveynler çocuklarının çevresel katılımı için katalizör veya bariyer görevi görebilir ve potansiyel olarak iklim krizi ortasında çocukların duygusal refahını etkileyebilirler (Leger-Goodes ve ark., 2023). Bu tür etkiler aynı zamanda iki yönlüdür ve kanıtlar çocukların da ebeveynlerinde çevresel endişeyi teşvik edebileceğini doğrulamaktadır (Spiteri ve Pace, 2023). Birçok ebeveyn, çocuklarıyla iklimle ilgili konular hakkında konuşmakta zorluk çekmektedir (Dayton ve ark., 2023; Jackson ve ark., 2024; Spiteri ve Pace, 2023). 8-12 yaş aralığındaki çocukların ebeveynleriyle yapılan bir çocuk-ebeveyn araştırması, ebeveynlerin çocuklarıyla iklim değişikliği ve iklim duyguları hakkında konuşmaya istekli olmalarına rağmen, bu tür konuşmaların ebeveynlerin iklim değişikliğine karşı duygusal tepkileri nedeniyle engellendiği belirtilmiştir (Leger-Goodes ve ark., 2023). Amerika Birleşik Devletleri'nde 6-17 yaş aralığındaki çocukların ebeveynleriyle yapılan bir araştırma da, ebeveynlerin çocuklarına yaşlarına uygun bilgiler kullanarak iklim değişikliği hakkında bilgi verdiklerini, ancak bazı zorluklar da yaşadıklarını bildirmiştir (Dayton ve ark., 2023). İngiltere'de Jackson ve arkadaşları (2024), 5-11 yaş aralığındaki çocukların ebeveynlerinin çocuklarıyla iklim değişikliği hakkında konuştuklarını ve iklim kaygısını iklim eylemine dönüştürmek için faaliyetlerde bulunduklarını, ancak bu tür egzersizlerin ebeveynler için çok kolay olmadığını belirtmiştir. Daha da önemlisi, ebeveynlerin erken çocukluk döneminde iklimle ilgili duygulara nasıl tepki verdiklerini destekleyen çok az çalışma bulunmaktadır (Dayton ve ark., 2023; Jackson ve ark., 2024; Leger-Goodes ve ark., 2023). İklim değişikliğinin etkileriyle başetmede sağlık çalışanlarına da büyük sorumluluklar düşmektedir. Sağlık çalışanları, sağlığın geliştirilmesi ve davranış değişikliklerindeki uzmanlıklarını bireyler, aileler ve toplumların iklim değişikliğinin sağlık üzerindeki etkilerini azaltacak önlemler almaları için kullanabilirler (Özsoy ve Ateş, 2021). Bu konuda yapılan bir çalışmada, sağlık çalışanlarının iklim değişikliğinin sağlık üzerindeki etkilerini azaltma, önleme ve müdahale etmede benzersiz bir konumda oldukları bildirilmiştir. Bunun nedenleri olarak; sağlık çalışanlarının iklim değişikliğinden önemli ölçüde etkilenen savunmasız gruplara bire bir hizmet verdikleri ve bu konuda güvenilir kişiler oldukları olarak bildirilmiştir (Butterfield ve ark., 2021). Bu kapsamda, sağlık çalışanlarının temel misyonunun toplumun ruh sağlığı açısından sorun ve tehdit teşkil eden iklim değişikliğine karşı bireylerin ruh sağlığını korumak ve bu konuda farkındalık geliştirmek olduğu düşünülmektedir. Bununla birlikte, sağlık çalışanları, iklim değişikliğinin ruh sağlığı ve psikolojik iyi oluş üzerine etkileriyle ilgili kapsayıcı eğitimler düzenlemeli ve çocuklar, kadınlar gibi risk grubunda olan kişilere yönelik iklim değişikliği ile ruh sağlığı ve

psikolojik iyi oluş ilişkisini anlatmalı ve koruyucu önlemler almalarını sağlamalıdır. Çünkü, sağlık çalışanları, toplumda iklim değişikliği hakkında bilinç oluşturma ve bireyleri sağlıklı yaşam alışkanlıkları konusunda eğitme sorumluluğunasahiptirler. Özellikle çocuklar gibi savunmasız gruplar, iklim değişikliğinden daha fazla etkilenirler. Bu gruplar için özel izlem ve koruyucu sağlık hizmetleri, kişisel korunma için eküpmen kullanımı ve iklim değişikliğini takip etme gibi önlemleri bireylere önerebilirler. Çevre dostu politikaların geliştirilmesi için yerel yönetimler, sağlık kuruluşlarıyla işbirliği yapabilir ve iklim değişikliği ile mücadele için toplumsal kampanyalar ve sağlık taramaları düzenleyebilirler .Son olarak, hava kirliliğinin çocuk ruh sağlığına ve psikolojik iyi oluşuna etkisine yönelik kapsayıcı araştırmaların planlanmasında ve araştırma verilerine dayanarak etkili müdahaleler oluşturulmasında sağlık çalışanlarına önemli rol ve sorumluluklar düşmektedir.

Sonuç ve Öneriler

Çocukların psikolojik iyi oluşunu ve ruh sağlığını etkileyen iklim değişikliği, günümüzde halk sağlığına yönelik en büyük tehditlerden biri olarak kabul edilmektedir. Özellikle literatürde iklim değişikliğinin çocuklarda depresyon, anksiyete, bilişsel işlev azalması, bağlanma bozuklukları, fobilere yol açtığını gösteren araştırmaların olduğu görülmektedir. Ancak, bu alanda yapılacak kapsayıcı araştırmaların arttırılması gerekmektedir. İklim değişikliğinin çocukların ruh sağlığını, psikolojik refahını ve güvenliğini, ayrıca çalışma yeteneklerini nasıl etkilediğini ve öğrenme kalitesindeki olası kayıpların nasıl belirlenip etkili bir şekilde ele alınabileceğini anlamak önemlidir. Bu noktada iklim değişikliğinin çocukların psikolojik iyi oluşları üzerine etkisinin belirlenmesi, koruyucu önlemlere yönelik araştırmaların planlanması, etkili girişimlerin oluşturulmasında ve bu konuda kapsayıcı eğitim programlarının hazırlanmasında önemli olduğu düşünülmektedir.

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Kanserle Yaşamak: Biyopsikososyal İyi Oluşu Destekleyen Hemşirelik Yaklaşımları ve Entegre Bakım Stratejileri

Fatma GENÇ

Giresun Üniversitesi, Sağlık Bilimleri Fakültesi, Hemşirelik bölümü

fatma.genc@giresun.edu.tr, ORCID No:0000 0001 8777 4276, Türkiye

Özet

Kanser, bireylerin yalnızca fiziksel değil, aynı zamanda psikolojik, sosyal ve ruhsal boyutlarda da yaşam kalitesini etkileyen çok yönlü bir hastalıktır. Bu nedenle hemşirelik bakımında biyopsikososyal iyi oluşu destekleyen bütüncül yaklaşımlar önem kazanmaktadır. Bu araştırma, onkoloji hemşireliği alanında birey merkezli ve çok disiplinli bakımın gelişimi açısından önem taşıyan biyopsikososyal hemşirelik yaklaşımlarını ve entegre bakım stratejilerini bibliyometrik yöntemle değerlendirmek amacıyla yapılmıştır. Literatürde artan yayın sayısı, iyi oluşu destekleyen psikososyal destek, dayanıklılık, başa çıkma becerileri ve yaşam kalitesi gibi temaların hemşirelik çalışmalarında öne çıktığını göstermektedir. Çalışmada, Web of Science Core Collection veri tabanından elde edilen 411 akademik makale VOSviewer yazılımı kullanılarak analiz edilmiştir. Elde edilen bulgular, ABD ve Çin'in bu alanda hem yayın hem de iş birliği ağı açısından merkezî bir konumda olduğunu; Türkiye'nin ise artan katkısına rağmen uluslararası düzeyde sınırlı etkileşim ağına sahip olduğunu göstermektedir. Anahtar kelime analizinde “stress”, “coping”, “quality of life”, “nurses” ve “nursing students” kavramlarının öne çıkması, iyi oluş kavramının özellikle mesleki doyum, duygusal destek ve öğrencilik deneyimleri ile ilişkilendirildiğini göstermiştir. Ayrıca eş-atıf ve iş birliği analizlerinde literatürün belirli kümeler etrafında toplandığı, bu kümelerin psikolojik, eğitsel ve profesyonel temalarla şekillendiği belirlenmiştir. Bu çalışma, hemşirelikte bütüncül bakımın bilimsel temellerini güçlendirmek ve gelecek araştırmalar için stratejik bir harita sunmak açısından önemlidir. Bulgular, hemşirelik politikalarının belirlenmesinde ve klinik uygulamaların yapılandırılmasında referans niteliğindedir.

Anahtar Kelimeler: Psikososyal destek, bilimsel ağ, sağlık eğitimi, başa çıkma stratejileri

Living with Cancer: Nursing Approaches Supporting Biopsychosocial Well-Being and Integrated Care Strategies

Abstract

Cancer is a multifaceted disease that affects individuals' quality of life not only physically but also psychologically, socially, and spiritually. Therefore, holistic approaches that support biopsychosocial well-being have become increasingly important in nursing care. This study was conducted to evaluate, through bibliometric methods, the biopsychosocial nursing approaches and integrated care strategies that are significant for the development of person-centered and multidisciplinary care in the field of oncology nursing. The increasing number of publications in the literature demonstrates a growing focus on psychosocial support, resilience, coping mechanisms, and quality of life within nursing research. A total of 411 academic articles retrieved from the Web of Science Core Collection were analyzed using VOSviewer software. The results reveal that the United States and China hold a central position in terms of both publication volume and collaborative networks. Although Turkey has increased its research output, it remains relatively peripheral in international cooperation structures. The co-occurrence analysis highlighted keywords such as “stress,” “coping,” “quality of life,” “nurses,” and “nursing students,” indicating a thematic emphasis on emotional support, job satisfaction, and student experiences related to well-being. Furthermore, co-citation and co-authorship analyses revealed that research clusters predominantly focused on psychological, educational, and professional themes. This study contributes to strengthening the scientific foundations of holistic care in nursing and offers a strategic overview for future investigations. The results provide valuable insights for the development of nursing policies and the restructuring of clinical practice frameworks.

Keywords: Psychosocial support, scientific collaboration, health education, coping strategies

Giriş ve Amaç

Kanser, tıbbi tedavi gerektiren karmaşık bir hastalıktan daha fazlasıdır ve kişinin tüm iyilik halini etkileyen travmatik bir yaşam olayı olarak kabul edilmektedir (Sylvestro et al., 2021). Kanser tedavisi gören bireyler, yaşam kalitelerini olumsuz etkileyen fiziksel, duygusal, ruhsal ve sosyal birçok problemle karşı karşıya kalmaktadırlar. Bu nedenle, kanser bakımında geleneksel biyomedikal modellerin ötesine geçilerek biyopsikososyal yaklaşımı temel alan bütüncül bakım stratejileri ön plana çıkmaktadır (Uwayezu et al., 2022).

Engel'in (2012) geliştirdiği biyopsikososyal model, sağlık ve hastalık süreçlerini yalnızca biyolojik etkenlerle değil, psikolojik durumlar ve sosyal çevreyle birlikte değerlendirmeyi önerir. Bu model özellikle onkoloji alanında, hastanın yalnızca tümör yükünü değil, yaşadığı kaygı, depresyon, yalnızlık ve sosyal izolasyon gibi psikososyal yükleri de dikkate alan bir bakım anlayışının temelini oluşturmuştur (Grassi et al., 2015). Son yıllarda, kanser bakımında entegre bakım modelleri ön plana çıkmaktadır (Adler & Page, 2008). Entegre bakım modelleri, bireylerin ve toplumun bütüncül sağlık ihtiyaçlarını daha iyi karşılamak amacıyla geliştirilmiştir (Sylvestro et al., 2021). Entegre bakım, hastanın fiziksel tedavisini psikolojik danışmanlık, sosyal hizmet desteği ve manevi rehberlik gibi çok disiplinli yaklaşımlarla birleştirmeyi hedefler (Adler & Page, 2008). Bu model, yalnızca hastalığın biyolojik yönünü değil, kişinin yaşam kalitesini artırmayı amaçlayan bir çerçeve sunar. Palyatif bakım uygulamaları, multidisipliner ekip çalışmaları ve evde bakım programları entegre bakımın somut örnekleri arasında yer almaktadır (Ferrell et al., 2017). Entegre bakım, kanıta dayalı uygulamaları, hasta ve profesyonel iş birliğini ve sağlığın biyopsikososyal bir anlayışla ele alınmasını esas alır (Sylvestro et al., 2021). Biyopsikososyal modeller, kanserin hem biyomedikal hem de psikososyal etkileri iç içe geçtiği için, özellikle kanserden sağ kalan bireyler için oldukça uygundur (Sylvestro et al., 2021). Kanser bakımında en yaygın kullanılan biyopsikososyal değerlendirme araçları, yaşam kalitesi ölçümleridir. Yaşam kalitesi ise kuramsal olarak iyi oluş ve esenlik kavramlarıyla yakından ilişkili, bütüncül ve öznel bir kavram olarak ele alınmaktadır (Sylvestro et al., 2021).

Hemşireler, kanserin karmaşıklıkları arasında yol alan bireylerin çok yönlü ihtiyaçlarını değerlendirmek ve ele almak, deneyimlerini, endişelerini ve tercihlerini anlamak için hastalarla ve aileleriyle doğrudan etkileşim kurmak ve böylece gerçekten hasta merkezli bakımın sunulmasını sağlamak için benzersiz bir konumda olan hasta bakımında kilit rol oynarlar (Otis-Green ve Juarez, 2012). Son yıllarda hemşirelik araştırmaları, kanser hastalarında psikososyal destek, danışmanlık, hasta eğitimi ve semptom yönetimi gibi müdahalelerin iyilik hali

üzerindeki olumlu etkilerini vurgulayan çok sayıda çalışmayı içermektedir (Chitkara et al., 2025; Dible et al., 2025; Ferrell et al., 2017; Hategekimana &Egunjobi, 2023). Kapsamlı hemşirelik bakımı yalnızca hastalığın fiziksel semptomlarını ve tedavinin yan etkilerini değil aynı zamanda refahın psikolojik, sosyal ve ruhsal boyutlarını da kapsayan geniş bir sorumluluk alanına sahiptir (Tuominen ve ark., 2019).

Bu bağlamda, kanser hastalarında biyopsikososyal iyi oluşu destekleyen hemşirelik yaklaşımları ve entegre bakım stratejilerine yönelik bilimsel eğilimlerin belirlenmesi, hem sağlık politikalarının geliştirilmesi hem de klinik uygulamaların iyileştirilmesi açısından kritik önemdedir. Bu çalışmanın amacı, kanserle yaşayan bireylerde biyopsikososyal iyi oluşu destekleyen hemşirelik yaklaşımlarını ve entegre bakım stratejilerini konu alan bilimsel yayınları analiz ederek, bu alandaki araştırma eğilimlerini, tematik odakları ve iş birliği ağlarını ortaya koymaktır. Elde edilen bulgularla hemşirelikte birey merkezli ve bütüncül bakım uygulamalarının gelişimine katkı sağlamak hedeflenmektedir.

Yöntem

Nicel tanımlayıcı kesitsel olan bu çalışmada, kanserle yaşayan bireylerde biyopsikososyal iyi oluşu destekleyen hemşirelik yaklaşımlarını ve entegre bakım stratejilerini inceleyen bilimsel yayınlara yönelik kapsamlı bir literatür taraması gerçekleştirilmiş ve bibliyometrik analiz uygulanmıştır. Bibliyometrik analiz, belirli bir konuda yapılan akademik yayınları sayı, atıf, yazar ve anahtar kelime düzeyinde inceleyerek literatürün yapısını, gelişim eğilimlerini ve araştırma boşluklarını belirlemeye olanak sağlayan bir yöntemdir (Donthu et al., 2021).

Tarama, Web of Science Core Collection veri tabanı kullanılarak yürütülmüştür. Veriler 24.24.2025 tarihinde Giresun Üniversitesi Proxy ayarları üzerinden elde edilmiştir.

WoS, küresel düzeyde yüksek etkili ve bilimsel değeri olan dergileri kapsayan, akademik camiada yaygın kabul görmüş bir veri tabanıdır. Literatürün güvenilirliğini ve doğruluğunu sağlamak amacıyla tercih edilmiştir.

Araştırma kapsamında "cancer nursing", "oncology nursing", "cancer patients", "nursing care", "well-being", "psychosocial support", "resilience", "quality of life", "coping", "emotional support", "integrated care", "holistic nursing" ve "multidisciplinary care" gibi anahtar kavramlar bir araya getirilerek arama sorguları yapılandırılmış ilk etapta 1 103 690 yayına ulaşılmıştır. Sonrasınca filtremeler yapılmıştır. 2022–2026 yılları arasındaki yalnızca "article" türündeki akademik yayınlar dahil edilmiştir. Veri kümesinin disiplinler odağını daraltmak amacıyla "Nursing" (Web of Science Category) ve "1.14 Nursing" (Citation Topics Meso)

filtreleri uygulanmıştır. Elde edilen sonuçlar çeşitli birleşik sorgular aracılığıyla filtrelenmiş ve analizler 411 yayın üzerinden yapılmıştır.

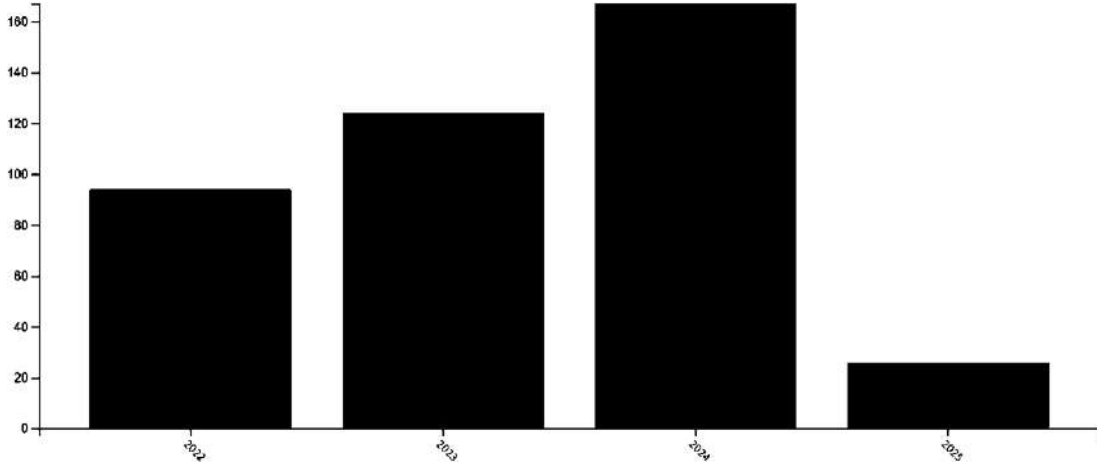
Ulaşılan veriler, VOSviewer (versiyon 1.6.20) programı aracılığıyla analiz edilmiştir. Bu yazılım, literatürde yer alan yayınların yazar, ülke, anahtar kelime ve kaynaklar düzeyinde görselleştirilmesine olanak tanıyan bibliyometrik bir analiz aracıdır. Çalışmada anahtar kelime eş-oluşumları incelenerek tematik kümeler belirlenmiş; ülke düzeyindeki ortaklıklar ve atıf yapıları analiz edilmiştir. VOSviewer verileri yalnızca nicel olarak değil, aynı zamanda etkileşim ve ağ yapısı üzerinden görselleştirerek analiz yapmaya olanak sunmaktadır. Bu nedenle yayınların içeriksel yoğunluklarını ve iş birliği ilişkilerini değerlendirmede etkili bir araçtır.

Etik İlkeler ve Sınırlılıklar

Bu çalışma, açık erişimli bilimsel yayınlar üzerinde yürütülen bir ikincil veri analizi niteliğinde olduğundan, herhangi bir bireysel veri kullanılmamış ve doğrudan katılımcı yer almamıştır. Bu nedenle etik kurul iznine gerek duyulmamıştır. Bununla birlikte, araştırma süreci boyunca bilimsel etik ilkelere ve akademik dürüstlük kurallarına uygun hareket edilmiştir. Veri tabanlarının sınırlı erişim kapsamı ve bazı dergilerin dışarıda kalması araştırmanın sınırlılıklarındandır.

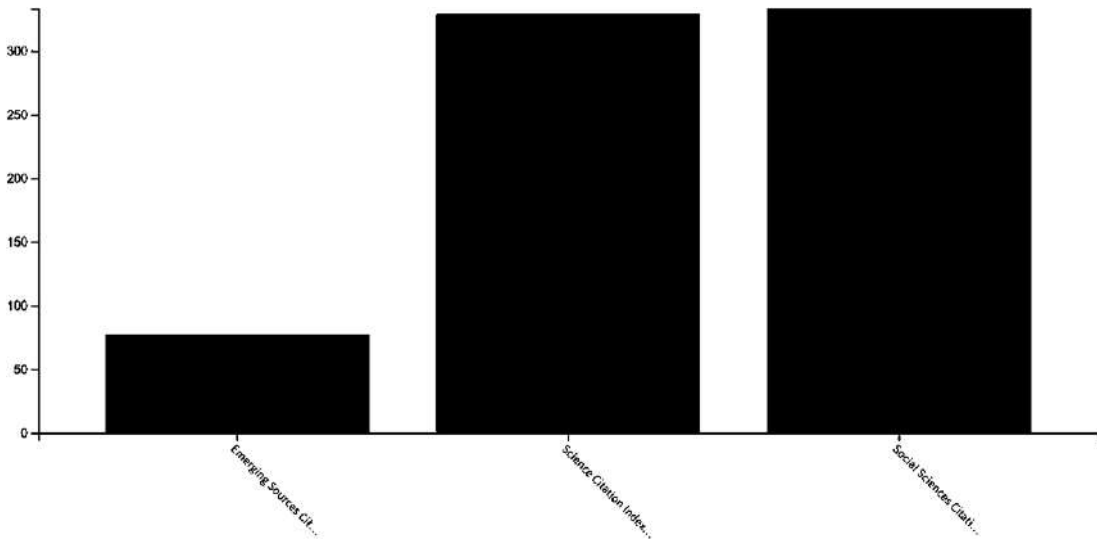
Bulgular

Şekil 1 incelendiğinde, kanserle yaşayan bireylerin biyopsikososyal iyi oluşunu destekleyen hemşirelik yaklaşımlarına yönelik yayın sayısında yıllara göre anlamlı bir artış olduğu görülmektedir. Özellikle 2024 yılında yayın sayısında belirgin bir zirve gözlemlenirken (n=167), bu sayı 2025 yılında keskin bir düşüş göstermiştir. Bu durum, 2024 yılı itibarıyla alana yönelik akademik ilginin en yüksek seviyeye ulaştığını, ancak 2025 yılı itibarıyla bu ilginin azaldığını ortaya koymaktadır.



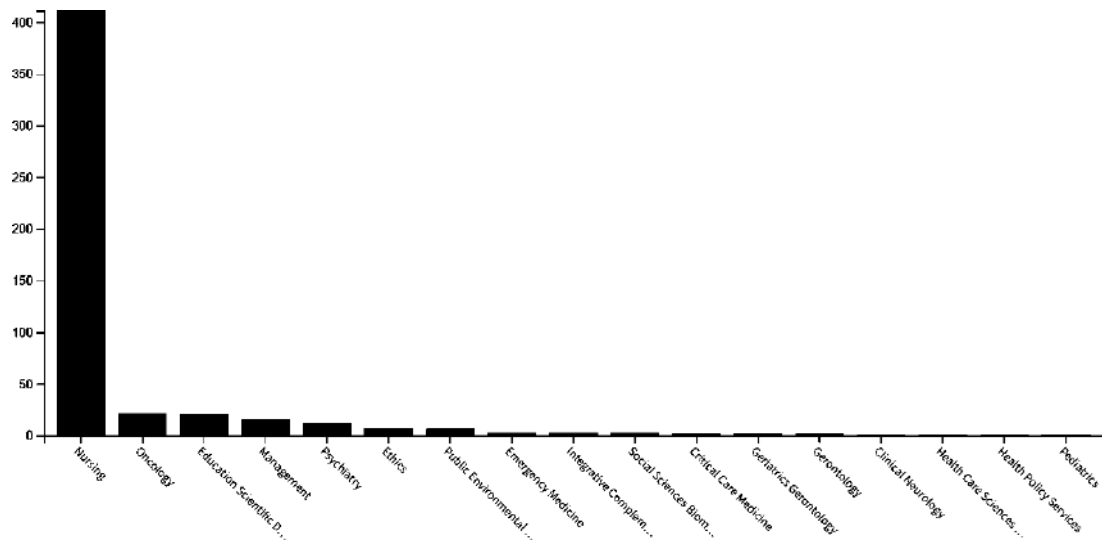
Şekil 1. Yıllara Göre Kanser ve İyi Oluş Temalı Hemşirelik Yayınlarının Dağılımı (2022–2025)

Şekil 2’de görüldüğü üzere, “kanserle yaşamak ve iyi oluş” temasını ele alan hemşirelik yayınlarının büyük çoğunluğu Science Citation Index Expanded (SCI-E-329 yayın) ve Social Sciences Citation Index (SSCI-333 yayın) kapsamında yer alan dergilerde yayımlanmıştır. Her iki indeks de yaklaşık eşit sayıda yayına ev sahipliği yaparken, Emerging Sources Citation Index (ESCI-78 yayın) kapsamındaki yayın sayısının diğerlerine göre anlamlı şekilde düşük olduğu dikkat çekmektedir. Bu bulgu, konuyla ilgili yapılan çalışmaların daha çok yüksek etki faktörlü ve oturmuş indekslerde yayımlandığını göstermektedir.

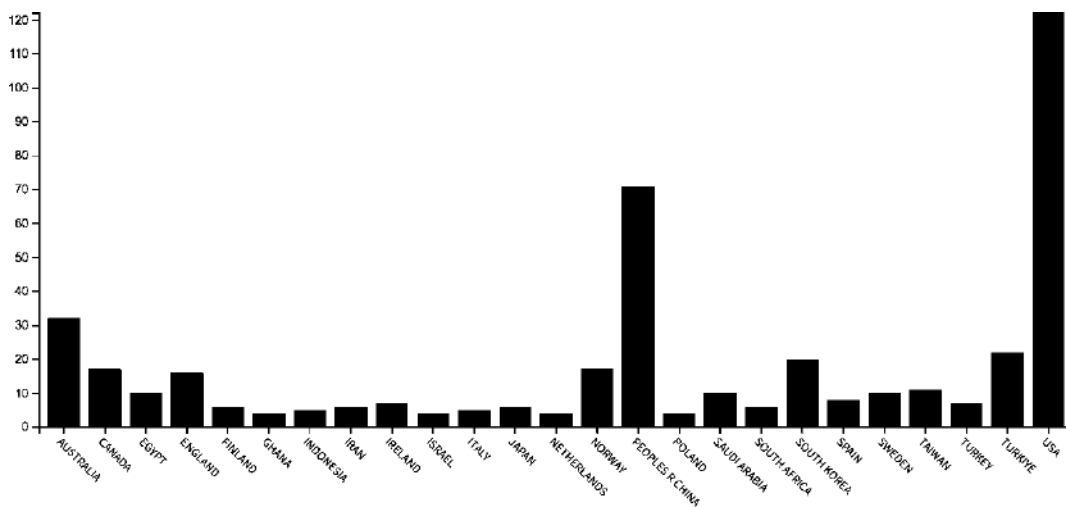


Şekil 2. Yayınların İndekslenme Durumuna Göre Dağılımı

Şekil 3 incelendiğinde, “kanserle yaşamak ve iyi oluş” temasını ele alan çalışmaların büyük çoğunluğunun hemşirelik kategorisinde yayımlandığı görülmektedir. Hemşirelik kategorisi, açık ara farkla en fazla yayına sahip alan olup, bu durum konunun hemşirelik disiplini içerisinde yoğun bir şekilde ele alındığını ortaya koymaktadır. Onkoloji, eğitim, yönetim, psikiyatri ve etik gibi alanlarda ise daha sınırlı sayıda çalışma yer almakta; özellikle acil tıp, bütüncül tıp, kritik bakım, geriatri ve pediatri gibi klinik alanlarda yayın sayısının oldukça düşük olduğu gözlemlenmektedir. Bu bulgu, biyopsikososyal iyi oluş ve entegre bakım konularının hemşirelik disiplini içinde daha kapsamlı incelendiğini ve diğer sağlık disiplinlerinde ise daha az çalışıldığını göstermektedir.



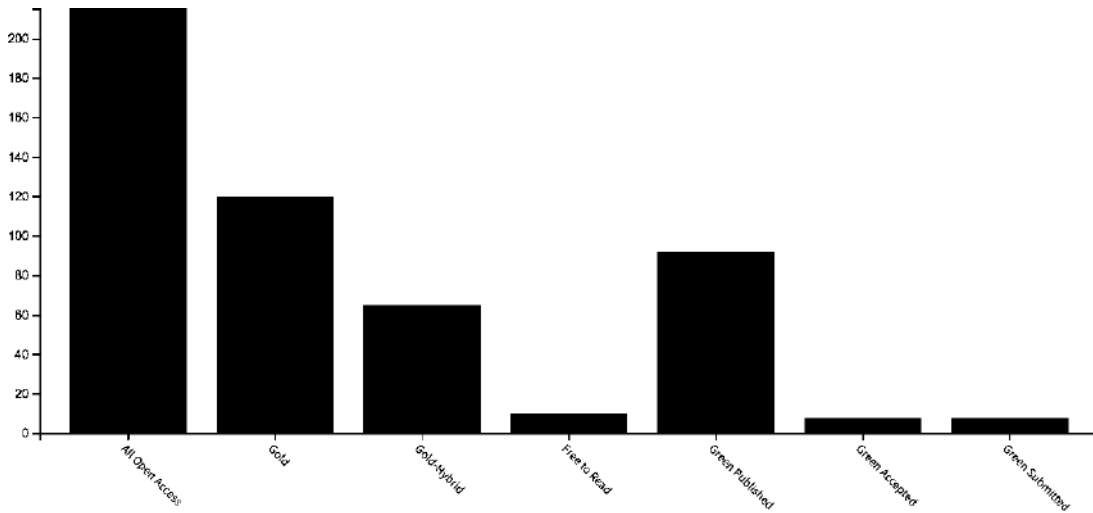
Şekil 3. Yayınların Web of Science Kategorilerine Göre Dağılımı



Şekil 4. Ülkelere Göre İlgili Yayın Sayıları

Şekil 4'te görüldüğü üzere, kanserle yaşamak ve biyopsikososyal iyi oluş temasıyla ilişkili yayınların en yoğun olduğu ülke açık ara farkla Amerika Birleşik Devletleri (USA-122 yayın) olmuştur. USA'yı sırasıyla Çin (71), Avustralya (32) ve Türkiye (22) takip etmektedir. Avrupa ülkelerinden Hollanda, İngiltere, İrlanda ve Polonya gibi ülkeler orta düzeyde katkı sağlarken; birçok ülkenin katkısının sınırlı olduğu gözlemlenmiştir. Bu dağılım, konunun daha çok gelişmiş ülkelerin akademik gündeminde yer aldığını ve özellikle ABD'deki multidisipliner yaklaşımların bu alandaki üretkenliğe yansıdığını ortaya koymaktadır. Türkiye'nin dikkat çekici katkısı ise bölgesel farkındalık düzeyinin arttığına işaret etmektedir.

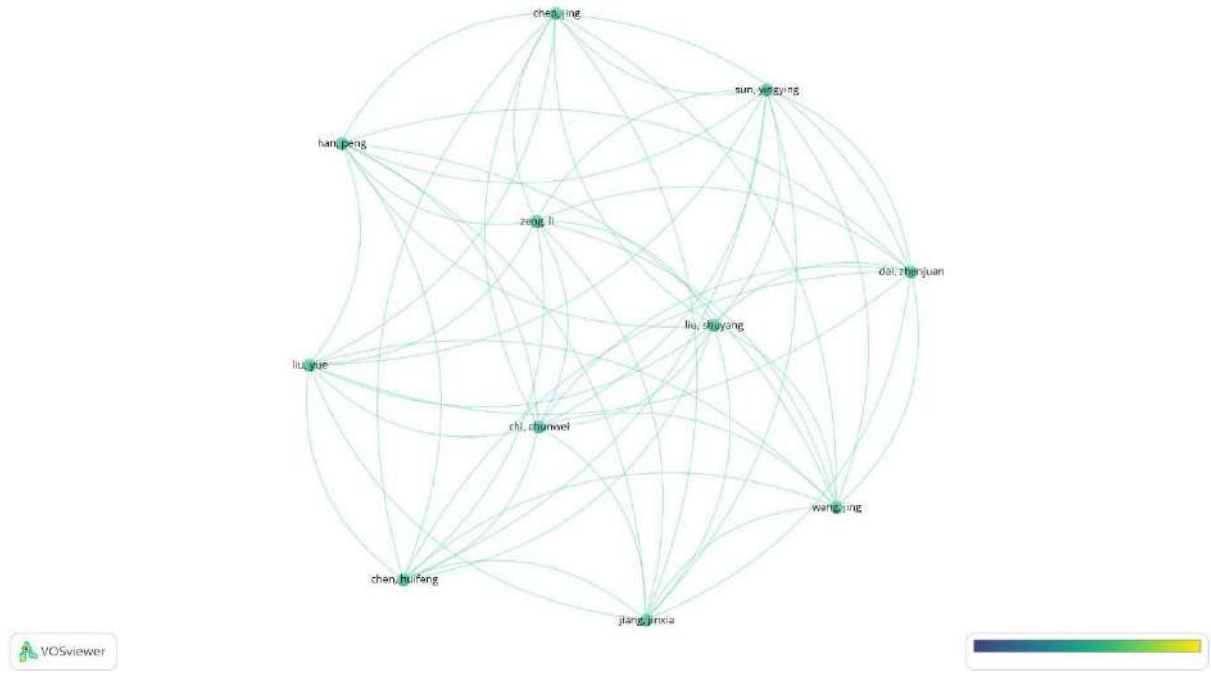
Şekil 5'e göre, kanserle yaşamak ve biyopsikososyal iyi oluş temalı yayınların büyük çoğunluğunun açık erişimli (All Open Access) dergilerde yayımlandığı görülmektedir. Özellikle Gold ve Green Published kategorileri dikkat çekerken, Gold Hybrid, Free to Read ve Green Accepted/Submitted erişim türleri daha düşük oranda tercih edilmiştir. Açık erişim yayınların yoğunluğu, bu alandaki bilgilerin daha geniş kitlelere ulaşma potansiyeline sahip olduğunu ve araştırmacılar ile sağlık profesyonellerinin konuya dair bilgilere daha kolay erişebildiğini göstermektedir. Bu durum, hasta merkezli bakım ve bütüncül hemşirelik yaklaşımlarının yaygınlaştırılmasına katkı sunabilecek bir avantaj olarak değerlendirilebilir.



Şekil 5. Açık Erişim Türlerine Göre Yayınların Dağılımı

Şekil 6'da çalışmada en az bir yayına sahip ve bu yayınlara en az bir kez atıf alan 159 yazar içerisinde, belirlenen eşik değeri karşılayan 27 yazarın işbirliği ağı görselleştirilmiştir. Co-authorship analizinde, bir belgeyi birlikte yayımlayan yazarların aralarındaki bağlar dikkate alınarak kümeler oluşturulmuştur. Elde edilen ağ yapısında, 11 yazarın yoğun şekilde birbiriyle

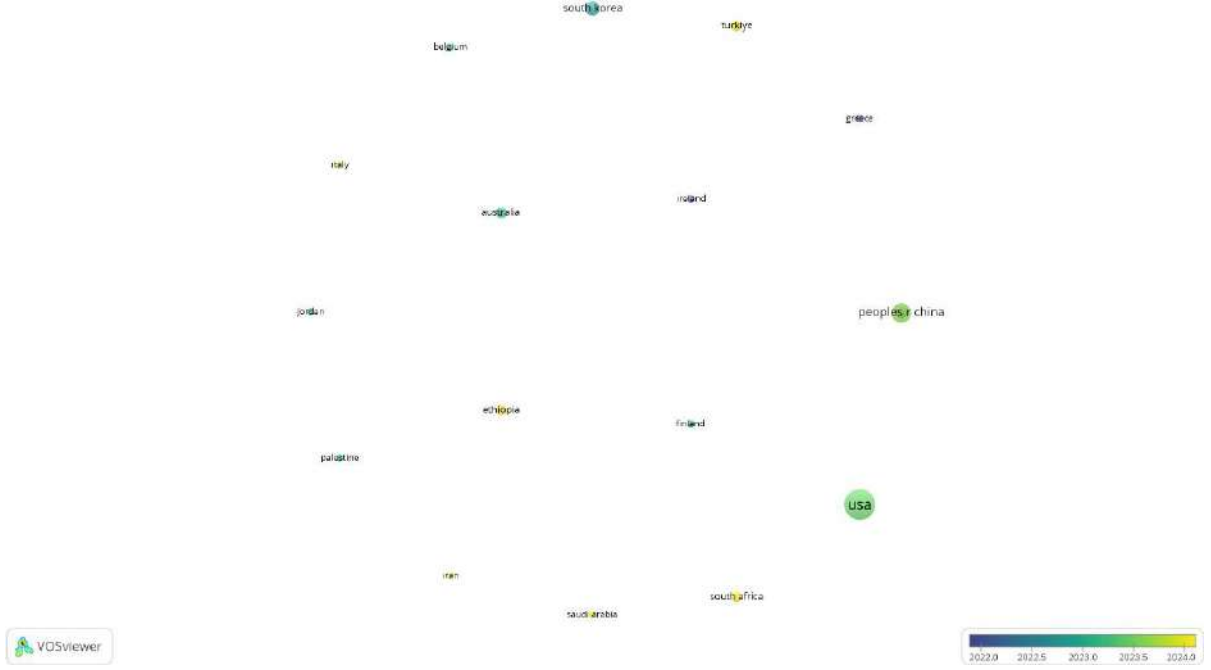
bağlantı kurduğu tek bir kümeye rastlanmıştır. Chen Huifeng, Zeng Li, Liu Yue ve Han Peng gibi isimlerin ağ merkezine yakın konumlanması, bu yazarların hem ortak yazarlık sıklıklarının hem de akademik etkileşimlerinin görece daha güçlü olduğunu göstermektedir. Bu durum, ilgili yazarların bu araştırma sahasında üretkenlik düzeylerinin yüksek olmasının yanı sıra, işbirliğine dayalı bir üretim pratiği içerisinde olduklarını da ortaya koymaktadır.



Şekil 6. Yazar İş birliği Ağı Görselleştirmesi

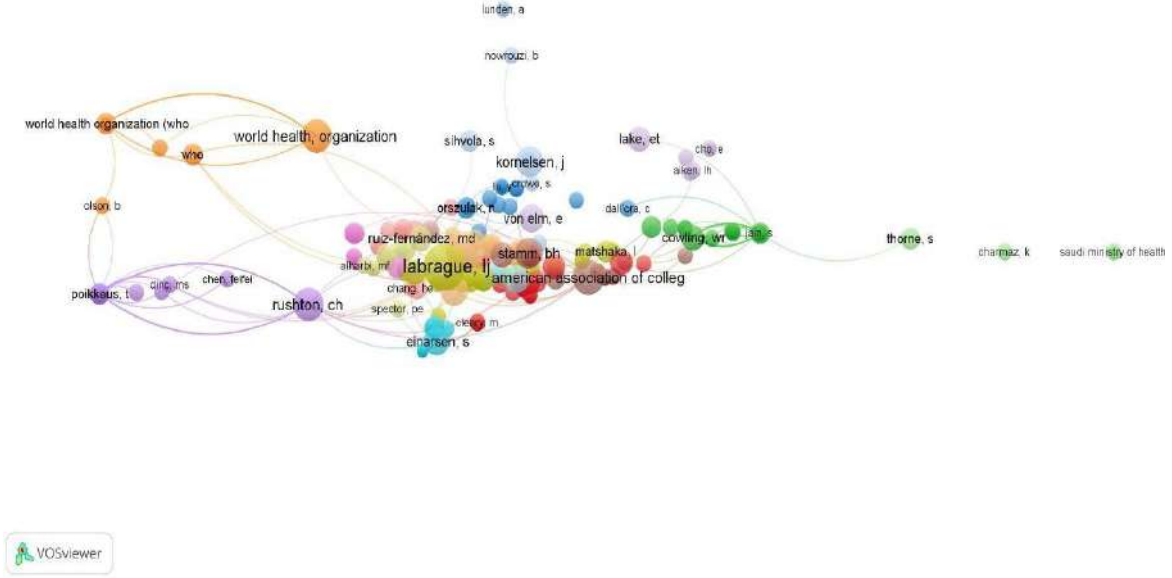
Şekil 7’de “Citation” türünde analiz gerçekleştirilmiş ve birim olarak “Countries” seçilmiştir. Analiz sonucunda 17 ülke eşik değerini karşılamıştır. Türkiye, 4 yayın ve 32 atıf ile öne çıkarken, ABD 17 yayın ve 52 atıfı ile en yüksek katkı sağlayan ülke olmuştur. Çin Halk Cumhuriyeti ise 22 atıf ile ikinci sırada yer almıştır. Türkiye’nin bu alanda belirgin bir katkı sunduğu, ancak bilimsel iş birliği ağındaki bağ gücünün (total link strength = 1) daha düşük olduğu dikkat çekmektedir. Bu durum, Türkiye’nin alana katkı sunduğunu ancak uluslararası iş birliğini artırması gerektiğini göstermektedir. Bu görselleştirme Overlay Visualization modu ile yapılmış olup, yayınların ortalama yayın yılını renk skalasıyla göstermektedir. Türkiye, açık sarı renkte konumlanmış ve bu, ortalama yayın yılının yaklaşık 2023 civarında olduğunu göstermektedir. Bu bulgu, Türkiye’nin bu alanda nispeten yeni katkılar sunduğunu ve güncel çalışmalarda aktif olduğunu göstermektedir. Ancak ağ bağlantılarının zayıf olması, bu katkılarının çoğunlukla bağımsız yayınlar üzerinden gerçekleştiğini düşündürmektedir.

Türkiye'nin yayın hacminin artmış olması sevindirici olmakla birlikte, daha fazla iş birliği ve uluslararası bağlantı kurmasının bilimsel etkisini artıracığı açıktır. Overlay Visualization bulguları, ülke düzeyinde güncellik bakımından önemli bir yer tuttuğuna işaret etmektedir.



Şekil 7. İş Birliği Gösteren Yazarların Ortak Yayın Ağı

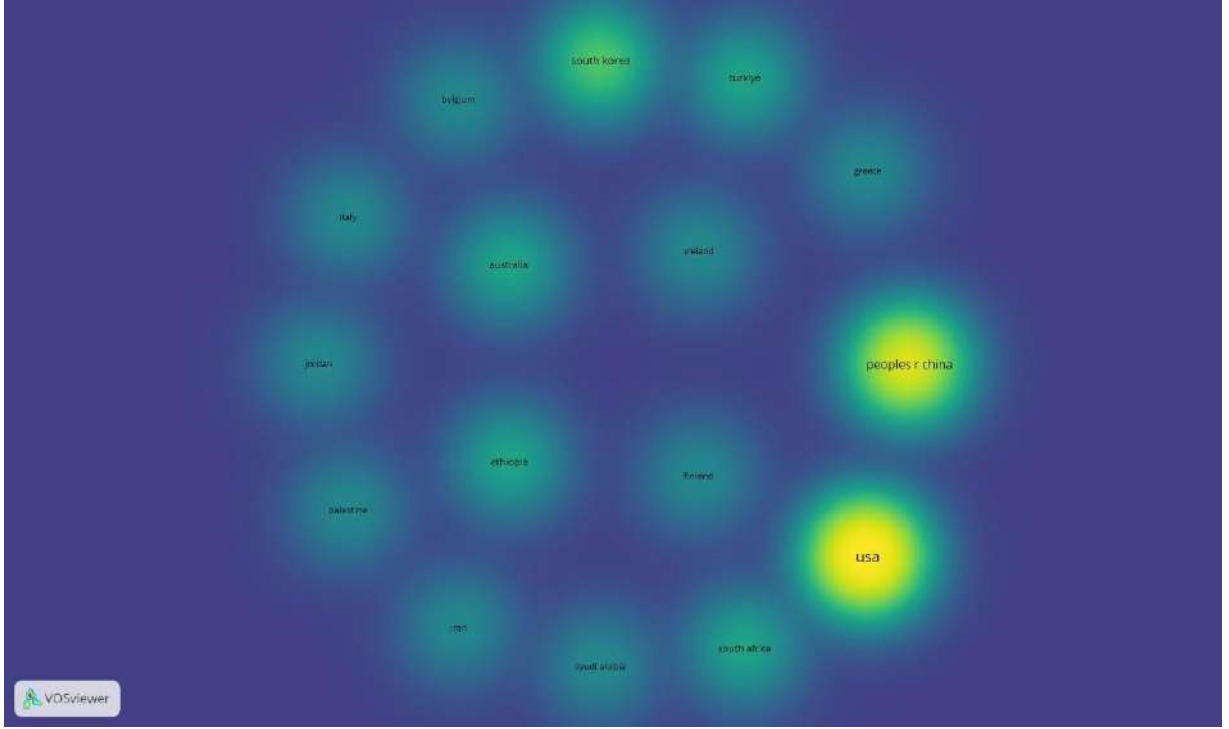
Bu analizde en çok atıf alan 1000 yazar değerlendirilmiştir. Labraque, Rushton, Kelly ve WHO öne çıkan isimler arasında yer almaktadır. Özellikle Labraque ve Rushton gibi isimler, hemşirelikte iyi oluş ve etik konularında atıf yoğunluğu bakımından merkezde konumlanmışlardır. Ağ yapısında farklı kümeler oluşmuş, konuya farklı perspektiflerle yaklaşan grupların varlığı gösterilmiştir (Şekil 8).



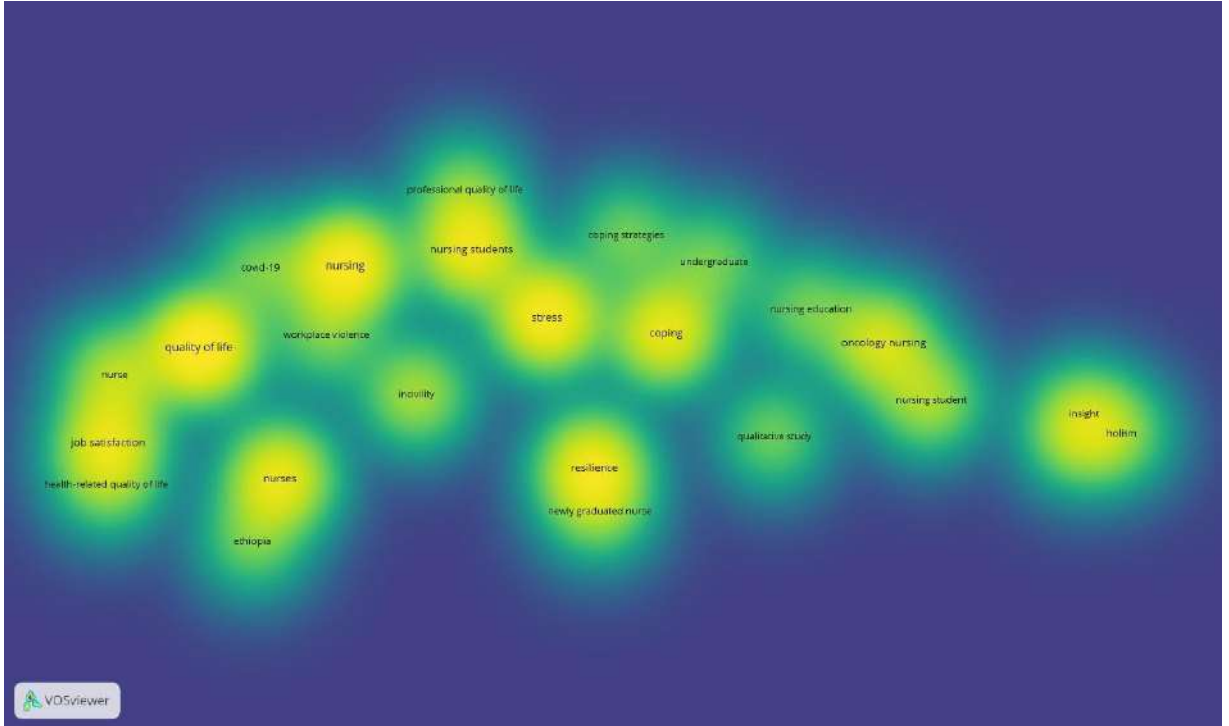
Şekil 8. Atıf Alan Yazarlar Arasındaki Eş Atıf

Bu analizde, ülkeler arası eş-atıf (co-citation) ilişkileri incelenmiş ve density visualization (yoğunluk görselleştirmesi) yöntemiyle sunulmuştur. Görselleştirme, hangi ülkelerin literatürde sıklıkla birlikte atıf aldığına ilişkin yoğunluk haritası sunar. Görselleştirmede renk geçişleri (mavi–yeşil–sarı) ülkelerin eş-atıf bağlamındaki etkinliğini göstermektedir. ABD (USA) ve Çin Halk Cumhuriyeti (People's Republic of China), en yüksek atıf yoğunluğuna sahip ülkeler olarak öne çıkmıştır. Haritada bu ülkelerin yoğunluğu sarı renk ile temsil edilmiştir. Türkiye, orta düzeyde bir yoğunluk göstermektedir. Haritada yeşil–sarı geçişinde konumlanması, Türkiye kaynaklı çalışmaların eş-atıf ağında yer aldığını ancak merkezî bir konumda olmadığını göstermektedir. Türkiye, toplamda 4 belge ve 32 atıf ile analizde yer almış ve eş-atıf ilişkileri bağlamında 1 bağlantı (link strength) değeri ile temsil edilmiştir. Bu durum, Türkiye’nin eş-atıf analizlerinde yer aldığı ancak uluslararası eş-atıf ağlarında sınırlı merkezilikte konumlandığını göstermektedir. Görselleştirmede “Türkiye” etiketiyle yer alan ülkenin çevresinde diğer ülkelere göre daha az bağlantı yer almakta, bu da ülkenin akademik ağ yoğunluğu açısından daha çevresel bir rol üstlendiğini göstermektedir. Görselleştirme üzerinden yapılan değerlendirmede, Türkiye’nin bilimsel üretimi belirli düzeyde olup işbirliği bağlamında gelişmeye açık olduğu anlaşılmaktadır. ABD ve Çin’in yüksek yoğunluğu, bu

ülkelerin literatürde küresel etki gücünü ortaya koyarken; Türkiye gibi orta yoğunlukta yer alan ülkelerin hem üretim hem de iş birliği stratejilerini artırması önem taşımaktadır.



Şekil 9. Atıf Alan Ülkelerin Yoğunluk Görselleştirmesi



Şekil 10. Anahtar Kelime Eşleşmelerine (Co-occurrence) Göre Yoğunluk Analizi

Şekil 10’da VOSviewer yazılımı kullanılarak “co-occurrence” (birlikte geçme) analiz türü tercih gösterilmektedir. Bu yöntemde, yazar anahtar kelimelerine dayalı olarak kelimelerin eşzamanlı kullanım sıklığı analiz edilmiştir. Sayım yöntemi olarak “full counting” seçilmiştir; bu da her anahtar kelimenin her geçtiği çalışmada tam bir puan olarak değerlendirildiği anlamına gelmektedir. Seçilen 25 anahtar kelime içerisinde en fazla tekrar edenler ve bağlanma (link) gücü aşağıdaki gibidir: En çok kullanılan ilk beş anahtar kelime: Stress – 6 kez geçmekte olup bağlanma gücü 14’tür. Coping – 6 kez, bağlanma gücü 12. Nurses – 5 kez, bağlanma gücü 10. Quality of life – 7 kez, bağlanma gücü 8. Nursing students – 5 kez, bağlanma gücü 8. Bu anahtar kelimeler, analiz edilen belgelerde sıkça birlikte geçen temaları temsil etmektedir. Özellikle “stress” ve “coping” kavramlarının yüksek bağlanma gücü ile yer alması, kanser hemşireliğinde psikososyal konulara odaklanan çalışmaların yoğunluğunu göstermektedir. Yoğunluk görselleştirmesi sonucunda 6 ayrı küme (cluster) tanımlanmıştır: Küme 1: Holism, insight, nursing education, oncology nursing, nursing student, self-reflection gibi konuları içermekte; bu grup daha çok bireysel ve eğitimsel farkındalığı temsil etmektedir. Küme 2: Covid-19, nursing, professional quality of life, workplace violence gibi pandemi sonrası sağlık ortamlarını konu almaktadır. Küme 3: Quality of life, nurse, job satisfaction gibi yaşam kalitesi ve mesleki doyuma yönelik temaları barındırmaktadır. Küme 4: Coping, coping strategies, stress, undergraduate gibi öğrencilik ve stresle başa çıkmaya odaklıdır. Küme 5: Incivility, nurses, health-related quality of life ekseninde hemşirelerin mesleki ilişkileri üzerinde yoğunlaşmaktadır. Küme 6: Newly graduated nurse, resilience, qualitative study gibi yeni mezun hemşirelerin direnç geliştirme süreçlerine vurgu yapmaktadır. Bu dağılım, alanda yürütülen çalışmaların geniş tematik çeşitliliğe sahip olduğunu ve en çok psikososyal, eğitimsel ve mesleki doyum odaklı konulara yöneldiğini ortaya koymaktadır.

Sonuç ve Öneriler

Bu çalışma, kanserle yaşayan bireylerde biyopsikososyal iyi oluşu destekleyen hemşirelik yaklaşımlarına ve entegre bakım stratejilerine odaklanan bilimsel yayınları bibliyometrik analiz yöntemiyle incelemiştir. Bulgular, hemşirelik disiplini içinde bu temaların önemli bir araştırma sahası oluşturduğunu, özellikle 2024 yılında yayın sayısında anlamlı bir artış olduğunu ve araştırmaların büyük çoğunluğunun yüksek etki faktörlü dergilerde yayımlandığını göstermiştir. ABD ve Çin’in bilimsel üretimde ve iş birliği ağlarında merkezi bir rol oynadığı; Türkiye’nin ise özellikle son yıllarda artan yayın sayısı ile alana katkı sunduğu belirlenmiştir. Ancak Türkiye’nin iş birliği gücünün düşük olması, uluslararası akademik ağlara daha güçlü entegrasyon ihtiyacını ortaya koymaktadır. Yazar düzeyinde yapılan analizde, Labraque ve

Rushton gibi isimlerin öne çıktığı, anahtar kelime yoğunluğu analizinde ise “stress”, “coping”, “nurses”, “quality of life” ve “nursing students” gibi kavramların tematik merkezde yer aldığı görülmüştür. Bu durum, psikososyal destek ve birey merkezli bakım konularının hemşirelik literatüründe önemli bir yer tuttuğunu göstermektedir.

Çalışma sonuçları kapsamında öneriler aşağıdaki gibidir:

- Türkiye’deki hemşirelik araştırmacıları, uluslararası araştırma ağlarına daha fazla katılım göstermeli; özellikle çok merkezli, disiplinler arası projelerde aktif rol almalıdır.
- Kanser bakımında stres, başa çıkma, yaşam kalitesi gibi psikososyal boyutların önemi dikkate alınarak hemşirelik eğitimi ve uygulamalarında bu alanlara özel programlar geliştirilmeli ve desteklenmelidir.
- Elde edilen bulgular, hemşirelik hizmetleri politika belirleyicileri tarafından dikkate alınarak hasta merkezli ve bütüncül bakım uygulamalarına yönelik rehberlerin geliştirilmesine temel oluşturmalıdır.
- Hemşirelik müfredatlarına entegre bakım, psikososyal destek, etik karar verme ve multidisipliner çalışma konularının daha kapsamlı biçimde entegre edilmesi gereklidir.
- Özellikle yeni mezun hemşirelerin direnç ve başa çıkma becerilerinin geliştirilmesine yönelik yapılandırılmış destek programlarının uygulanması önerilmektedir.

Bu çalışma, kanserle yaşam sürecinde hemşirelik mesleğinin birey merkezli, çok boyutlu ve disiplinler arası yaklaşımının gerekliliğine dikkat çekmekte ve gelecekteki araştırmalara yön gösterici olma potansiyeli taşımaktadır.

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Kronik Hastalıkların Yönetimine Yönelik Ulusal Politika Belgelerinde İyi Oluş Yaklaşımlarının İncelenmesi: Doküman Analizi

Fatma GENÇ

Giresun Üniversitesi, Sağlık Bilimleri Fakültesi, Hemşirelik bölümü

fatma.genc@giresun.edu.tr, ORCID No:0000 0001 8777 4276, Türkiye

Özet

Bu araştırma, Türkiye’de kronik hastalık yönetimine ilişkin ulusal politika belgelerinde “iyi oluş” kavramının nasıl yer bulduğunu analiz etmeyi amaçlamaktadır. Giderek artan kronik hastalık yükü, yalnızca fiziksel değil, aynı zamanda psikososyal ve sosyal yönleriyle de bireylerin yaşam kalitesini etkilemektedir. Bu nedenle iyi oluş kavramının politika belgelerindeki temsili, bütüncül sağlık yaklaşımı açısından önemli bir göstergedir. Araştırma nitel araştırma deseninde ve doküman analizi yöntemiyle gerçekleştirilmiştir. Çalışma kapsamında 2010–2025 yılları arasında yayımlanmış, kronik hastalıklar, yaşlanma, fiziksel aktivite, obezite, ruh sağlığı gibi temaları içeren 11 ulusal politika belgesi analiz edilmiştir. Veriler içerik analizi yöntemiyle kodlanmış, ana temalar, alt temalar ve ilgili belgelerden doğrudan alıntılarla desteklenmiştir. Analiz sonucunda, iyi oluş kavramının belgelerde çoğunlukla doğrudan değil, dolaylı olarak yer aldığı belirlenmiştir. Psikososyal destek, sosyal katılım, fiziksel aktivite gibi başlıklar iyi oluşla ilişkilendirilmekte; ancak bu kavrama dair net bir tanım yapılmamaktadır. Ayrıca izleme-değerlendirme mekanizmalarının sınırlılığı, sektörler arası iş birliğinin eksikliği ve hasta katılımına dair vurguların yetersizliği dikkat çekmektedir. Bulgular, Türkiye’deki sağlık politika belgelerinde iyi oluşun daha sistematik, çok boyutlu ve katılımcı bir yaklaşımla ele alınması gerektiğini ortaya koymaktadır. Bu doğrultuda, gelecekte hazırlanacak politika belgelerinde iyi oluşun açık tanımlanması ve psikososyal boyutlarının güçlendirilmesi önerilmektedir.

Anahtar Kelimeler: Kronik hastalık yönetimi, ulusal sağlık politikaları, iyi oluş

Examining Well-Being Approaches in National Policy Documents on Chronic Disease Management: A Document Analysis

Abstract

This study aims to analyze how the concept of “well-being” is reflected in national policy documents related to chronic disease management in Turkey. As the burden of chronic diseases increases, the impact on individuals extends beyond physical health to include psychosocial and

social dimensions. Thus, how well-being is addressed in policy frameworks is a critical indicator of a holistic approach to health. The research was conducted within the framework of qualitative research and utilized the document analysis method. Eleven national policy documents published between 2010 and 2025, covering themes such as chronic diseases, aging, physical activity, obesity, and mental health, were examined. The data were coded through content analysis and structured using main themes, sub-themes, and direct quotations from the documents. The analysis revealed that the concept of well-being is generally not explicitly defined in the documents, but is instead reflected indirectly through components such as psychosocial support, social participation, and physical activity. There is also a limited emphasis on monitoring and evaluation mechanisms, intersectoral collaboration, and stakeholder engagement within the policy texts. The results suggest that well-being in Turkish health policy documents requires a more systematic, multidimensional, and participatory framing. In future policy development processes, it is recommended to define the concept of well-being explicitly and to enhance the integration of psychosocial dimensions. Including measurable indicators and promoting intersectoral and community-based strategies may also strengthen the effectiveness of chronic disease management.

Keywords: Chronic disease management, health policy, well-being

Giriş

Kronik hastalıklar, kişinin sosyal fiziksel ve psikolojik işlevlerini etkileyen, uzun süre gözlem, gözetim ya da bakım verilmesi beklenen kalıcı, geri döndürülemez bir durumu ifade eder (Durna & Oğuz, 2018). Yaşam süresi uzadıkça, kronik hastalıkların prevalansı ve maliyeti artmaya devam etmektedir (Hacker, 2024). Kronik hastalıkların tahmini maliyetinin 2030 yılına kadar dünya çapında 47 trilyon dolara ulaşması bekleniyor (Hacker, 2024). Kronik hastalıklar, yüksek mortalite ve morbidite nedeniyle günümüzün en önemli halk sağlığı sorunlarından biridir. Erken ölüm ve hastalık yükü nedeniyle kronik hastalıkların önlenmesi ve kontrolü son derece önemlidir (Atak et al., 2023). Bireysel yaşam tarzı davranışları ve toplumsal faktörler, kronik hastalıkların gelişiminde ve yönetiminde önemli rol oynarlar (Hacker, 2024). Bu hastalıkların çoğu (diyabet, kalp hastalığı ve solunum yolu hastalıkları) önlenelidir ve başlıca risk faktörleri arasında fiziksel hareketsizlik, yetersiz beslenme, tütün kullanımı ve aşırı alkol kullanımı gelmektedir (Hacker, 2024). Ne yazık ki, önlemeye yapılan yatırım, hem yaşam tarzı perspektifinden hem de sağlığın sosyal belirleyicileri perspektifinden, tedaviye kıyasla çok küçük kalmaktadır (Hacker, 2024).

Kronik hastalıkların yönetiminin temel amacı hastanın yaşam şekli değişikliklerine ve tedavisine uyumun artırılması, hastalığın durdurulması ve komplikasyonların önlenmesidir. Bireyin öz-yönetiminin desteklenmesine yönelik hemşire önderliğinde yapılan müdahale yöntemleri hastalık yönetiminde olumlu sonuçlar sağlamaktadır (Atasoy & Özpulat, 2023). Nedenlerindeki farklılıklara rağmen, tüm kronik hastalıklar uzun vadeli bakımı ve takibi gerektirir (Yıldırım et al., 2023). Sürekli bakım ve izlem ihtiyacı, hastaların özerkliğini kısıtlar (Yıldırım et al., 2023). Kronik hastalıklar ileri evrelerde yalnızca fiziksel zorluklara değil, aynı zamanda psikolojik ve ruhsal bozukluklara da yol açar (Azfaruddin & Rini, 2023). Hastalar depresyon, uyum bozukluğu, sosyal etkileşim ve ekonomik sorunlar, uyku bozukluğu, fiziksel güçte azalma, işsizlik, cinsel işlev bozukluğu, sosyal izolasyon ve stres gibi sorunlar yaşayabilirler (Yıldırım et al., 2023). Bu durum hem hastaların hem de ailelerinin yaşam kalitelerini de olumsuz etkileyecektir. Kronik hastalık tanısından sonra kişilere sağlanan destek çok önemlidir (Azfaruddin & Rini, 2023). Primer olarak aile üyeleri, sağlık profesyonelleri, arkadaşlar ve komşular tarafından sağlanan sosyal destek kişinin yaşam memnuniyetini artırırken depresyon ve hastalık yükünü azaltmaktadır (Yıldırım et al., 2023). Bu destek, kişinin yalnızca hastalığın fiziksel etkisiyle değil, aynı zamanda getirdiği psikolojik ve sosyal zorluklarla da başa çıkabilmesini de sağlar (Azfaruddin & Rini, 2023).

Ulusal sağlık politikaları, diyabet, iskemik kalp hastalığı, felç, kronik obstrüktif akciğer hastalığı ve depresyon gibi yaygın durumların en iyi şekilde ele alınması için özel kılavuzlar eşliğinde kronik hastalık yönetimi bakım modellerini giderek daha fazla içermektedir (Roberts vd., 2014). Kronik hastalıklardaki küresel artış ve sağlık sistemlerinin akut bakım modellerinden uzun vadeli bakım ve önleme geçiş zorunluluğu göz önünde bulundurulduğunda, böyle bir stratejik odaklanma zorunludur. Yaşlı yetişkin nüfusunun artmasına ve bunun sonucunda sağlık hizmetlerine olan talebin artmasına yanıt olarak, Sağlık Bakanlığı kronik hastalık yönetimi için entegre bir sağlık modelinin uygulanmasını stratejik olarak başlatmış ve bu zorlukları ele almak için proaktif bir yaklaşım sinyali vermiştir (Ülgü vd., 2023). Bu politika önlemleri yalnızca acil sağlık hizmetleri ihtiyaçlarını değil aynı zamanda tedavi maliyetleri, ölüm oranları ve işgücü piyasası üzerindeki etki de dahil olmak üzere kronik hastalıklarla ilişkili uzun vadeli ekonomik sonuçları da ele almayı amaçlamaktadır (Basholli vd., 2018).

Son yıllarda birçok ülke, sağlık politikalarını yalnızca hastalık yönetimi üzerine değil, aynı zamanda bireylerin genel yaşam kalitesini artırmaya yönelik yapılandırmaktadır. Ancak bu bütüncül yaklaşımın politika belgelerine ne ölçüde yansıdığı tartışmalıdır. Türkiye’de yayımlanan ulusal sağlık politika belgelerinin, iyi oluş kavramını ne kadar bütüncül biçimde

ele aldığı, bu çalışmanın temel araştırma sorusunu oluşturmaktadır. Bu bağlamda, ulusal düzeyde kronik hastalık yönetimine yönelik politika belgelerinde “iyi oluş” kavramı nasıl yer bulmaktadır? Fiziksel, psikolojik ve sosyal boyutlar ne düzeyde yansıtılmaktadır? gibi sorular yanıtlanmaya çalışılmıştır. Bu çalışmanın amacı, Türkiye’de kronik hastalıkların yönetimine yönelik ulusal politika belgelerinde iyi oluş yaklaşımlarının nasıl yer aldığını incelemektir.

Yöntem

Çalışma, nitel doküman analizi tasarımıyla yürütülmüştür. Doküman analizi, yazılı resmî metinleri araştırma verisi olarak sistematik biçimde inceleyerek içerdiği sosyo-politik anlam örüntülerini yorumlamayı hedefleyen bir nitel yöntemdir (Bowen, 2009). İçerik yorumlamasında kavramsal içerik analizi yaklaşımı kullanılmış; böylece metinlerde “iyi oluş” kavramının görünümü hem sıklık hem de bağlamsal açıdan değerlendirilmiştir (Krippendorff, 2019). Tasarım, Miles, Huberman ve Saldaña’nın (2014) nitel analiz süreç modelini izleyerek veri toplama-kodlama-tematik yorum döngüsüyle ilerlemiştir.

Belge Taraması

Evreni, Sağlık Bakanlığı resmî arşivinde 2010–2025 yılları arasında yayımlanan on bir ulusal strateji / eylem planı oluşturmuştur. Amaçlı örnekleme doğrultusunda kronik hastalık yönetimiyle doğrudan ilişkili politikalar seçilmiştir. Çalışmada kullanılan kodlar:

Kod Belge Başlığı (yayımlanma dönemi)

- B1 Türkiye Sağlıklı Yaşlanma Eylem Planı ve Uygulama Programı (2021-2026)
- B2 Türkiye Kas ve İskelet Sistemi Hastalıkları Önleme ve Kontrol Programı (2021-2026)
- B3 Türkiye Kalp ve Damar Hastalıkları Önleme ve Kontrol Programı (2021-2026)
- B4 Türkiye Bulaşıcı Olmayan Hastalıklar Çok Paydaşlı Eylem Planı (2017-2025)
- B5 Türkiye Kronik Hava Yolu Hastalıkları Önleme ve Kontrol Programı (2018-2023)
- B6 Türkiye Diyabet Programı (2023-2027)
- B7 Türkiye Böbrek Hastalıkları Önleme ve Kontrol Programı (2014-2017)
- B8 Obezite ile Mücadele ve Kontrol Programı (2010-2014)

Kod Belge Başlığı (yayımlanma dönemi)

B9 Türkiye Kanser Kontrol Programı

B10 Ulusal Ruh Sağlığı Eylem Planı (2021-2023)

B11 Türkiye Sağlıklı Beslenme ve Hareketli Hayat Programı (2014-2017)

Verilerin Analizi

PDF biçimindeki belgeler Adobe Acrobat üzerinden txt formatına dönüştürüldü, bölüm başlıkları korunarak satır numarası verildi. Veriler, betimsel analiz yöntemiyle değerlendirilip; içerik çözümlemesi yoluyla temalar ve alt temalar belirlendi. Analiz sürecinde her bir belge sistematik olarak incelendi ve iyi oluşa yönelik ifade, strateji ve kavramlar kategorize edildi.

Dahil Edilme Kriterleri

Türkiye Cumhuriyeti Sağlık Bakanlığı veya bağlı kuruluşlar tarafından yayımlanmış olması

Kronik hastalıklarla doğrudan ilişkili olması

Ulusal düzeyde politika, strateji, eylem planı ya da kontrol programı olması

Tam metnine açık erişimin sağlanabilmesi

2010 yılı ve sonrası yayımlanmış olması

Dışlama Kriterleri

Yerel veya bölgesel ölçekli belgeler (örneğin il sağlık müdürlükleri strateji belgeleri)

Kronik hastalıklarla doğrudan ilişkisi olmayan belgeler (örneğin enfeksiyon hastalıkları stratejileri)

2010 yılı öncesi yayımlanan ulusal belgeler

Etik İzin

Belgeler kamuya açık olduğu için etik kurul izni gerektirmemekle birlikte, metinler bağlamından koparılmadan ve manipüle edilmeden aktarılmış; alıntılar özgün numaralandırmasıyla verilmiştir.

Bulgular

Bu çalışmada incelenen 11 ulusal politika belgesi, Türkiye’de kronik hastalıkların önlenmesi, yönetimi ve kontrolüne yönelik kapsamlı bir çerçeve sunmaktadır. Politika belgelerindeki "iyi oluş" kavramı çerçevesinde beş ana tema ve on iki alt tema belirlenmiştir. Her alt temaya ilişkin

tipik ifadeler doğrudan belge kaynak kodlarıyla verilmiştir. İncelenen 11 politika belgesinin (B1–B11) içerik analizi sonucunda oluşturulan tema ve alt tema değerlendirmeleri doğrudan alıntılarla desteklenmiştir. Her alt temanın belgelerdeki vurgulanma düzeyi (Sınırlı / Orta / Güçlü) de ayrı ayrı belirtilmiştir. Aşağıda politika belgelerinin tema ve alt temalar yönüyle değerlendirmesi ve bu temaların vurgulanma düzeyleri belirtilmektedir.

B1. Türkiye Sağlıklı Yaşlanma Eylem Planı ve Uygulama Programı (2021-2026)

Sağlıklı Yaşlanma Planı, ileri yaş grubunda kronik hastalık yükünü azaltmayı, fonksiyonel bağımsızlığı korumayı ve aktif yaşamı desteklemeyi amaçlar. Fiziksel işlevselliği sürdürme ve sosyal katılımı artırma boyutları ayrıntılıdır; psikososyal destek ise topluluk temelli hizmetler bağlamında ele alınır.

Psikososyal Destek ve Ruhsal İyi Oluş

<i>Alt</i>	<i>Tema</i>	<i>1.1</i>	<i>Psikolojik</i>	<i>destek</i>	<i>hizmetleri</i>
• Alıntı:	“Yaşlı bireylerde yalnızlık ve depresyonun önlenmesi için toplum temelli psikososyal destek mekanizmaları			güçlendirilecektir.”	(B1)
• Vurgulama:	Orta				

<i>Alt</i>	<i>Tema</i>	<i>1.2</i>	<i>Sosyal</i>	<i>katılım</i>	<i>programları</i>
• Alıntı:	“Yaşam kulüpleri aracılığıyla yaşlıların kültürel ve sosyal etkinliklere katılımı desteklenecektir.”				(B1)
• Vurgulama:	Güçlü				

Yaşam Kalitesi ve Fonksiyonel Bağımsızlık

<i>Alt</i>	<i>Tema</i>	<i>2.1</i>	<i>Çevresel</i>	<i>düzenleme</i>
• Alıntı:	“Güvenli yaya geçitleri ve erişilebilir konut düzenlemeleri yaygınlaştırılacaktır.”			(B1)
• Vurgulama:	Güçlü			

<i>Alt</i>	<i>Tema</i>	<i>2.2</i>	<i>Rehabilitasyon</i>	<i>hizmetleri</i>
• Alıntı:	“Evde bakım ve fizik tedavi birimlerinin sayısı artırılacaktır.”			(B1)
• Vurgulama:	Orta			

Sağlıklı Yaşam Davranışları & Öz-Bakım

Alt Tema 3.1 Fiziksel aktivite — Güçlü

Alt Tema 3.2 Beslenme rehberliği — Orta

Sosyal Destek Ağları — Sınırlı

Yönetişim ve Veri İzleme — Orta

B2. Kas ve İskelet Sistemi Hastalıkları Önleme ve Kontrol Programı (2021-2026)

Belge, romatizmal ve dejeneratif kas-iskelet hastalıklarında tanı-tedavi ve rehabilitasyona odaklanır. İyi oluş, ağırlıklı olarak fiziksel fonksiyonların korunması bağlamında ele alınmış; ruhsal boyut dolaylıdır.

Psikososyal Destek ve Ruhsal İyi Oluş

Alt Tema 1.1 Psikolojik destek hizmetleri
• Alıntı: “Kronik ağrıya bağlı anksiyete ve depresyon için çok disiplinli yaklaşım önerilmektedir.” (B2)
• Vurgulama: **Sınırlı**

Yaşam Kalitesi ve Fonksiyonel Bağımsızlık

Alt Tema 2.1 Fonksiyon kaybını azaltma — Güçlü
• Alıntı: “Rehabilitasyon programları ile fonksiyon kaybı ve iş gücü kaybı en aza indirilecektir.” (B2)

Sağlıklı Yaşam Davranışları & Öz-Bakım — Orta

Sosyal Destek Ağları — Sınırlı

Yönetişim ve Veri İzleme — Sınırlı

B3. Kalp ve Damar Hastalıklarını Önleme ve Kontrol Programı (2021-2026)

Program, mortalite-morbidite azaltımını, risk faktörü kontrolünü ve yaşam kalitesini artırmayı hedefler. Psikososyal etkenler kısa vurgularla geçer.

Psikososyal Destek — Sınırlı

“Kalp rehabilitasyon merkezlerinde psikolojik danışmanlık hizmeti sunulacaktır.” (B3)

Yaşam Kalitesi — Güçlü

“Yaşam kalitesini artırmak ve yaşam süresini uzatmak programın nihai hedefidir.” (B3)

Sağlıklı Yaşam & Öz-Bakım — Güçlü

Sosyal Destek — Sınırlı

Yönetişim — Orta

B4. Türkiye Bulaşıcı Olmayan Hastalıklar Çok Paydaşlı Eylem Planı (2017-2025)

Plan, bütün bulaşıcı olmayan hastalık başlıklarını tek çatı altında birleştirir; sektörler arası koordinasyona vurgu yapar.

Psikososyal Destek — Sınırlı

Yaşam Kalitesi — Orta

Sağlıklı Yaşam & Okuryazarlık — Güçlü

“Toplum temelli sağlıklı yaşam kampanyaları yürütülecektir.” (B4)

Sosyal Katılım — Orta

Yönetişim ve Çok Sektörlü İş Birliği — Güçlü

B5. Türkiye Kronik Hava Yolu Hastalıkları Programı (2018-2023)

KOAH ve astım odağında; hasta-eğitim paketleri ile hem fiziksel hem psikososyal destek öğeleri içerir.

Psikososyal Destek — Orta

“Beslenme desteği, psikososyal değerlendirme ve destek hizmeti pakete dâhildir.” (B5)

Yaşam Kalitesi — Güçlü

Sağlıklı Yaşam Davranışları — Orta

Sosyal Destek — Sınırlı

Yönetişim — Orta

B6. Türkiye Diyabet Programı (2023-2027)

Kapsamlı bir diyabet yönetimi rehberi; komplikasyon yönetimi ve sağlık okuryazarlığı vurgusu öne çıkar.

Psikososyal Destek — Orta

Yaşam Kalitesi — Orta

Sağlık Okuryazarlığı & Öz-Bakım — Güçlü

“Toplumun diyabet okuryazarlığı düzeyi artırılacaktır.” (B6)

Sosyal Destek — Sınırlı

Yönetişim — Orta

B7. Türkiye Böbrek Hastalıkları Programı (2014-2017)

Erken tanı, hasta eğitimi ve yaşam kalitesi vurgusu bulunmaktadır; psikososyal destek referansları sınırlıdır.

Psikososyal Destek — Sınırlı

Yaşam Kalitesi — Güçlü

Sağlıklı Yaşam Davranışları — Orta

Sosyal Destek — Sınırlı

Yönetişim — Sınırlı

B8. Türkiye Obezite ile Mücadele Programı (2010-2014)

Kilitleyici risk faktörü olarak obeziteye karşı sektörler arası koordinasyon ve farkındalık kampanyaları anlatılır.

Psikososyal Etki Farkındalığı — Orta

“Obezite, psikososyal durum üzerinde olumsuz etki yaratır.” (B8)

Yaşam Kalitesi — Orta

Sağlıklı Yaşam & Politika Koordinasyonu — Güçlü

Sosyal Destek — Sınırlı

Yönetişim — Güçlü

B9. Ulusal Kanser Kontrol Programı (2013-2018)

Önleme, erken tanı ve palyatif bakımın yanı sıra psikososyal hizmetlerden bahseder.

Psikososyal Destek & Palyatif Bakım — Güçlü

“Palyatif bakım hasta ve yakınlarının yaşam kalitesini artıran bir yaklaşımdır.” (B9)

Yaşam Kalitesi — Güçlü

Sağlıklı Yaşam — Orta

Sosyal Destek — Orta

Yönetişim — Orta

B10. Ulusal Ruh Sağlığı Eylem Planı (2021-2023)

İyi oluşun psikolojik ve sosyal boyutlarını en ayrıntılı işleyen metindir.

Psikososyal Destek ve Ruhsal İyi Oluş — Güçlü

“Psikososyal engelliliği olan bireylerin güçlendirilmesi öncelikli hedeftir.” (B10)

Yaşam Kalitesi — Orta

Sağlıklı Yaşam Davranışları — Sınırlı

Sosyal Katılım — Güçlü

Yönetişim — Orta

B11. Hareketli Hayat Programı (2014-2017)

Ulusal fiziksel aktivite stratejisi; davranış değişikliğini toplum temelli altyapı ile destekler.

Psikososyal Destek — Sınırlı

Yaşam Kalitesi — Orta

Sağlıklı Yaşam Davranışları & Fiziksel Aktivite — Güçlü

“1 250 okulda fiziksel aktivite parkurları oluşturulmuştur.” (B11)

Sosyal Katılım — Orta

Yönetişim & İzleme — Orta

Sonuç

Bu çalışma, Türkiye’de kronik hastalıkların yönetimine ilişkin ulusal politika belgelerinde “iyi oluş” kavramının nasıl ele alındığını ortaya koymak amacıyla gerçekleştirilmiştir. Doküman analizi yöntemiyle yürütülen çalışmada, iyi oluşu doğrudan veya dolaylı biçimde yansıtan temalar ve alt temalar üzerinden sistematik bir içerik çözümlemesi yapılmıştır. Elde edilen bulgular, iyi oluşa ilişkin yaklaşımların çoğunlukla dolaylı olarak, sağlık okuryazarlığı, sosyal destek, fiziksel aktivite, psikososyal destek gibi bileşenler aracılığıyla politika belgelerinde yer aldığını göstermektedir.

Belgelerin çoğunda iyi oluş, ruh sağlığı ve yaşam kalitesi gibi kavramlarla ilişkilendirilmiş; ancak bütüncül ve bireyin çok boyutlu ihtiyaçlarını dikkate alan bir “iyi oluş” çerçevesine sınırlı düzeyde yer verilmiştir. Ayrıca sektörel iş birliği, sosyal katılımın teşviki ve izleme-değerlendirme sistemleri gibi yönetişimsel unsurların iyi oluşun kurumsal düzeyde sürdürülebilirliğini destekleyecek biçimde yeterince entegre edilmediği gözlemlenmiştir. Bu bulgular doğrultusunda aşağıdaki öneriler sunulmuştur:

- Politika belgelerinde “iyi oluşun” tanımı netleştirilmeli ve biyopsikososyal bir çerçevede yeniden yapılandırılmalıdır.
- Ruh sağlığı uzmanları, sosyal hizmet uzmanları ve halk sağlığı profesyonelleri belge hazırlama komisyonlarında aktif olarak yer almalıdır.
- İyi oluşun izlenmesine yönelik ölçülebilir göstergeler (psikolojik sağlamlık, sosyal izolasyon, öz yeterlik gibi) politika belgelerine entegre edilmelidir.
- Politika belgeleri geliştirilirken hasta, hasta yakını ve bakım verenlerin görüşleri dikkate alınmalıdır.
- Eğitim, sosyal hizmet, belediyecilik ve STK iş birlikleriyle iyi oluşun sosyal belirleyicilerine müdahale edilmelidir.
- Sağlıklı yaşam merkezleri, sosyal destek grupları ve toplum temelli ruh sağlığı hizmetleri artırılmalıdır.

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Sağlıkta Yapay Zekâ Destekli Uygulamaların Bireysel İyi Oluş Üzerindeki Etkisi: Dijitalleşme ve Hayat Boyu Öğrenme Perspektifi

Fatma GENÇ

Giresun Üniversitesi, Sağlık Bilimleri Fakültesi, Hemşirelik bölümü
fatma.genc@giresun.edu.tr, ORCID No:0000 0001 8777 4276, Türkiye

Özet

Sağlık uygulamalarında yapay zekâ, sadece klinik karar destek süreçlerinde değil, aynı zamanda bireyin psikososyal destek, sağlık eğitimi ve öz bakım kapasitesini artırma gibi çok boyutlu iyi oluş alanlarında da etkili bir araç olarak öne çıkmaktadır. Bu çalışmanın amacı, sağlıkta yapay zekâ destekli uygulamaların bireysel iyi oluş üzerindeki etkisini dijitalleşme ve hayat boyu öğrenme perspektifiyle ele alan akademik yayınları bibliyometrik yöntemle analiz etmektir. Araştırmada, Web of Science veri tabanından 2022–2025 yılları arasında yayımlanan ve "Nursing" kategorisinde yer alan 478 makale bibliyometrik analiz yöntemiyle incelenmiştir. VOSviewer yazılımı kullanılarak anahtar kelime eşgörünüm analizleri, yazar, kurum ve ülke bazlı işbirliği haritaları görselleştirilmiştir. Analiz sonucunda, “mental health”, “mental health nursing”, “simulation” ve “nursing students” gibi kavramların hemşirelik literatüründe öne çıktığı; en yoğun yayının ise 2024 yılında gerçekleştiği saptanmıştır. En fazla yayın üreten ülkeler ABD, Avustralya ve İngiltere olmuştur. Hemşireliğin dijital sağlık dönüşümünde kritik bir rol üstlendiğini ve bireysel iyi oluşa yönelik hizmetlerin yeniden yapılandırılmasında öncü bir meslek grubu olduğunu ortaya koymaktadır. Türkiye gibi gelişmekte olan ülkelerde, yapay zekâ uygulamalarının hemşirelikte etik, erişilebilir ve etkili kullanımına yönelik dijital okuryazarlık eğitimlerinin artırılması önerilmektedir.

Anahtar Kelimeler: Yapay zekâ, bireysel iyi oluş, hemşirelik, dijital sağlık, hayat boyu öğrenme

The Impact of Artificial Intelligence-Based Applications on Personal Well-Being in Healthcare: A Perspective on Digitalization and Lifelong Learning

Abstract

In health practice, AI is increasingly employed not only in clinical decision-making processes but also in promoting psychosocial support, health education, and self-care competence - all critical components of holistic well-being. The aim of this study is to analyze academic publications that examine the impact of artificial intelligence-supported applications in healthcare on individual well-being from the perspective of digitalization and lifelong learning using bibliometric methods. The study used bibliometric analysis to examine 478 peer-

reviewed articles published between 2022 and 2025 in the “Nursing” category of the Web of Science database. Using VOSviewer software, co-occurrence analyses of keywords and collaboration networks among authors, institutions, and countries were visualized. The analysis revealed that terms such as “mental health,” “mental health nursing,” “simulation,” and “nursing students” were prominent within the nursing literature. The year 2024 recorded the highest number of publications, with the United States, Australia, and the United Kingdom identified as the most prolific contributor countries. The results underscore nursing's central role in the digital health transformation and its pivotal position in restructuring services aimed at enhancing personal well-being. It is recommended that in developing countries like Turkey, digital health literacy and ethical training on the effective and equitable use of AI in nursing practice be expanded.

Keywords: Artificial intelligence, personal well-being, nursing, digital health, lifelong learning, health literacy

Giriş ve Amaç

Yapay Zekâ (YZ); öğrenme, akıl yürütme, algılama, karar verme ve doğal dil ile etkileşim gibi insan zekâsı gerektiren görevleri yerine getirebilen sistemler geliştirmeyi amaçlayan bir bilgisayar bilimi alanıdır. Son yıllarda YZ, bireylerin ve toplumların yaşam kalitesini artırma potansiyeli sayesinde pek çok alanda temel bir araç hâline gelmiştir. Özellikle fiziksel, ruhsal ve duygusal sağlık ile çevresel sürdürülebilirlik gibi alanlarda sunduğu çözümlerle bireysel ve toplumsal iyi oluşa önemli katkılar sağlamaktadır (Ruiz-Vanoye et al., 2025).

Yapay zekanın sağlık hizmetlerine entegrasyonu, tıbbi görüntüleme ve tanı, hasta bakımı, tıbbi araştırma, ilaç keşfi, hasta katılımı ve uyumu, rehabilitasyon ve idari görevler olmak üzere çok sayıda uygulamayı kapsamaktadır (Chang, 2019; Kuwaiti vd., 2023). Ruh sağlığı alanında geliştirilen terapötik sohbet robotları ve duygusal durum analizi yapan platformlar, kişiselleştirilmiş ve erişilebilir psikolojik destek sunmaktadır. Yine akıllı cihazlar sayesinde, bireylerin yaşamsal belirtileri izlenerek sağlıklı yaşam alışkanlıkları geliştirmelerine katkıda bulunmaktadır. Klinik kayıtlar, genetik veriler ve beyin görüntüleri gibi büyük veri kümeleri, makine öğrenmesi algoritmalarıyla analiz edilerek psikiyatri gibi alanlarda tanı doğruluğu artırılmakta; bu sayede ruhsal hastalıkların erken saptanması ve daha bilinçli klinik kararların alınması mümkün olmaktadır (Ayhan, 2023). Ayrıca kişiye özgü tedavi planlarının oluşturulmasına katkı sağlayarak, deneme-yanılma yöntemlerinin azaltılması ve ilaç tedavilerinin daha etkin hâle getirilmesi sağlanmaktadır. Tedavi sürecinin yapay zekâ ile gerçek zamanlı olarak izlenmesi, gerektiğinde hızlı müdahale edilmesine olanak tanıyarak terapötik sonuçları ve hastanın iyi oluşunu artırmaktadır (Ayhan, 2023). YZ destekli giyilebilir

teknolojiler, bireylerin fizyolojik ve davranışsal göstergelerini sürekli izleyerek sağlık durumu ve tedaviye yanıt hakkında nesnel veriler sunmaktadır. Bu sayede, nüks veya durum kötüleşmesi gibi erken belirtiler zamanında tespit edilip müdahale edilebilmektedir. Özellikle sanal ve artırılmış gerçeklik gibi teknolojilerle desteklenen YZ uygulamaları, kaygı bozuklukları gibi durumların tedavisinde kullanılabilecek yeni ve etkili terapi ortamları oluşturmaktadır (Ayhan, 2023; Inamdar et al., 2025).

Tüm bu gelişmeler, sağlık hizmetlerinin daha erişilebilir, etkili ve sürdürülebilir olmasına katkı sağlamakta birlikte, bireylerin iyi oluş (well-being) düzeyleri üzerinde de doğrudan ya da dolaylı etkiler yaratmaktadır. İyi oluş kavramı yalnızca fiziksel sağlıkla sınırlı olmayan; bireyin zihinsel, duygusal, sosyal ve çevresel faktörlerle bütünlük bir şekilde ele alınmasını gerektiren çok boyutlu bir olgudur. Ryff ve Singer'in (2008) eudaimonik iyi oluş modeline göre bireyin anlamlı bir yaşam sürmesi, kendi potansiyelini gerçekleştirilmesi ve yaşam doyumunun yüksek olması, genel iyilik halinin temel unsurlarıdır (İri, 2023; Ryff & Singer, 2008). Bireysel iyi oluşun sürdürülmesi ve geliştirilmesi, özellikle kronik hastalıkların arttığı, yaşlı nüfusun büyüdüğü ve bireylerin yaşam tarzlarının giderek daha dijital hale geldiği günümüz toplumlarında büyük önem taşımaktadır (Boyacı et al., 2025). Bu noktada dijitalleşmenin getirdiği olanaklarla bireylerin sağlık verilerine ulaşımı kolaylaşmakta, kendi sağlık durumlarını izleme ve yönetme kapasiteleri artmakta ve böylece öz-bakım becerileri güçlenmektedir (Booth et al., 2021). Yapay zekâ teknolojilerinin bireylerin sağlıkla ilgili farkındalıklarını artırmada, risk faktörlerini erken aşamada belirlemede ve yaşam kalitelerini artıracak önerilerde bulunmada sunduğu potansiyel, iyi oluş kavramının dijital bağlamda yeniden yorumlanmasını gerektirmektedir (Topol, 2019). Bu çalışma, yapay zekâ destekli sağlık uygulamalarının bireysel iyi oluş üzerindeki etkisini hem dijitalleşme hem de hayat boyu öğrenme perspektiflerinden inceleyerek özgün bir yaklaşım sunmayı amaçlamaktadır. Literatürde çoğunlukla teknolojik etkiler klinik çıktılar üzerinden değerlendirilmekte, bireysel düzeydeki psikososyal etkiler, hemşirelik yaklaşımı ve öğrenme boyutu ihmal edilmektedir (Booth et al., 2021). Ayrıca bu çalışma, dijitalleşmenin bireysel güçlenme süreçlerine katkısını görünür kılarak hem akademik literatüre katkı sunmakta hem de hemşirelik eğitimi ve uygulamaları açısından yol gösterici olmayı hedeflemektedir. Sonuç olarak, dijital sağlık teknolojilerinin bireylerin yaşamlarına entegre olması yalnızca sağlık hizmet sunumunun bir dönüşümü değil; aynı zamanda bireylerin kendilerini, sağlıklarını ve yaşam boyu öğrenme rollerini yeniden tanımlamalarını gerektiren bir kültürel ve zihinsel dönüşüm sürecidir. Bu dönüşümün iyi anlaşılması, teknolojinin insan merkezli, kapsayıcı ve etik bir şekilde şekillendirilmesini sağlayacak; hemşirelerin bu süreçte üstlendikleri stratejik rolün daha

görünür hale gelmesine katkı sunacaktır.

Yöntem:

Bu çalışmada nicel araştırma yöntemlerinden bibliyometrik analiz yöntemi kullanılmıştır.

Bibliyometrik analiz, belirli bir konuda yayımlanan bilimsel literatürün yapısını, gelişim sürecini ve eğilimlerini sistematik biçimde incelemeye olanak tanıyan nicel bir yöntemdir (Donthu et al., 2021). Veriler, Giresun Üniversitesi Proxy ayarları üzerinden 2022–2025 yılları arasında yayımlanmış bilimsel makalelerin Web of Science Core Collection veri tabanından 23.04.2025 tarihinde sistematik olarak taranmasıyla elde edilmiştir. İlk taramada 2.449.290 kayıt içinden, sağlıkta yapay zekâ, bireysel iyi oluş ve hayat boyu öğrenme temalarını kapsayan yayınlara odaklanılmıştır. Kullanılan anahtar kelimeler şu şekilde yapılandırılmıştır: ("artificial intelligence" OR "AI" OR "machine learning" OR "deep learning"), AND ("healthcare" OR "digital health" OR "eHealth" OR "mHealth"), AND ("well-being" OR "wellbeing" OR "personal well-being" OR "mental health" OR "quality of life"), AND ("lifelong learning" OR "continuous education" OR "digital literacy" OR "health literacy" OR "digital transformation")

Tarama 2022–2025 yıllarıyla sınırlandırılmış, sadece "article" türündeki yayınlar dahil edilmiş, alan sınırlaması olarak Nursing (Web of Science Category) ve Nursing (Citation Topics Meso) seçilmiş konusal ve tarihsel sınırlamalarla veri seti daraltılarak 478 yayın analiz kapsamına alınmıştır. Veriler dışa aktarılmış ve VOSviewer yazılımı kullanılarak bibliyometrik analiz yapılmıştır. Yayın yılına göre dağılım, en üretken yazarlar, kurumlar, ülkeler ve anahtar kelime eşleşmeleri analiz edilmiştir. Anahtar kelime kümelenmeleri ve eş-oluşum haritaları görselleştirme yoluyla sunulmuştur.

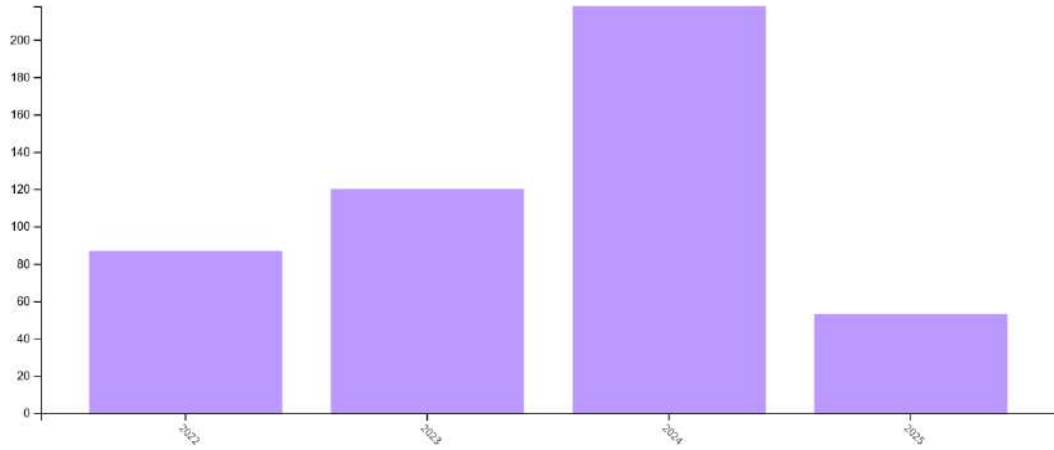
Etik İzin

Bu araştırma, açık erişimli veri tabanlarından elde edilen ikincil verilere dayandığı için etik kurul onayı gerektirmemektedir. Ancak bilimsel etik ilkelerine uygun olarak yürütülmüş ve kaynak gösterimlerinde gerekli özen gösterilmiştir.

Bulgular:

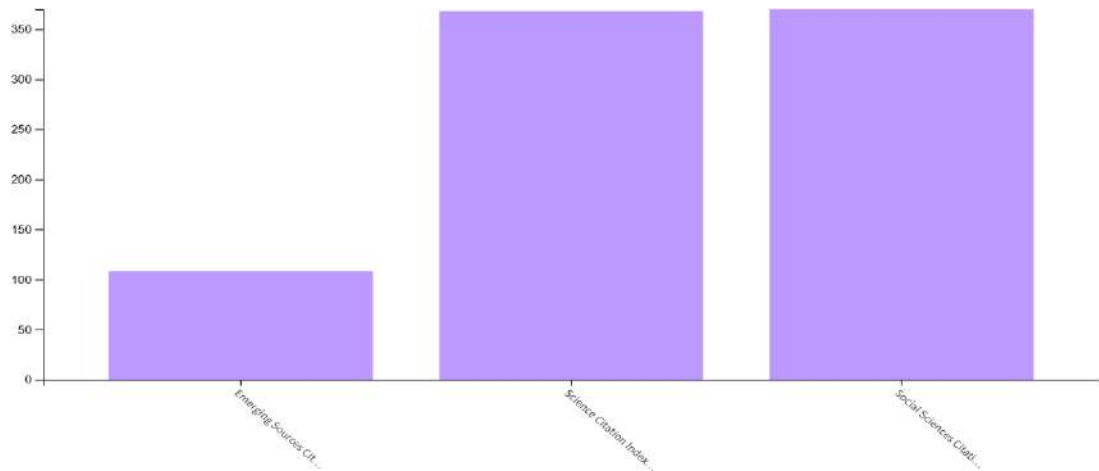
1. Tanımlayıcı Analizler

2022–2025 yılları arasında yayımlanan yapay zekâ, sağlık hizmetleri, iyi oluş ve hayat boyu öğrenme temalı yayın sayısında en yüksek artışın 2024 yılında gerçekleştiği gözlemlenmiştir. Bu bulgu, özellikle pandemi sonrası dönemde dijital sağlık çözümleri ile bireysel iyi oluş ilişkisine olan akademik ilginin belirgin şekilde arttığını göstermektedir.



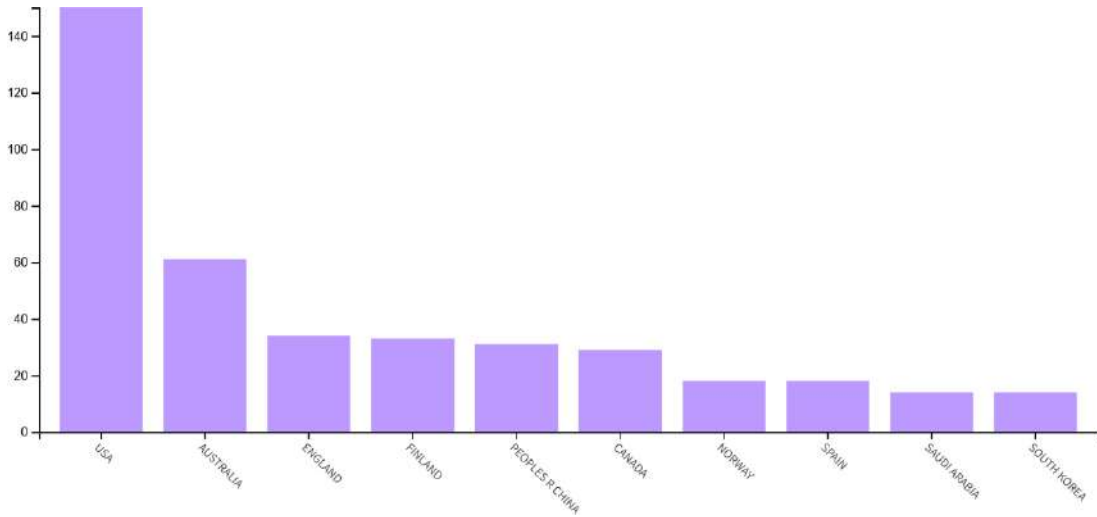
Şekil 1. 2022–2025 Yılları Arasında Yıllara Göre Yayın Sayısındaki Değişim

İncelenen 478 yayının büyük bir kısmının %77,4'ü SSCI (Social Sciences Citation Index) ve %77'si SCI-Expanded (Science Citation Index Expanded) kapsamında yer aldığı belirlenmiştir. Bu durum, sağlıkta yapay zekâ ve iyi oluş temalarının hem sosyal bilimler hem de fen bilimleri literatüründe disiplinlerarası biçimde yoğun ilgi gördüğünü göstermektedir. Ayrıca, yayınların %22,5'inin ESCI (Emerging Sources Citation Index) kapsamında olması, konunun gelişmekte olan alanlarda da yükselen bir eğilim sergilediğini ortaya koymaktadır.



Şekil 2. Ükelere Göre Yayın Sayılarının Dağılımı (2022–2025)

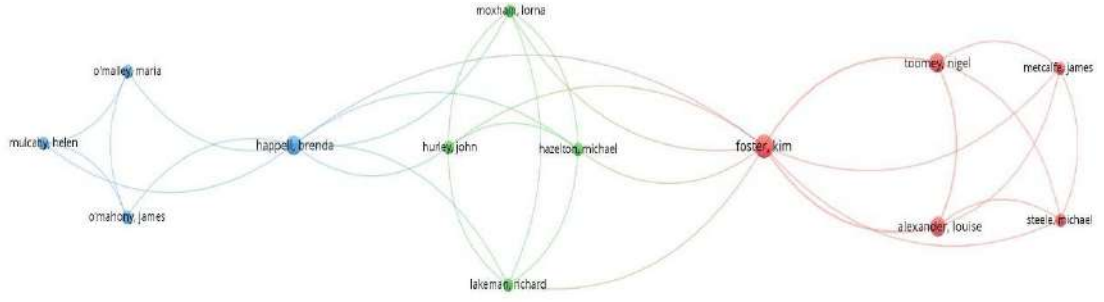
Ükelere göre yayın dağılımına bakıldığında, en fazla sayıda yayının Amerika Birleşik Devletleri (n=150) tarafından üretildiği görülmektedir. ABD'yi sırasıyla Avustralya, İngiltere, Finlandiya, Çin, Kanada ve Norveç izlemektedir. Bu dağılım, sağlıkta yapay zekâ ve bireysel iyi oluş konularında en yüksek akademik üretkenliğin Anglo-Sakson ve dijital sağlık yatırımları güçlü ülkelerde yoğunlaştığını göstermektedir.



Şekil 3. Ükelere Göre Yapay Zekâ ve Bireysel İyi Oluş Temalı Yayınların Sayısal Dağılımı

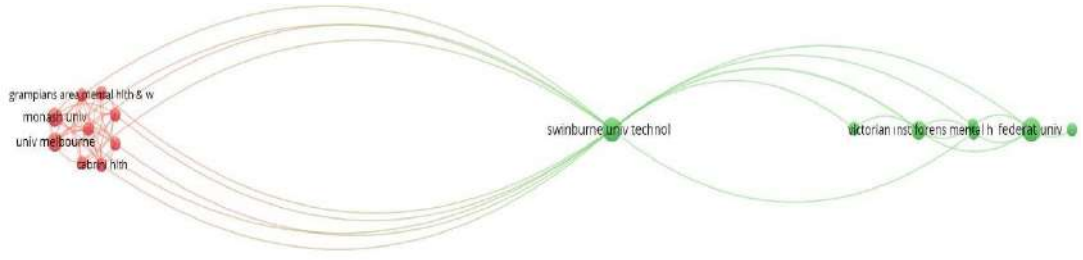
2. Bibliyometrik analizler

Yazarlar arası İş birliği Analizi: VOSviewer ile gerçekleştirilen eş-yazarlık analizine göre toplam 132 yazar belirlenmiş, bu yazarlar arasında 3 ayrı iş birliği kümesi (tespit edilmiştir). En yüksek toplam bağlantı gücüne sahip yazarın Kim Foster olduğu ve bu yazarın 11 bağlantı puanı ile merkezi konumda yer aldığı görülmektedir. Foster ile birlikte Louise Alexander, Nigel Toomey, James Metcalfe ve Michael Steele aynı kümeye dahil olmuş, bu durum bu grubun yoğun iş birliği içinde olduğunu göstermektedir. Diğer iki kümeye ait yazarlar arasında Brenda Happell, Michael Hazelton, Lorna Moxham ve John Hurley gibi isimlerin de etkili bağlantılarla yer aldığı görülmektedir. Bu bulgular, alandaki üretkenliğin belirli araştırma ağlarında kümelendiğini ve disiplinlerarası çalışmalarda bazı akademisyenlerin merkezileştiğini göstermektedir.



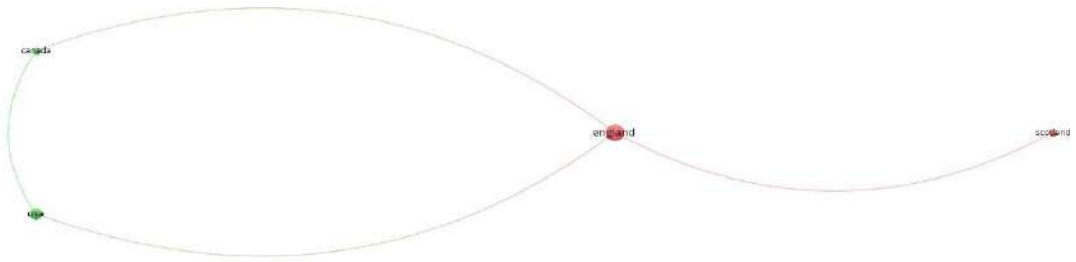
Şekil 4. Yazarlar Arası İş birliği Ağı ve Küme Dağılımı

Kurumlar Arası İş birliği Analizi: Bibliyometrik analizde kurumlar arası iş birliği haritalandırıldığında, 76 kurum eşik değeri karşılamış ve iş birliği gücüne göre 2 kümeye (cluster) ayrılmıştır. Swinburne University of Technology, en yüksek toplam bağlantı gücüne (15) sahip kurum olarak iş birliği ağının merkezinde yer almıştır. Bu kurumu sırasıyla Monash University, University of Melbourne, Australian Catholic University ve University of Wollongong takip etmiştir. Harita üzerinde, Swinburne Üniversitesi'nin hem kendi kümesindeki hem de diğer kümelerdeki kurumlarla çok yönlü bağlantılara sahip olduğu gözlemlenmiştir. Bu durum, sağlıkta yapay zekâ ve bireysel iyi oluş konularında Avustralya merkezli yükseköğretim kurumlarının öncülüğünü ve iş birliği potansiyelini açıkça göstermektedir.



Şekil 5. Kurumsal Ortaklık Ağı ve Küme Dağılımı

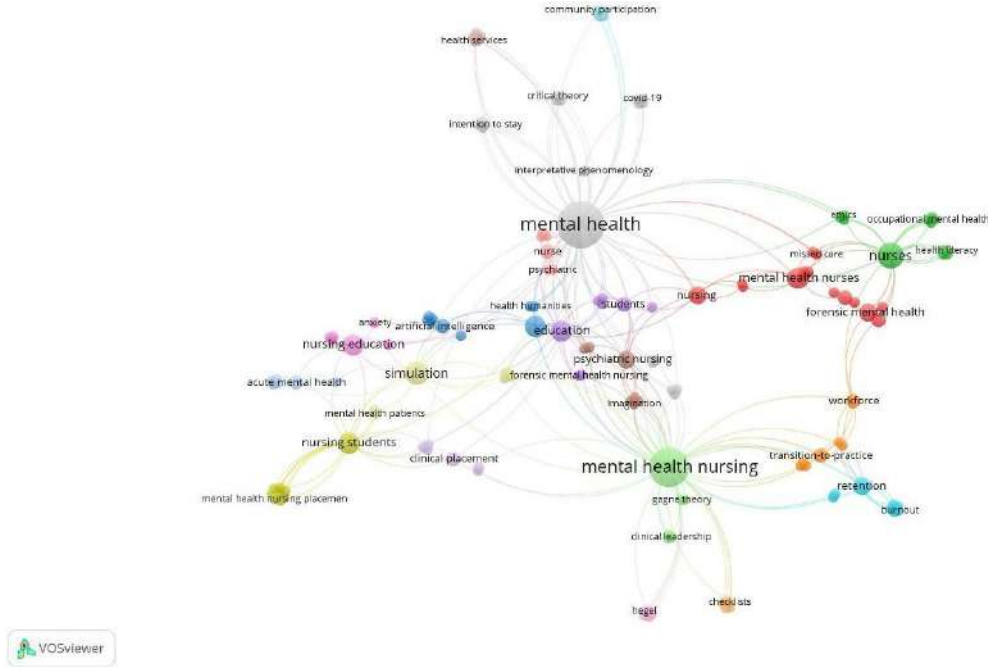
Ülkeler Arası İş birliği Analizi: Ülkeler arası İş birliği haritasında, 21 ülke analiz eşiğini karşılamış ve iki kümeye ayrılmıştır. Avustralya, 16 yayın ve 45 atıfla en yüksek yayın ve atıf sayısına sahip ülke olarak iş birliği ağının merkezinde yer almıştır. İngiltere toplam 36 atıfla ikinci sırada gelirken, Türkiye 2 yayın ve 25 atıfla dikkat çeken ülkelerden biri olmuştur. Görselleştirilen iş birliği ağına göre, İngiltere hem İskoçya hem de ABD ile güçlü bağlara sahiptir. Öte yandan, Kanada ve ABD'nin oluşturduğu ayrı bir küme, bu iki ülke arasındaki akademik iş birliğinin yoğunluğunu göstermektedir. Türkiye ise ağda yer almakla birlikte merkezi bir konumda değildir; bu da uluslararası ortaklıkların artırılması gerektiğini işaret etmektedir.



Şekil 6. Ülkeler Arası Ortak Yayın Ağı ve Kümeleşme Yapısı

Anahtar Kelime Eşgörünüm Analizi: Anahtar kelimeler üzerinden yapılan eşgörünüm analizinde 151 terim 23 kümeye ayrılmıştır. "Mental health" ve "mental health nursing" terimleri en sık kullanılan ve en yüksek bağlantı gücüne sahip anahtar kelimeler olarak ön plana

çıkılmaktadır. Bu kavramlar etrafında “nursing students”, “simulation”, “education” ve “psychiatric nursing” gibi terimlerle güçlü tematik ilişkiler kurulduğu gözlemlenmiştir. Bu durum, literatürde ruh sağlığı hemşireliğinin eğitim ve uygulama boyutlarıyla yoğun şekilde çalışıldığını ortaya koymaktadır.



Şekil 7. Anahtar Kelimeler Arası Eşgörünüm Ağı ve Tematik Küme Dağılımı

Sonuç ve Öneriler

Bu çalışmada elde edilen bulgular, sağlık alanında yapay zekâ destekli uygulamaların bireysel iyi oluşla ilişkisinin giderek artan bir akademik ilgiye konu olduğunu göstermektedir. 2022 - 2025 yılları arasında yayınlanan çalışmaların önemli bir bölümü 2024 yılında yoğunlaşmış; bu durum, özellikle pandemi sonrası dönemde bireysel sağlık çözümleri ve dijital dönüşümün öneminin arttığını ortaya koymuştur. Bibliyometrik analiz bulguları, "mental health" ve "mental health nursing" anahtar kavramları etrafında şekillenen akademik üretimin; eğitim, simülasyon, hemşirelik öğrencileri ve psikiyatrik hemşirelik gibi tematik alanlarla derinlemesine bağlantılar kurduğunu göstermektedir.

Yazar, kurum ve ülke düzeyinde yapılan iş birliği analizleri, alandaki üretimin belirli akademik ağlarda yoğunlaştığını ve özellikle Avustralya, İngiltere ve ABD gibi dijital sağlık yatırımları güçlü ülkelerin öncü konumda yer aldığını ortaya koymuştur. Türkiye'nin yayın ve atıf sayısı görece düşük olmakla birlikte dikkat çeken bir artış eğilimindedir ve bu bağlamda uluslararası iş birliklerinin artırılması stratejik bir gereklilik olarak değerlendirilmektedir. Bu araştırmanın sonuçlarına göre öneriler ise şu şekildedir:

- Türkiye gibi gelişmekte olan ülkelerde, sağlıkta yapay zekâ uygulamalarına ilişkin

akademik üretkenliği artırmak amacıyla uluslararası ortaklıkların güçlendirilmesi gerekmektedir.

- Ruh sağlığı, eğitim teknolojileri ve dijital sağlık hizmetleri gibi çok disiplinli alanlarda yürütülen çalışmaların desteklenmesi, bireysel iyi oluşu merkeze alan yenilikçi yaklaşımların geliştirilmesine katkı sağlayacaktır.

- Sağlık çalışanlarının dijital okuryazarlığını geliştirmeye yönelik hayat boyu öğrenme politikaları teşvik edilmeli; sağlıkta yapay zekâ destekli hizmetlerin etkili, etik ve kapsayıcı biçimde kullanılabilmesi için düzenleyici çerçeveler oluşturulmalıdır.

- Gelecekte yapılacak araştırmalarda yapay zekânın sadece klinik çıktılar üzerindeki değil, bireyin psikososyal ve duygusal iyi oluşu üzerindeki etkileri de daha derinlemesine incelenmelidir.

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Ebeveynlerin Teknoloji Kullanım Alışkanlıklarının 48-60 Aylık Çocukların Aile Algılarına Yansıması

Doç. Dr. Pınar AKSOY

Tokat Gaziosmanpaşa Üniversitesi Eğitim Fakültesi Temel Eğitim Bölümü Okul Öncesi

Eğitimi Anabilim Dalı, aksoypnr@gmail.com

ORCID: 0000-0001-6107-3877, TÜRKİYE

Esra KABACA

Tokat Gaziosmanpaşa Üniversitesi Lisansüstü Eğitim Enstitüsü Temel Eğitim Anabilim Dalı

Okul Öncesi Eğitimi Bilim Dalı Yüksek Lisans Öğrencisi, esra.kabaca@gop.edu.tr

ORCID: [0009-0008-5966-9071](https://orcid.org/0009-0008-5966-9071), TÜRKİYE

Özet

Günümüzde teknolojik araçların aile yaşamındaki önemi hızla artmakta, bu durum çocukların aile içi ilişkileri algılayış biçimini doğrudan etkilemektedir. Özellikle çocukların duygusal ve sosyal gelişimlerinin temelini atıldığı okul öncesi dönemde, ebeveynlerin teknolojiyle olan ilişkilerinin çocukların aile bağlarını nasıl deneyimlediği üzerinde belirleyici olabilmektedir. Çocuklar, gelişim süreçlerinde çevrelerini gözlemleyerek öğrenirken, ebeveynlerin bu yöndeki tutum ve davranışları onların benlik algısı, sosyal becerileri ve sosyal uyumları üzerinde önemli yer tutmaktadır. Buna karşın, sınırlı dil becerileri ve iletişim yetisi nedeniyle duygularını ifade etmekte zorlanan bu yaş grubundaki çocuklar, resim yapma gibi yaratıcı yollarla kendilerini daha rahat dışa vurmakta; bu yönde yapılan çocuk resimleri de aile içi ilişkileri ve dinamikleri hakkında önemli ipuçları sunmaktadır. Bu çalışmanın amacı, ebeveynlerin teknoloji kullanım alışkanlıklarının 48-60 aylık çocukların aile algılarına yansımasını incelemektir. Araştırmada açımlayıcı sıralı karma desen kullanılmıştır. Çalışma grubunu, Tokat Merkez’de anaokuluna devam eden 48-60 aylık çocuklar ve ebeveynleri oluşturmuştur. Çalışmanın nicel verileri ebeveynlere yönelik “Teknoloji Kullanım Alışkanlığı Ölçeği” ile toplanırken, nitel çalışma verileri de çocuklara verilen “Bir aile çiz” yönergesi eşliğinde yapılan resimler ile bu resimler üzerine gerçekleştirilen yarı yapılandırılmış görüşmelerle toplanmıştır. Çalışma verilerinin analizinde betimsel analiz kullanılmış; frekans (f) ve yüzde (%) değerlerine bakılmıştır. Bulgular, teknoloji kullanımı düşük olan ebeveynlerin çocuklarının daha sıcak, yakın ve etkileşim odaklı aile temsilleri çizdiğini göstermiştir. Buna karşılık, teknoloji kullanım düzeyi yüksek ebeveynlerin çocukları çizimlerinde iletişim eksikliği, mesafe ve duygusal kopukluk unsurlarına yer vermiştir. Çalışma sonuçları, çocukların aile yaşantılarını ve aile içi ilişki ağlarını doğrudan gözlemlediklerini ve bunu çizimlerine yansıttıklarını göstermiştir. Araştırma, 48-60 aylık çocukların aile kavramına yönelik iç dünyalarını anlamada aile çizimlerinin etkili bir araç olduğunu ortaya koymakta; ayrıca ebeveynlerin dijital medya ile ilişkilerini gözden

geçirmeleri ve çocuklarıyla daha kaliteli zaman geçirmeye özendirilmesi gerektiğine işaret etmektedir. Bu doğrultuda, ailelere yönelik bilinçlendirme çalışmalarının artırılması ve medya okuryazarlığı eğitimleri önerilmektedir.

Anahtar Kelimeler: Okul Öncesi Dönem, Çocuk Resimleri, Aile Çizimleri, Teknoloji Bağımlılığı.

The Reflection of Parents' Technology Use Habits on the Family Perceptions of 48–60-Month-Old Children

Abstract

Today, the importance of technological tools in family life is rapidly increasing, which directly affects the way children perceive family relationships. Especially in the preschool period, when the foundation of children's emotional and social development is laid, parents' relationships with technology can be decisive on how children experience family ties. While children learn by observing their environment in their developmental processes, parents' attitudes and behaviors in this direction have an important place on their self-perception, social skills and social adaptation. On the other hand, children in this age group, who have difficulty in expressing their emotions due to their limited language and communication skills, express themselves more easily through creative means such as drawing; children's drawings made in this direction provide important clues about family relationships and dynamics. The aim of this study is to examine the reflection of parents' technology use habits on the family perceptions of 48-60 month old children. Exploratory sequential mixed design was used in the study. The study group consisted of 48-60-month-old children attending kindergarten in Tokat Center and their parents. While the quantitative data of the study were collected with the “Technology Use Habits Scale” for parents, the qualitative study data were collected with the drawings made with the instruction “Draw a family” given to children and semi-structured interviews conducted on these drawings. Descriptive analysis was used to analyze the study data; frequency (f) and percentage (%) values were analyzed. The findings showed that children of parents with low technology use drew more warm, close and interaction-oriented family representations. On the other hand, children of parents with high levels of technology use included elements of lack of communication, distance and emotional disconnection in their drawings. The results of the study showed that children directly observed family life and intra-family relationship networks and reflected this in their drawings. The study reveals that family drawings are an effective tool in understanding the inner worlds of 48-60-month-old children regarding the concept of family; it also points out

that parents should review their relationships with digital media and be encouraged to spend more quality time with their children. In this direction, it is recommended to increase awareness-raising activities for families and media literacy trainings.

Keywords: Preschool Period, Children's Drawings, Family Drawings, Technology Addiction.

Giriş

Çocukların kişilik gelişimi büyük ölçüde sosyal çevreleriyle kurdukları etkileşimler yoluyla şekillenmektedir. Bu süreçte en önemli rol modelleri olan yetişkinlerin, özellikle de ebeveynlerin davranışlarını gözlemleyerek ve taklit ederek öğrenmektedirler. Ebeveynlerin çocuk yetiştirme sürecindeki tutumları, çocukların bireysel ve psiko-sosyal gelişiminde belirleyici bir etkiye sahiptir. Bu bağlamda, ebeveynlik öz yeterliliği, ebeveynlerin çocuklarını yetiştirme sürecinde kendilerini ne derece yeterli gördükleri ve sahip oldukları ebeveynlik becerilerinin farkında olup olmamalarıyla ilişkilidir. Ebeveynin kendi yeterliliğine duyduğu güven, çocuğun duygusal ve sosyal gelişimini doğrudan etkileyen önemli bir faktör olarak öne çıkmaktadır. Çocuklar, ebeveynlerinin davranışlarını yalnızca gözlemlemekle kalmamakta, aynı zamanda bu davranışları içselleştirerek kendi kişilik yapılarını da bu doğrultuda biçimlendirmektedir. Ebeveynin sergilediği davranış biçimleri ve benimsediği tutumlar, çocuğun benlik algısının ve kişilik yapısının temel taşlarını oluşturmaktadır (Bandura, 1986; Coleman & Karraker, 1998; Jones & Prinz, 2005; Öksüz, 2002).

Çocuğun kendini değerli hissetmesi, çevresiyle sağlıklı ilişkiler kurabilmesi ve öz saygı geliştirmesi açısından aile içi iletişimin niteliği kritik bir öneme sahiptir. Aile üyeleri arasında kurulan güvene dayalı, açık ve destekleyici iletişim, çocuğun sağlıklı bir benlik gelişimi göstermesine katkı sağlamaktadır (Oktay, 2007). Günümüzde teknolojik ürünler, insan yaşamını kolaylaştıran en önemli araçlardan biri haline gelmiştir. Horzum vd.'nin (2014) de belirttiği gibi, bu teknolojik araçlar modern yaşamın vazgeçilmez bir parçası olmuştur. Özellikle akıllı telefonlar, tabletler ve bilgisayarlar gibi akıllı cihazlar, bireylerin günlük yaşamlarında yoğun bir biçimde yer almakta ve dijitalleşmenin temel taşı konumundadır. Aile yapısı içinde hem ebeveynlerin hem de çocukların çeşitli nedenlerle bu cihazlarla geçirdikleri zamanın giderek arttığı gözlemlenmektedir. Bu artış, özellikle gelişimsel sürecini henüz tamamlamamış olan çocuklar üzerinde önemli etkiler yaratmaktadır. Yetişkinler için günlük yaşamın doğal bir unsuru hâline gelen internet, çocukların da ilgisini çekmekte ve onların yaşam dünyasını etkisi altına almaktadır. Aydın'ın (2013) ifade ettiği üzere, özellikle okullarda yapılan çalışmalarda dijital platformlardaki çevrimiçi oyunlar ve sosyal medya ağlarının, çocuklar ve gençler arasında en yaygın ve popüler dijital etkinlikler olduğu görülmektedir.

Bilgisayar, tablet ve akıllı telefonlar; ebeveyn denetiminde, bilinçli ve sınırlı bir şekilde kullanıldığında çocukların bilişsel ve sosyal gelişimlerine katkı sunabilmektedir. Ancak Çamurdan'a (2007) göre, bu teknolojik araçların kontrolsüz ve sınırsız biçimde kullanılması, çocuklar açısından çeşitli olumsuz sonuçları da beraberinde getirebilmektedir. Bu bağlamda, teknoloji kullanımında ebeveyn rehberliği ve dijital farkındalık, çocukların sağlıklı gelişimi açısından kritik bir öneme sahiptir.

Günümüzde sosyal medya, ebeveynlerin çocuk yetiştirme süreçlerinde bilgi edinme, deneyim paylaşma ve destek alma açısından fayda sağlayabilecek bir araç olarak görülmektedir. Buna karşın, bu mecraanın aşırı ya da bilinçsiz kullanımı, aile içi ilişkiler üzerinde olumsuz etkiler yaratabilmektedir. Akar (2010), sosyal medya ve internetin problemleri kullanımının, ebeveynlerin çocuklarıyla kurdukları ilişkilerde çeşitli sorunlara yol açabileceğini belirtmektedir. Sakakihara vd. (2019) da bu durumu destekleyerek, medya ve internetin aşırı ya da bağımlılık düzeyindeki kullanımının, ebeveynlerin çocuklarına yeterince zaman ayıramamalarına ve onları ihmal etmelerine neden olabileceğini ifade etmektedir. Bu tür ihmaller, ebeveyn-çocuk ilişkisinde duygusal bağın zayıflamasına, çocuğun duygusal ihtiyaçlarının karşılanamamasına ve dolayısıyla gelişimsel risklerin artmasına zemin hazırlayabilmektedir. Özellikle ebeveynin büyük bir zaman dilimini çevrimiçi ortamlarda geçirmesi, çocuğun ilgi, sevgi ve bakım gibi temel ihtiyaçlarını fark etmesini ve bu ihtiyaçlara zamanında yanıt vermesini güçleştirebilmektedir. Bu durum, çocuğun hem psikolojik hem de sosyal gelişimini olumsuz yönde etkileyerek, güvenli bağlanma ve sağlıklı bir benlik gelişimi gibi kritik gelişim alanlarında sorunlara neden olabilmektedir. Ebeveynlerin kişilik özellikleri, duygusal eğilimleri ve ilgi alanları, çocukların gelişiminde hem doğrudan hem de dolaylı yollarla etkili olabilmektedir. Özellikle anne ve babaların kitap okuma, spor yapma ya da sanatsal etkinliklere katılma gibi bireysel ilgileri, çocuklar için model oluşturmakta ve onların da bu tür alanlara yönelimlerinde belirleyici rol oynamaktadır (Akkoyunlu, 2002). Bu bağlamda, ebeveynlerin sergiledikleri davranışlar ve yaşam tercihleri, çocukların değer yargıları ve ilgi alanlarının şekillenmesinde önemli bir referans noktası hâline gelmektedir.

Nitekim Arslan'ın (2004) gerçekleştirdiği bir araştırma, ebeveynlerin bilgisayar oyunu oynama eğilimleri ile çocuklarının bu tür oyunlara olan ilgileri arasında pozitif yönde anlamlı bir ilişki olduğunu ortaya koymuştur. Bu bulgu, çocukların ebeveynlerini birer rol model olarak benimsediklerini ve onların davranışlarını taklit ederek kendi alışkanlıklarını geliştirdiklerini göstermektedir. Dolayısıyla, ebeveynlerin gündelik yaşamda benimsedikleri tutum ve alışkanlıklar, çocukların sosyal ve bilişsel gelişimleri üzerinde doğrudan etkili olabilmektedir. Günümüzde yapılan araştırmalar, teknolojinin aşırı ve kontrolsüz kullanımının çocuklar

üzerinde ciddi fiziksel ve psikolojik etkiler yaratabileceğini ortaya koymaktadır. Özellikle ekran başında geçirilen sürenin artması, çocukların dikkat sürelerinde azalmaya, sosyal çevrelerinden uzaklaşmalarına, uyku düzenlerinin bozulmasına, sağlıksız beslenme alışkanlıklarına ve dolayısıyla obezite riskinin artmasına neden olabilmektedir. Ayrıca, bu durum çocuklarda depresyon ve benzeri ruhsal sorunların görülme olasılığını da artırmaktadır. Teknolojik cihazlarla geçirilen sürenin fazlalığı, çocukların hem zihinsel hem de fiziksel gelişimlerini olumsuz yönde etkileyebilmektedir. Özellikle gelişim çağındaki çocuklarda ekran içerikli cihazların uzun süreli kullanımı; postür (vücut duruşu) bozuklukları, göz yorgunluğu ve buna bağlı çeşitli sağlık problemleriyle ilişkilendirilmektedir (Cain & Gradisar, 2010; Christakis vd., 2004; Övür, 2017; Sahoo vd., 2015; Twenge & Campbell, 2018).

Kontrolsüz internet ve sosyal medya kullanımının çocuk ve ergenlerde depresyon, kaygı bozukluğu ve düşük benlik saygısı gibi ruhsal rahatsızlıklarla bağlantılı olduğu, Bilge vd.'nin (2020) çalışmasında ifade edilmiştir. Bunlara ek olarak, aşırı teknoloji kullanımı çocukların dikkat, hafıza ve problem çözme gibi bilişsel becerilerini de olumsuz yönde etkileyebilmektedir. Dinç (2015) ve Rodideal (2018) tarafından yapılan çalışmalar, teknolojiye maruz kalma süresiyle bilişsel performans arasında negatif bir ilişki olduğunu ortaya koymuştur. Bu bulgular, dijital medyanın sınırsız ve bilinçsiz kullanımının çocuk gelişimi üzerindeki potansiyel zararlarını gözler önüne sermektedir. Çocukların teknolojiyi sağlıklı bir biçimde kullanabilmeleri ve olası olumsuz etkilerden korunmaları, büyük ölçüde ebeveynlerin bilinçli tutumlarıyla mümkündür. Bu noktada, anne ve babaların yalnızca bireysel düzeyde değil, aynı zamanda okullarla iş birliği içinde hareket etmeleri büyük önem taşımaktadır. Akkoyunlu & Tuğrul'un (2002) da vurguladığı gibi, çocukların teknolojiyle olan ilişkilerinin olumlu yönde gelişebilmesi için ebeveynlerin bilinçli davranmaları ve eğitim kurumlarıyla koordineli hareket etmeleri gerekmektedir. Yavuzer (2024), çocukların ilk ve en önemli eğitim kurumunun aile olduğunu ifade ederken, ebeveynlerin çocuklarını yaşamın farklı alanlarına ilişkin bilinçlendirmeleri gerektiğinin altını çizmektedir. Ona göre ailenin çocuk üzerindeki etkisi çok yönlüdür ve şu biçimlerde kendini göstermektedir:

- Aile, çocuğun toplum içinde varlık göstermesine yardımcı olmaktadır.
- Sosyal ve mesleki yaşamda başarılı olabilmeleri adına çocuklara yön verici bilgiler sunmaktadır.
- Çocuğun kişilik özelliklerinin ve bireysel yeteneklerinin keşfinde yol gösterici rol üstlenmektedir.
- Hayatta karşılaşılabilecekleri sorunların çözümünde destekleyici olmaktadır.

- Toplum tarafından kabul görmüş genel ahlaki ve sosyal davranış kalıplarını çocuklara kazandırmaktadır.
- Çocuğa güven duygusu aşılayarak sağlıklı bir benlik gelişimine katkıda bulunmaktadır.
- Ahlaki davranışların kazanımında örnek teşkil etmektedir.
- Çocuğun sosyal ortamlarda kendine yer bulabilmesi için model olmaktadır.

Bu çerçevede değerlendirildiğinde, ailenin hem teknolojik hem de sosyal gelişim açısından çocuğun rehberi ve ilk öğretmeni olduğu açıktır. Bu nedenle, ebeveynlerin çocuklarıyla kurdukları etkileşimlerde bilinçli, yönlendirici ve destekleyici bir tutum benimsemeleri, onların sağlıklı bireyler olarak yetişmeleri adına hayati öneme sahiptir. Aile içi ilişkilerin niteliği, çocukların özgüven ve özsaygı gelişiminde belirleyici bir rol oynamaktadır. Bayraktar'a (1995) göre, iletişimi güçlü, hoşgörölü, esnek, kendine güvenen ve çocuklarına güven duygusu aşılayan ebeveynlere sahip çocukların özgüven ve özsaygı düzeyleri yüksek olmaktadır. Benzer şekilde, Yavuzer (2024), ebeveynin çocuğuna karşı sergilediği ilgili ve destekleyici tutumların, çocuğun kendine duyduğu güveni artırdığını, buna karşılık ihmal edici ve dışlayıcı davranışların özgüvenin azalmasına yol açtığını belirtmektedir. Ebeveyn veya bakım veren kişiyle kurulan bağın niteliği, bireyin ileriki yaşamında diğer insanlarla kuracağı ilişkilerin temelini oluşturmaktadır. Soner (1995), erken dönem bağlanma ilişkilerinin güven duygusu, benlik saygısı ve sosyal ilişki kurma becerileri üzerinde uzun vadeli etkiler yarattığını ifade etmektedir. Kurulan bağın sağlamlığı, bireyin kendi yaşamında oluşturacağı sosyal ilişkilerin de sağlıklı ve güven temelli olmasını desteklemektedir. Öte yandan, ebeveyn-çocuk arasındaki güvenli bağlanmanın çocuklarda ilgi ve merak duygusunu geliştirdiği, bu durumun da bilişsel ve duyuşsal gelişimi desteklediği bilinmektedir. Ancak özellikle okul öncesi dönemde oldukça kritik olan dikkat toplama ve görsel algı becerileri, çocukların uzun süre ekran karşısında kalmaları durumunda olumsuz etkilenebilmektedir (Cengiz, 2002). Bu nedenle, ebeveynlerin yalnızca çocuklarının değil, kendi ekran kullanım sürelerine de dikkat etmeleri, çocuklara model oluşturma açısından büyük önem taşımaktadır.

Yapılan araştırmalar, ebeveynlerin ekran kullanımıyla çocukların ekran alışkanlıkları arasında güçlü bir ilişki olduğunu ortaya koymaktadır. Örneğin, Kubik vd.'nin (2017) 8-12 yaş aralığındaki çocuklarla yürüttükleri çalışmada, ebeveynlerin televizyon izleme süreleri ile çocukların televizyon izleme süreleri arasında pozitif yönde bir ilişki bulunmuştur. Aynı çalışmada, ekran kullanım süresi daha az olan ebeveynlerin, çocuklarına bu konuda daha belirgin sınırlar koyabildikleri ve kural koyucu tutumlarının daha belirgin olduğu gözlemlenmiştir. Benzer şekilde, Jago vd. (2012) 3-10 yaş arasındaki çocuk ve ebeveynleriyle gerçekleştirdiği geniş ölçekli araştırma da ebeveynlerin televizyon ve diğer görsel medya araçlarıyla geçirdikleri süre ile çocuklarının bu cihazlarla etkileşim süreleri arasında anlamlı ve

güçlü bir ilişki olduğunu ortaya koymuştur. Birken vd.'nin (2011) yürüttükleri çalışmalarda da benzer sonuçlara ulaşılmış; ailede ekran süresinin artmasının çocukların ekran karşısında geçirdikleri zamanı da doğrudan artırdığı saptanmıştır. Ayrıca, Kubik vd.'nin (2017) bulguları, ebeveynlerin yalnızca kural koyuculuk değil, aynı zamanda örnek oluşturma yoluyla da çocukların medya kullanım alışkanlıklarını etkileyebileceğini göstermektedir. Bu bağlamda, ebeveynlerin kendi medya kullanım davranışlarının, çocuklara yönelik sözlü yönlendirmelerden daha etkili olabileceği vurgulanmaktadır.

Bireysel olarak teknoloji kullanımı, sosyal çevreden uzaklaşmayı beraberinde getirdiği için, hem aile içi iletişimi hem de toplumsal etkileşimi zayıflatmakta ve bireyleri yalnızlaşmaya itmektedir. Ancak dijital teknolojilerin, aile bireylerinin birlikte vakit geçirdiği ve ortak deneyimler edildiği bir araç olarak kullanılması durumunda, aile içi ilişkileri güçlendirme potansiyeline sahip olduğu ifade edilmektedir (Hazer, 2020; Syahril vd., 2024). İletişim teknolojilerinde yaşanan hızlı gelişmelerle birlikte, toplumsal yapıda köklü değişimler meydana gelmiş ve bu dönüşüm, toplumun temel kurumu olan aileyi de doğrudan etkilemiştir. Çocuk, dünyaya geldiği andan itibaren ilk eğitimini aile ortamında almakta iken; aile, çocuğun sosyal, psikolojik, ekonomik, toplumsal, hukuksal ve ahlaki gelişiminde temel bir rol oynamaktadır (Aksoy, 2016; Demiriz & Öğretir, 2007). Bu nedenle, çocuğun aile içerisindeki konumu; onun sosyal gelişimi ve kişilik yapısının oluşumunda oldukça belirleyici bir faktördür. Sağlam'a (2011) göre, çocukların sağlıklı bireyler olarak yetiştirilebilmesi için, aile içindeki olası çatışma durumlarından, sosyal izolasyondan ve olumsuz davranışlardan korunmaları son derece önemlidir. Bu bağlamda, sağlıklı aile ortamlarının çocukların sosyal ve duygusal bağlarını doğrudan destekleyeceği ve beraberinde aile içi dinamikleri güçlendirme potansiyeline sahip olduğu öne çıkmaktadır. Bu çerçevede, ebeveynlerin dijital teknolojiyi nasıl ve ne şekilde kullandıklarının, çocukların aile içi ilişkileri algılama biçimlerini etkilemesi olası görülmektedir. Okul öncesi dönem çocuklarında henüz yazılı ifade becerileri gelişmemiş olduğundan, kendilerini genellikle sözel yollarla ifade etmektedir. Bu dönem çocuklarının en güçlü ifade biçimlerinden biri de resimdir. Resim dili, çocuklarda sözel dilden önce gelişmektedir ve onların iç dünyasını yansıtan önemli bir iletişim aracıdır. Birçok araştırma (Çetin ve Güneş, 2019; Bonoti, & Misailidi, 2006; Jolley vd., 2004), çocukların çizimlerinin, bastırılmış ya da ifade etmekte zorlandıkları duygu ve düşüncelerin dışavurumu niteliğinde olduğunu ortaya koymuştur. Bu bağlamda çocukların çizimleri, onların iç dünyalarına açılan bir pencere olarak değerlendirilmekte ve duygu-düşüncelerinin yansımalarını taşıdığı kabul edilmektedir. Çocuk resimleri; onların nesnel dünyayla kurduğu ilişkinin, çevrelerinde olup biteni anlamlandırma ve yeniden yapılandırma çabasının sembolik bir ifadesidir. Her bir çizgi, çocuğun yaşantılarına

dair bir simge niteliği taşımakta ve onun sosyal, duygusal, bilişsel gelişim alanlarına dair ipuçları sunmaktadır. Hayal edilen ile yaşanan arasında bir köprü kuran bu çizimler; çocukların duygusal boşalım yaşamalarını, içsel çatışmalarını ifade etmelerini ve rahatlamlarını da sağlamaktadır. Resim, çocuk için sadece bir sanat etkinliği değil, aynı zamanda bir iletişim aracıdır. Resim yaparken çocuklar kendilerini özgürce ifade edebilmekte, iç dünyalarında yaşadıkları çatışmaları, korkuları, mutlulukları ve özlemleri yüzeye çıkarmaktadır. Bu süreç, çocuklar için hem terapötik bir deneyim sunmaktadır hem de keyifli bir etkinliktir. Özellikle çocukların çizdiği aile resimleri, aile içi dinamikleri anlamada oldukça işlevseldir. Bu resimler, çocukların aile bireylerini nasıl algıladıkları, kimlerle daha yakın bir bağ kurdukları ya da kimlerle iletişim sorunları yaşadıkları konusunda ipuçları verir (Akalin, 2008; Bonoti, & Misailidi, 2006; Sağlam, 2011; Şansal, 2014). Aile çizimlerinde figürlerin yerleşimi, büyüklükleri, çizim sıraları, yüzlerin birbirine dönük olup olmaması gibi unsurlar; aile içi iletişim, etkileşim ve paylaşım düzeyini değerlendirmede önemli veriler sunmaktadır (Metin, 2009). Örneğin, çocuk çiziminde en büyük ve merkeze yerleştirilen figür, çocuğun duygusal olarak en fazla değer verdiği kişiyi temsil ederken; küçük ya da son çizilen figürler, çocuk için daha az önem taşıyan ya da ilişkisel olarak uzak hissedilen bireyleri temsil edebilmektedir (Ekinci, 2008). Çocuğun çizdiği aile resmi; onun gözünde anne, baba, kardeş gibi aile üyelerinin ne anlam ifade ettiğini, aile içindeki yerini nasıl algıladığını, mutlu ya da huzursuz eden faktörleri ve ihtiyaç duyduğu desteğin niteliğini anlamada derinlemesine bilgiler sunmaktadır (bkz Çetin ve Güneş, 2019; Koppitz, 1968; Yavuzer, 2023). Bu yönüyle çocuk resimleri, onların iç dünyalarını çözümlemek isteyen yetişkinler için adeta bir mektup niteliği taşımakta iken sözcüklerle ifade edemediklerini, çizgilerle dile getirdikleri sembolik anlatılar olarak değerlendirilmektedir. Bu noktalardan hareketle yürütülecek bir çalışmada, ebeveynlerin teknoloji kullanım alışkanlıklarının aile algısı üzerindeki etkisinin belirlenmesinde çocuk resimlerine başvurulması, sadece görsel anlatımların analitik gücünden faydalanılmasını sağlamamakta ve aynı zamanda çocukların aile algılarının bilimsel anlamda incelenmesinde daha bütüncül bir anlayışla daha zengin bilgilere ulaşılmasına kaynaklık etmektedir.

Yöntem

Araştırma modeli

Bu çalışma, 48-60 aylık çocuğu olan ebeveynlerin teknoloji kullanım alışkanlıklarının belirlenmesinde nicel araştırma yöntemlerinin, düşük ve yüksek teknoloji kullanım alışkanlığı olan ebeveynlerin çocukların aile algılarının belirlenmesinde nitel araştırma yöntemlerinin kullanıldığı karma desen bir araştırmadır. Araştırmada önce ebeveynlerin teknoloji kullanım

alışkanlıklarının belirlenmesi için nicel veriler toplanmış, ardından düşük ve yüksek teknoloji kullanım alışkanlığı olduğu belirlenen bir grup ebeveynin çocukları ile aile çizimleri eşliğinde yarı yapılandırılmış görüşmeler yoluyla nitel veriler elde edilmiştir. Bu bağlamda, çalışma nicel ve nitel araştırma yöntemlerinin ardışık biçimde kullanıldığı açıklayıcı sıralı karma desen doğrultusunda tasarlanmıştır. Bu desen, Creswell & Plano Clark'a (2018) göre; nicel verilerle elde edilen bulguların daha derinlemesine anlaşılması için nitel verilerle desteklendiği araştırma türlerini kapsamaktadır.

Çalışma grubu

İki farklı aşamada yürütülen bu çalışmada, iki ayrı çalışma grubu yer almaktadır. İlk olarak çalışmanın nicel kısmına ilişkin olarak çocuğu anaokulunda okul öncesi eğitime devam etmekte olan ebeveynlerle çalışılmıştır. Ardından ikinci aşama kapsamında ise çalışmanın nitel kısmına ilişkin olarak anaokulu çocuklarının kendileri ile çalışılmıştır. Çalışmanın birinci aşama verilerini 2024-2025 öğretim yılında (Güz dönemi'nde) Tokat Merkez'deki 3 farklı anaokulunda eğitim görmekte olan çocukların ebeveynleri oluşturmaktadır. İkinci aşamadaki verileri ise düşük ve yüksek teknoloji kullanım düzeyine sahip olduğu belirlenen toplam 14 ebeveynin 48-60 aylık çocukları oluşturmaktadır. Çalışmaya katılan ebeveynlerin hepsi annedir. Yüksek düzeyde teknoloji kullanımına sahip olan bu ebeveynlerin çocuklarının 3'ü kız, 4'ü erkek iken; düşük düzeyde kullanımına sahip olan ebeveynlerin çocuklarının ise 4'ü kız, 3'ü erkektir. Çalışma grubunda yer alan çocukların (n=14) toplam 7'si kız ve 7'si erkektir.

Veri Toplama Araçları ve Verilerin Toplanması

Bu çalışmada veri toplama süreci iki aşamada yürütülmüştür. Nicel veriler, ebeveynlere uygulanan "Teknoloji Kullanım Alışkanlığı Ölçeği" (Küçükvardar, 2020) aracılığıyla; nitel veriler ise çocuklara "Bir aile çiz" yönergesi doğrultusunda çizdirilen resimler ve bu resimler üzerine gerçekleştirilen yarı-yapılandırılmış görüşmeler yoluyla elde edilmiştir.

Veri toplama süreci, her bir okulun sabahçı veya öğlenci sistemine göre ayarlanarak yarım günlük bir mesai içinde tamamlanmıştır. İlk aşamada, ebeveynlerin teknoloji kullanım düzeylerini belirlemek amacıyla "Teknoloji Kullanım Alışkanlığı Ölçeği" uygulanmıştır. Bu ölçek, Küçükvardar (2020) tarafından geliştirilmiş, geçerlik ve güvenirliği sağlanmış 5'li Likert tipi bir ölçme aracıdır. Ölçek, bireylerin teknoloji bağımlılığına ilişkin belirti düzeylerini değerlendirmeye yöneliktir. Yapılan analizler sonucunda, 6 faktörlü (kullanım ve zaman, teknolojik istila, bağımlılığı benimseme, teknolojik saplantı, iletişim sarmalı, ruhsal ve zihinsel değişkenler) toplam varyansın %59.043'ünü açıklayan ölçek elde edilmiştir. Ölçek geneli Cronbach α katsayısı .92'dir.

Çalışmanın nicel aşamasına ait verilerin toplanmasında 3 farklı anaokulunda çocuğu

öğrenim gören 48-60 aylık çocukların ebeveynlerine ulaşılmış ve “Teknoloji Kullanım Alışkanlığı Ölçeği” ile ölçüm gerçekleştirilmiştir. Elde edilen genel puanlara göre, teknoloji kullanım düzeyi düşük (n=7) ve yüksek (n=7) olan toplam 14 ebeveyn belirlenerek, nitel veri toplama sürecine geçilmiştir. İkinci aşamada, bu ebeveynlerin çocuklarının aile algılarına ilişkin nitel veriler toplanmıştır. Bu kapsamda, çocuklara "Bir aile çiz" yönergesi verilmiş, her bir çocuğa beyaz A4 kâğıdı ve çeşitli renklerde boya kalemleri sunulmuştur. Resim çizme sürecine hiçbir şekilde müdahale edilmemiş, çocukların özgün ifadeleri desteklenmiştir. Çocukların aile temalı bu çizimlerinin ardından, her çocuğun çizdiği resimlerin hikayeleri yapılandırılmış bireysel görüşmeler eşliğinde birebir dinlenmiştir. Bu kapsamda her çocuğun resmine ilişkin açıklamaları not edilerek yazılı olarak kayıt altına alınmıştır. Toplanan tüm veriler sistemli biçimde dökümanite edilerek analiz süreci için hazır hâle getirilmiştir.

Verilerin Analizi

Araştırma kapsamında elde edilen nitel veriler, çalışmanın temel amacı doğrultusunda betimsel analiz yöntemiyle sistematik biçimde çözümlenmiştir. Çalışma grubundaki çocukların mahremiyetini korumak amacıyla herbiri için, Ç₁'den Ç₁₄'e kadar uzanan kodlar atanmış ve böylece çocukların isimleri gizli tutularak, etik ilkelerin yerine getirilmesi sağlanmıştır. Çocuk çizimlerine yönelik analiz sürecinde, görsel öğeler çizim diliyle ilişkili göstergeler çerçevesinde anlamlandırılmış; renk kullanımı, figür yerleşimi, duygusal temsiller ve ilişkisel öğeler gibi belirleyici unsurlar üzerinden betimleyici temalar oluşturulmuştur. Ayrıca, araştırmacılar, nitel araştırmalarda yorumlayıcı konumun farkında olarak öznel etkileri sınırlamak adına sürece yönelik sürekli bir farkındalık geliştirmiştir. Bu kapsamda, analiz sürecinde olası önyargıları en aza indirmek için refleksif değerlendirme notları tutulmuş; elde edilen bulgular belirli aralıklarla yeniden gözden geçirilerek yorumların veriye dayalı, dengeli ve tutarlı biçimde yapılmasına özen gösterilmiştir. Kodlanan bu tematik yapılar, tablolar aracılığıyla frekans (f) ve yüzde (%) değerleriyle desteklenerek sayısal olarak da görünür hâle getirilmiştir. Verilerin güvenilirliğini artırmak amacıyla analiz süreci yalnızca araştırmacılar tarafından değil, aynı zamanda okul öncesi eğitimi alanında uzman bir akademisyen tarafından da bağımsız olarak değerlendirilmiştir. Kodlama sürecinde ulaşılan örtüşmeler, Miles ve Huberman'ın (1994) geliştirdiği “[Görüş birliği / (Görüş birliği + Görüş ayrılığı)] × 100” formülüyle hesaplanmış ve %95'in üzerinde bir güvenilirlik oranı tespit edilmiştir. Bu oran, nitel verilerin yorumlanmasında yüksek düzeyde tutarlılığın sağlandığını göstermektedir. Ayrıca, sadece sayısal bulgularla yetinilmemiş; çocukların çizimlerinden seçilen temsili örneklerle yer verilerek hem bulguların bağlam içinde yorumlanması kolaylaştırılmış hem de okura, verinin görsel derinliğiyle doğrudan temas kurma imkânı sunulmuştur. Tüm analiz süreci, hem yöntemsel

titizlik hem de içeriksel bütünlük gözetilerek yürütülmüş; böylece çalışmanın geçerliği ve güvenilirliği nitel araştırma ilkeleri çerçevesinde güvence altına alınmıştır.

Bulgular

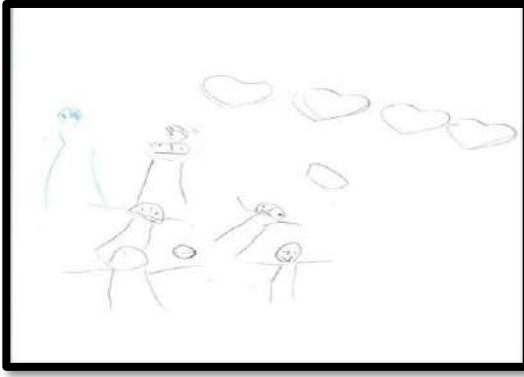
Araştırmada, çocukların ailelerini nasıl algıladıkları, kendilerini aile içindeki konumlandırma biçimleri ve ebeveynlerin teknoloji kullanım düzeylerinin bu algı ve konumlandırma üzerinde nasıl bir rol oynadığı değerlendirilmektedir. Ayrıca, teknoloji bağımlılığının çocukların duygusal ve sosyal gelişimlerini, aile içi ilişkilerini ve etkileşim kalitesini nasıl etkilediği de araştırmanın odak noktaları arasında yer almaktadır. Çalışmada veriler değerlendirilerek kategorize edilmiş ve bu kapsamdaki bulgular Tablo 1’de sunulmuştur.

Tablo 2: Ebeveyn Teknoloji Kullanım Düzeyine Göre Çocukların Aile Resimlerinde Öne Çıkan Özelliklerin Dağılımı

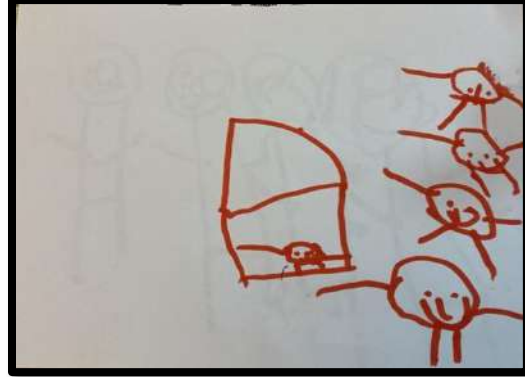
Resimlerde Öne Çıkan Özellikler	Yüksek teknoloji kullanımına sahip ebeveyn çocukları			Düşük teknoloji kullanımına sahip ebeveyn çocukları		
	Katılımcılar	f	%	Katılımcılar	f	%
Aile bireyleri arasındaki temas/yakınlık	Ç ₉	1	7.1	Ç ₁ , Ç ₂ , Ç ₃ , Ç ₄ , Ç ₅ , Ç ₆ , Ç ₇	7	50.0
Aile bireyleri dışında kişilerin çizilmesi	Ç ₈ , Ç ₁₂ , Ç ₁₃	3	21.4	Ç ₁	1	7.1
Sevgi ve sıcaklık içeren unsurların yer alması	Ç ₁₀ , Ç ₁₁ , Ç ₁₄	3	21.4	Ç ₁ , Ç ₂ , Ç ₃ , Ç ₅ , Ç ₇	5	35.7
Aile bireyleri ile arasında engel/uzak mesafe olması	Ç ₈ , Ç ₁₂ , Ç ₁₄	3	21.4	Ç ₃	1	7.1
Çocuğun kendisini sayfada merkeze konumlandırması	—	—	—	Ç ₁ , Ç ₂ , Ç ₃ , Ç ₄ , Ç ₅ , Ç ₇	6	42.9
Eksik uzuvlar ve yarım çizimler	Ç ₈ , Ç ₉ , Ç ₁₀ , Ç ₁₂ , Ç ₁₃ , Ç ₁₄	6	42.9	Ç ₁ , Ç ₃ , Ç ₆	3	21.4
Küçük/cıltız figürlerin olması	Ç ₈ , Ç ₉ , Ç ₁₁ , Ç ₁₂ , Ç ₁₃ , Ç ₁₄	6	42.9	—	—	—
Canlı renklerin kullanılması	Ç ₁₀ , Ç ₁₄	2	14.2	Ç ₁ , Ç ₂ , Ç ₃ , Ç ₅ , Ç ₆ , Ç ₇	6	42.9
Mutlu/neşeli yüz ifadesi	Ç ₉ , Ç ₁₀ , Ç ₁₁	3	21.4	Ç ₁ , Ç ₂ , Ç ₃ , Ç ₄ , Ç ₅ , Ç ₇	6	42.9
Üzgün/kızgın/belirsiz yüz ifadesi	Ç ₈ , Ç ₁₂ , Ç ₁₃	3	21.4	Ç ₆	1	7.1
Sayfada uygun düzen ve orantı	—	—	—	Ç ₂ , Ç ₃ , Ç ₄ , Ç ₅	4	28.5
Şiddet/korku/öfke içeren unsurların yer alması	Ç ₉	1	7.1	—	—	—

Tablo 1’e göre, düşük ve yüksek teknoloji kullanımına sahip ebeveyn çocuklarının çizdiği resimlerde öne çıkan özellikler birçok açıdan farklılık göstermektedir. Özellikle, yüksek teknoloji kullanımına sahip ebeveyn çocuklarına ait resimlerde en sık karşılaşılan unsurların (%42.9) eksik uzuvlar ve yarım çizimler ile küçük/cıltız figürler olduğu belirlenmiştir. Bu tür

izimler, ocukların kendilerini veya aile bireylerini zayıf, eksik ya da yetersiz ekilde temsil ettiklerini gstermektedir. Bu durumu destekler bir ekilde, dk teknoloji kullanımına sahip ebeveyn ocuklarının izdiėi resimlerde ise en ok ne ıkan zelliėin (%50.0) de aile bireyleri arasındaki temas olduėu grlmtr. Bu bulgu, dk teknoloji kullanımına sahip ebeveyn ocuklarının aile ii ilikileri izimlerinde daha yakın, daha destekleyici ve olumlu ilikiler ekseninde betimlendiėinin bir ifadesidir.



Resim 1: ₁₂'nin Resmi



Resim 2: ₁₃'n Resmi

Yksek teknoloji kullanımına sahip ebeveyn ocuklarının resimlerinde yer alan eksik uzuvlar ve yarım izimler ile kk/cılız figrleri Resim 1 ve Resim 2'deki izimler rneklendirmektedir. Bu izimler, bu gruptaki ocukların izdiėi resimlerde eller, dizler, ayaklar, boyun ve kulaklar gibi uzuvlar itibariyle ok bariz eksikliklerin olduėunu ve insan izimlerinin de olduka kk/cılız resmedildiėini aıka gstermektedir. Bu durum, bu gruptaki ocukların izimlerinde fiziksel btnlė tamamlanmamı insan figrlerine ve boyut aısından olduka kk beden temsillerine yer verdiklerini ortaya koymaktadır. Yine bu resimler kapsamında, ₁₂'nin izdiėi Resim 1'de zgn/kızgın/belirsiz yz ifadelerinin yer aldıėı btnlk iermeyen izimler grlrken, soluk ve renksiz izimlerin yer aldıėı ne ıkmıtır. ₁₃'n izdiėi Resim 2'de ocuėun aile bireyleri dıında halasının evini ve ev iinde halasının bebeėini izdiėi belirlenirken, resimde tek rengin kullanıldıėı da grlmtr. Bu bulgular, sz konusu ocukların resimlerinde hem anlatı hem de grsel unsurlar aısından daha sınırlı, dıa kapalı ve duygusal baėlamdan uzak bir anlatım biiminin ne ıktıėını ortaya koymaktadır.

Bunların yanı sıra, yksek teknoloji kullanımına sahip ebeveyn ocuklarının resimlerinde dk teknoloji kullanımına sahip ebeveyn ocuklarının resimlerinden belirgin bir ekilde daha fazla bir oranda aile bireyleri ile arasında engel/uzak mesafenin olduėu (%21.4), zgn/kızgın/belirsiz yz ifadesinin (%21.4) yer aldıėı belirlenmitir. rneėin; ₁₄'e ait Resim 3'de ocuėun babasıyla kendisi arasına mesafe ve engeller koyduėu babasını havada uarken izdiėi grlrken; resimde bir kaosun ve zgn yzlerin olduėu ne ıkmaktadır. Bu bulgu, yksek teknoloji kullanımına sahip ebeveyn ocuklarının aile ii ilikileri daha mesafeli ve olumsuz duygularla tanımladıklarını ortaya koymaktadır. Bu ocukların izimlerinde grlen fiziksel engeller, uzaklık ve olumsuz yz ifadeleri; duygusal kopukluk, iletiimde zorluk ve aile ii baėların zayıflıėına iaret etmektedir. Buna karılık, dk teknoloji kullanımına sahip ebeveyn ocuklarının izimlerinde aile yeleriyle daha yakın, sıcak ve olumlu ilikilerin

betimlendiği görülmektedir. Buna göre, ebeveynlerin teknoloji kullanım düzeylerinin çocukların aile içi dinamiklerine yönelik algıları üzerinde belirleyici rol oynadığı bulgusuna ulaşılmaktadır.



Resim 3: Ç₁₄'ün Resmi

Ç₁₄ örneğindeki gibi çocukların çizimlerinde görülen fiziksel engeller, uzaklık ve olumsuz yüz ifadeleri; duygusal kopukluğa, iletişimde zorluğa ve aile içi bağlarda zayıflığa işaret etmektedir. Nitekim Ç₁₄'ün resmindeki kalın yer çizgisi de destek ihtiyacının bir başka ifadesidir. Buna karşılık, düşük teknoloji kullanımına sahip ebeveyn çocuklarının çizimlerinde aile üyeleriyle arasında kısmen daha yakın ve daha olumlu ilişkilerin betimlendiği dikkat çekmektedir. Bu durumların aksine ise düşük teknoloji kullanımına sahip ebeveyn çocuklarının resimlerinde (bkz Resim 4-6). ise daha yüksek bir oranda sevgi ve sıcaklık içeren (güneş, gökkuşağı ve kalp şekilleri gibi) unsurların (%35.7) yer aldığı, canlı/sıcak (kırmızı, sarı, turuncu ve pembe gibi) renklerin (%42.9) ve mutlu/neşeli yüz ifadelerinin (%42.9) yer aldığı saptanmıştır.



Resim 4: Ç₁'in Resmi



Resim 5: Ç₂'nin Resmi

Düşük teknoloji kullanımına sahip ebeveyn çocuklarına ait bulguları örnekler bir şekilde, Ç₁'in Resim 4'deki ve Ç₂'nin Resim 5'deki çizimlerine bakıldığında; canlı renkler, mutlu yüz ifadeleri ve temas halinde olan aile bireyleri belirgin bir şekilde öne çıkmaktadır. Yine Ç₂'ye ait Resim 5'in hikâyesi için çocuğun “Annem ve kardeşlerimle baloya gidiyorum” şeklinde bir ifadeyi dile getirdiği; resimde ise çocuğun kendisini ailesiyle birlikte aynı

büyükölükte ve aynı hizada çizdiği, yüz ifadelerinde mutluluk öğelerine yer verdiği görölmüştür. Bu durum, çocuğun ailesiyle kurduğu ilişkiyi olumlu, destekleyici ve birlikte güzel zaman geçirme üzerine kurulu olarak algıladığını göstermektedir. Yine düşük bağımlılık riski altında bulunan ebeveynlerin çocuklarından Ç5'e ait Resim 6'da aile bireylerinin altında olduđu gökkuşağının çizildiği ve yanına da sıcak bir güneşin çizildiği; renkli kıyafetlere ve özenli saçlara sahip gülen yüzlü aile bireylerinin eklendiği görölmektedir.



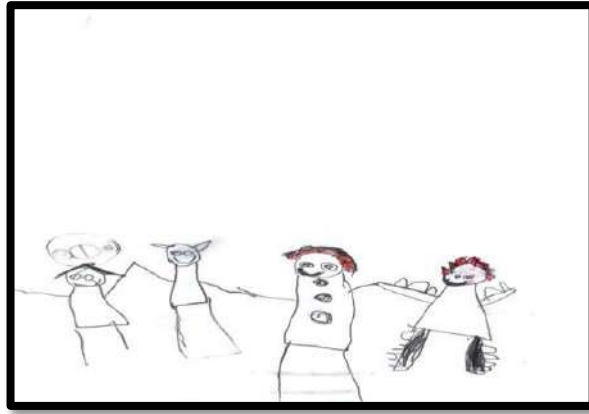
Resim 6: Ç5'in Resmi

Nitekim düşük teknoloji kullanımına sahip ebeveyn çocuklarına ait örnekler yüksek teknoloji kullanımına sahip ebeveyn çocuklarına ait (Resim 1 ve Resim 2'deki gibi) çizimlerle kıyaslandığında; daha renkli, daha organize ve daha detaylı bir yapıda olduđu görölmektedir. Buna göre, düşük teknoloji kullanımına sahip ebeveyn çocuklarının resimlerinde renk çeşitliliği, düzenli mekânsal yerleşim ve detay zenginliği ön plandadır. Bu bulgular, düşük teknoloji kullanımına sahip ebeveyn çocuklarının daha pozitif duygu durumlarını ve sağlıklı ilişki göstergelerini yansıtan öğelerin daha yoğun ve belirgin biçimde temsil edildiğini göstermektedir.

Öte yandan; yüksek teknoloji kullanımına sahip ebeveyn çocuklarının resimlerinde hiç görölmezken düşük bağımlılık riski altında bulunan ebeveynlerin çocuklarının resimlerinde kayda değer bir oranda (%42.9) kendisini sayfada merkeze alan çizimler yaptığı görölmüştür. Bu durum, çocukların resimlerinde özne olarak kendilerini konumlandırma biçimlerinin ebeveyninin teknoloji kullanım düzeyine göre farklılık gösterebildiğini ortaya koymaktadır. Sayfa merkezine yerleştirilen figürlerin, özellikle düşük bağımlılık riski grubundaki çocuklarda daha sık görölmesi de bu gruptaki çocukların kendilerini ifade etme biçimlerinde belirgin bir şekilde eğilimin olduđuna işaret etmektedir. Buna ek olarak, düşük teknoloji kullanımına sahip ebeveyn çocuklarının çizdiği resimlerde sayfa üzerinde uygun düzen ve orantının yer aldığı (%28.5) belirlenmiştir. Öte yandan, bu özelliğin yüksek teknoloji kullanımına sahip ebeveyn çocuklarının resimlerinde hiç görölmediği; bu çocukların resimlerinin Ç13'ün örneğinde öne

çıkıldığı gibi (bkz Resim 2), daha çok sayfanın sağ uç kısımlarına yığıldığı ve bazı figürlerin havada uçar gibi konumlandığı görülmüştür. Bu bulgu, düşük teknoloji kullanımına sahip ebeveyn çocuklarının resimlerinde mekânsal organizasyon ve sayfa bütünlüğü algısının daha belirgin olduğunu; buna karşılık yüksek teknoloji kullanımına sahip ebeveyn çocuklarının resimlerinde ise sayfa kullanımının daha dağınık, düzensiz ve bütünlükten uzak bir yapı sergilediğini ortaya koymaktadır. Bu bulgu, ebeveynin teknoloji kullanım düzeyinin çocukların bilişsel kontrol ve duygusal denge düzeylerine yansımalarının bir göstergesi olarak öne çıkmaktadır.

Düşük teknoloji kullanımına sahip ebeveyn çocukları arasında hiç görülmezken yüksek teknoloji kullanımına sahip ebeveyn çocukları arasından bir çocuğun (Ç₉) resminde (%7.1)şiddet/korku/öfke içeren unsurların yer aldığı tespit edilmiştir. Bu çocuğun resminde kendisini dikenli bir şekilde; abisinin kulaklarını ise büyük ve sivri bir şekilde çizdiği



Resim 7: Ç₉'un Resmi

görülmüştür (bkz Resim 7). Bu bulgu, yüksek teknoloji bağımlılığı riski taşıyan ebeveynlerin çocuklarında olumsuz duyguların dışavurumunun kısmen daha belirgin olabileceğini, bu çocukların resimlerinde tehdit algısı, korku ya da saldırganlık gibi duygulara sembolik olarak yer verebildiklerini göstermektedir.

Bu kapsamda elde edilen tüm bulgular birlikte değerlendirildiğinde, ebeveynlerin teknoloji kullanım düzeylerinin çocukların aile algısını yansıttıkları çizimlerde hem biçimsel (renk kullanımı, sayfa yerleşimi ve çizim detayları gibi) hem de içeriksel (sevgi ifadeleri, temas, birliktelik, engelleme ve öfke gibi) düzeyde belirgin farklılıklar yarattığı görülmektedir. Özellikle düşük teknoloji kullanımına sahip ebeveyn çocuklarının resimlerinde daha sıcak, düzenli, olumlu duygularla örülü aile temsilleri öne çıkarken; yüksek teknoloji kullanımına sahip ebeveyn çocuklarının çizimlerinde ise daha dağınık, kopuk ve olumsuz duygularla yüklü temsillerin yer aldığı dikkat çekmektedir.

Sonuç ve Tartışma

Bu çalışmadan elde edilen sonuçlar, ebeveynlerin teknoloji bağımlılık düzeyinin çocukların aile algısı üzerinde belirgin bir şekilde etkili olduğunu göstermektedir. Özellikle teknolojiyi daha düşük düzede kullanan ebeveynlerin çocuklarına ait çizimlerde gözlemlenen olumlu temsiller, ebeveynlerin teknoloji kullanım alışkanlıklarını süreli ve kontrollü biçimde düzenlemelerinin çocukların duygusal ve sosyal gelişimi üzerinde koruyucu bir etkiye sahip olduğunu göstermektedir. Düşük teknoloji kullanımına sahip ebeveyn çocuklarının resimlerinde daha fazla oranda yer alan canlı renkler (kırmızı, sarı, pembe, turuncu gibi), mutlu yüz ifadeleri, sevgi ve sıcaklık sembolleri (kalp, güneş, gökkuşağı gibi); çocukların aile ortamını güvenli, sıcak ve destekleyici bir bağlam olarak algıladıklarını bir ifadesi olarak değerlendirilebilir. Buna göre, çocukların aileyle olan duygusal bağlarının ve iletişimlerinin güçlü olduğu ortamlarda, bu sıcaklığı çizimlerine yansıttıkları söylenebilir. Bununla birlikte, bu gruptaki çocukların çizimlerinde kendisini sayfanın merkezine yerleştirdiği ve aile bireyleriyle temas halinde betimlediği örneklerle rastlanmış olması; özne olarak kendilerini değerli, ilişkisel olarak ise aileye ait ve bağlı hissettiklerinin açık bir göstergesi olabilir. Bu tür düzenli, detaylı ve mekânsal bütünlüğü yüksek çizimler; çocuğun duygusal denge, öz düzenleme ve bilişsel organizasyon açısından destekleyici bir çevreye sahip olduğunu düşündürmektedir. Bu sonuçlar Bronfenbrenner'in (1979) ekolojik sistemler kuramı çerçevesinde değerlendirildiğinde, mikrosistem düzeyinde sağlıklı ebeveyn-çocuk etkileşiminin çocukların çevresel algılarına ve duygusal dışavurumlarına olumlu katkı sunması olası görünmektedir. Malchiodi (1998) ve Koppitz'in (1968) çocuk çizimlerinin duygusal değerlendirme aracı olarak kullanılabileceğini vurgulayan görüşü de bu bulguları desteklemektedir. Türkiye'de yapılan bir çalışmada (Şansal, 2014) da 5-6 yaş çocukların çizdiği hayvan resimlerinden aile ilişkilerinin anlaşılabilirliği vurgulanırken bu durum üzerinde ebeveyn eğitim durumunun etkili olduğunun belirlenmiş olması da bu sonuçların kaynağını açıklar niteliktedir. Dolayısıyla, ebeveynlerin teknolojiyle kurduğu sağlıklı sınırlar ve yüz yüze etkileşime verdiği önem, çocukların iç dünyasının yapılandırılmasında önemli bir rol oynamaktadır.

Yüksek teknoloji kullanımına sahip ebeveyn çocuklarına ait çizimlerde gözlemlenen eksik uzuvlar, küçük ve cılız figürler, soluk renk kullanımı, olumsuz yüz ifadeleri ve aile bireyleri arasındaki fiziksel engeller, bu çocukların aile bağlarına dair olumsuz bir iç temsil geliştirdiklerini düşündürmektedir. Bu temsiller, çocukların kendilerini aile içinde zayıf, değersiz veya dışlanmış hissettiklerine işaret etmekte; aynı zamanda içe dönüklük, özgüven eksikliği, duygusal mesafe ve aidiyet eksikliği gibi olgulara gönderme yapmaktadır (Yavuzer, 2023). Bu sonuç, Sakakihara vd.'nin (2019) ebeveynin dijital ortamda geçirdiği sürenin

artmasının çocukla olan bağı zayıflattığını ortaya koyan çalışma sonucu ile paralellik göstermektedir. Özellikle Ç₉ ve Ç₁₄ gibi örneklerde görülen uzaklık, dikenli figürler, büyük ve sivri kulaklar, kaotik yapı ve şiddet içerikli semboller, bu çocukların çizimlerinde tehdit algısı, bastırılmış öfke ve duygusal çatışmaların varlığını ortaya koymaktadır. Öyleki düşük teknoloji kullanımına sahip ebeveyn çocuklarına ait çizimlerde daha az olmasına karşın, kısmen eksik uzuvların ve yarım çizimlerin olması (f=3) teknoloji bağımlılığının her koşulda dikkat edilmesi gereken bir durum olduğunu vurgulamaktadır. Bu sonuçlar, Winnicott'un (1965) "*yeterince iyi ebeveyn*" yaklaşımını açıklayan bir durum olmakla birlikte; ebeveynlerin çocuğun duygusal ihtiyaçlarına duyarsız kalmasının, çocuğun iç dünyasında yalnızlık, yetersizlik ve kaygı gibi duyguların gelişmesine zemin hazırlayabileceğini savunan görüşü ile örtüşmektedir.

Yalnızca yüksek düzeyde teknoloji kullanan ebeveyne sahip bir çocuğun (Ç₉) çiziminde şiddet, korku ve öfke gibi olumsuz duyguları sembolize eden unsurların (örneğin, büyük ve sivri kulaklar, dikenli figürler, bozulmuş yüz ifadeleri) yer alması da ebeveynin teknolojiyle ilişkisi ile çocuğun duygusal dışavurumları arasında dolaylı bir bağ olabileceğini düşündürmektedir. Bu tür semboller, çocuğun tehdit algısını, içsel huzursuzluğunu ve aile içi etkileşimlerdeki duygusal çatışmaları yansıtan bir araç görevindedir (Yavuzer, 2023). Yüksek düzeyde teknoloji kullanan ebeveynlerin çocuklarıyla kurdukları iletişimin niteliği, bu tür olumsuz dışavurumların açıklanmasında pay sahibi bir değişken olarak değerlendirilebilir. Çünkü teknolojiye aşırı bağıllık, ebeveynin çocuğuna yeterince duygu odaklı, sıcak ve dikkatli bir ilişki sunmasını engelleyebilmekte; bu durumlar da çocukta yalnızlık, duygusal yoksunluk ve güvensizlik hislerini artırabilmektedir (Kildare & Middlemiss, 2017). Dolayısıyla, çocuğun iç dünyasında oluşan bu olumsuz deneyimler, daha düşük bir oranda olsa bile çocuk resimlerinde tehditkâr ya da korkutucu imgeler aracılığıyla ifade bulabilmektedir. Benzer şekilde Fury vd.'nin (1997) çalışma sonucu da çocukların çizimlerinde bağlanma stillerinin ve duygusal güven düzeylerinin izlenebileceğini kanıtlamıştır.

Çocukların çizimlerinin yalnızca yüzeysel anlatıların değil, aynı zamanda içsel dünyalarının bir yansıması olduğu; çocuğun yaşadığı çevresel koşullarının ve duygusal deneyimlerin bir tür dışavurum aracı olarak görev yaptığı görüşü (Yavuzer, 2023) bu çalışma sonuçları ile bir kez daha kanıtlanmıştır. Bu çalışmada çocuk resimleri aracılığıyla gözlemlenen örnekler, aile ortamının niteliği ile çocuğun sembolik anlatımları arasında anlamlı bir ilişki olabileceğini ortaya koymaktadır. Ebeveynin teknoloji kullanım alışkanlığının da çocuğun aile içindeki yerini, kendini ifade etme biçimlerini ve genel iyi oluşunu şekillendirebilecek önemli bir çevresel faktör olduğu söylenebilir. Özellikle ebeveynlerin ekran karşısında geçirdiği sürenin artması, çocukla geçirilen nitelikli zamanın azalmasına ve bu durumun duygusal bağ

kurma süreçlerine zarar vermesine neden olabilmektedir (Wartella, 2013). Calvert ve Wartella'nın (2013) çalışmasında, yoğun ekran maruziyetinin çocukların ileriki yaşantılarında sosyal, bilişsel ve psikolojik etkilerinin daha yüksek olduğu öne sürülürken; Zimmerman & Christakis'ın (2007) çalışma sonucunda da çok erken yaşlardaki ekran maruziyetinin ilerleyen dönemlerde dikkat problemlerine yol açtığı belirlenmiştir. Bu nedenle, yürütülecek yeni çalışmalarda teknoloji bağımlılığı gibi aile içi dinamikleri etkileyen durumların, çocukların psikososyal gelişimleri üzerindeki etkisi çok boyutlu olarak ele alınmalıdır.

Sonuç olarak, bu çalışma ebeveynlerin dijital teknoloji kullanımı ile çocukların aile algısı arasında anlamlı bir bağ olduğunu göstermektedir. Bu bulgu, dijital medya çağında ebeveyn-çocuk etkileşiminin niteliğinin korunması ve duygusal bağın sürdürülebilirliğinin sağlanması gerektiğini vurgulamaktadır. Özellikle erken çocukluk döneminde çocukların ruhsal gelişimi açısından teknolojik farkındalığı yüksek, sınır koyabilen ve duygusal olarak ulaşılabilir ebeveyn profiline duyulan ihtiyaç daha da belirginleşmektedir. Çalışmadan elde edilen sonuçlar doğrultusunda, gelecekte yapılacak araştırmalarda farklı yaş gruplarının da incelenmesi, çocukların gelişimsel düzeylerine göre teknoloji bağımlılığı ve aile algısı arasındaki ilişkinin daha kapsamlı biçimde anlaşılmasına katkı sağlayacaktır. Ayrıca yalnızca çizim verilerine dayalı değerlendirmelerin ötesine geçilerek ebeveynlerin teknoloji kullanım süreleri, dijital araç tercihleri ve çocuklarla geçirdikleri zaman gibi nicel verilerin de dikkate alındığı karma yöntemli çalışmalara ihtiyaç duyulmaktadır. Bu doğrultuda çocuk görüşmeleri, ebeveyn gözlemleri ve öğretmen raporları gibi veri kaynaklarının sürece dahil edilmesi, elde edilen sonuçların güvenilirliğini ve geçerliliğini artıracaktır. Uygulayıcılar açısından ise çocukların çizimlerinin yalnızca sanatsal bir ürün olarak değil, aynı zamanda duygusal ve sosyal göstergeler sunan sembolik bir ifade biçimi olarak değerlendirilmesi önem taşımaktadır. Okul öncesi öğretmenlerinin çocuk resimlerini analiz etme konusunda yetkinliklerinin artırılması, rehberlik birimlerinin ebeveynlere yönelik teknoloji kullanımı ve aile içi etkileşim temalı seminerler düzenlemesi bu bağlamda önerilmektedir. Ailelere yönelik olarak ise dijital medya okuryazarlığını güçlendiren, ekran süresini sınırlayan ve ebeveyn-çocuk etkileşimini nitelikli hale getiren farkındalık çalışmaları planlanmalı; birlikte oyun oynama, kitap okuma ve doğada zaman geçirme gibi yüz yüze iletişimi destekleyen etkinlikler teşvik edilmelidir. Bu tür uygulamalar, çocukların hem psikososyal gelişimini destekleyecek hem de aile içi bağları güçlendirecek önemli birer müdahale aracı niteliğindedir.

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Okullarda Akran Zorbalığının Psikolojik Sonuçları ve Hemşirelik Müdahalelerinin Rolü: Bütüncül Bir Yaklaşım

Samet KOLTAŞ¹

Hakkari Üniversitesi, e-mail: sametskoltas@hakkari.edu.tr, Orcid No: 0009-0000-1272-4223,
TÜRKİYE

Nesrullah AYŞİN²

Hakkari Üniversitesi, e-mail: nesrullahaysin@hakkari.edu.tr, Orcid No: 0000-0001-7087-
8810, TÜRKİYE

Özet

Akran zorbalığı, dünya genelinde okul ortamlarını etkileyen yaygın ve ciddi bir sorundur. Küresel veriler, her üç çocuktan birinin zorbalığa maruz kaldığını ortaya koymaktadır; ancak oranlar bölgelere göre farklılık göstermektedir. Zorbalık, genellikle geleneksel (fiziksel, sözlü, dolaylı) ve siber zorbalık olmak üzere iki ana biçimde görülmektedir. Siber zorbalık, daha çok zaten geleneksel zorbalığa uğrayan bireyleri dijital ortamda hedef alırken, bu durum mağdurların evde dahi güvende hissetmemelerine ve psikolojik baskılarının artmasına yol açmaktadır. Zorbalığa maruz kalan bireyler, depresyon, anksiyete, intihar düşünceleri ve başkalarına zarar verme gibi ciddi psikolojik sorunlar yaşayabilirler. Özellikle trans, engelli ve diğer savunmasız gruplarda bu etkiler daha belirgindir. Ayrıca, birden fazla zorbalık biçimine maruz kalmak, benlik saygısını ve başa çıkma becerilerini daha fazla olumsuz etkileyebilir. Uzun vadede, zorbalık geçmişi olan bireylerde düşük benlik imajı, artmış intihar riski ve psikiyatrik sorunlar görülebilir. Okul hemşirelik müdahaleleri, zorbalığı önleme ve psikolojik etkilerini azaltmada önemli bir rol oynamaktadır. Bu müdahaleler arasında; önleme programları, akran grubu destekleri, dayanıklılık geliştirme ve psikoeğitim gibi stratejiler yer alır. Hemşireler, bu yöntemlerle öğrencilerin psikolojik dayanıklılığını artırmak ve başa çıkma becerilerini güçlendirmek için çalışmaktadır. Ayrıca, okul hemşireleri ve psikologlar arasındaki işbirlikleri, sağlıklı bir okul ortamı oluşturmak için kritik öneme sahiptir. Bütüncül yaklaşımlar, yalnızca öğrencilere değil, okulun tüm paydaşlarına yönelik müdahalelerle başarılı sonuçlar vermektedir. Gelecekteki araştırmalar, müdahalelerin etkinliğini, maliyet etkinliğini ve uzun vadeli etkilerini daha derinlemesine incelemeli, kültürel ve bağlamsal faktörleri göz önünde bulundurmalıdır. Bu sayede, zorbalığın psikolojik etkileri daha etkili bir şekilde yönetilebilir.

Keywords: Akran zorbalığı, psikolojik sonuçlar, hemşirelik müdahaleleri, okul sağlığı.

Psychological Consequences of Peer Bullying in Schools and the Role of Nursing Interventions: A Holistic Approach

Abstract

Peer bullying is a widespread and serious problem affecting school environments worldwide. Global data reveal that one out of every three children is bullied; however, rates vary across regions. Bullying is generally seen in two main forms: traditional (physical, verbal, indirect) and cyberbullying. Cyberbullying mostly targets individuals who are already subjected to traditional bullying in the digital environment, which makes victims feel unsafe even at home and increases their psychological pressure. Individuals who are bullied can experience serious psychological problems such as depression, anxiety, suicidal thoughts and harming others. These effects are particularly pronounced in trans, disabled and other vulnerable groups. In addition, exposure to multiple forms of bullying can further negatively affect self-esteem and coping skills. In the long term, individuals with a history of bullying may have low self-image, increased suicide risk and psychiatric problems. School nursing interventions play an important role in preventing bullying and reducing its psychological effects. These interventions include strategies such as prevention programs, peer group support, resilience building and psychoeducation. Through these methods, nurses work to increase students' psychological resilience and strengthen their coping skills. Furthermore, collaborations between school nurses and psychologists are critical for creating a healthy school environment. Holistic approaches yield successful results with interventions targeting all stakeholders of the school, not only students. Future research should examine the effectiveness, cost-effectiveness and long-term effects of interventions in more depth and consider cultural and contextual factors. In this way, the psychological effects of bullying can be managed more effectively.

Keywords: Peer bullying, psychological outcomes, nursing interventions, school health.

Giriş ve Amaç

Çocuklar ve ergenler arasında zorbalık, ilgili kişiler için geniş kapsamlı sonuçları olan önemli bir küresel halk sağlığı sorununu temsil etmektedir. Armitage (2021), çocuklukta zorbalığı, çocukluk ve ergenlik döneminde kötü sağlık, sosyal ve eğitimsel sonuçlar riskini artıran önemli bir halk sağlığı sorunu olarak tanımlamaktadır (Armitage, 2021). Zararlı etkiler, zorbalık olaylarına karışan tüm tarafları etkileyerek anlık sonuçların ötesine uzanır. Bu sonuçlar, zorbalığa dahil olan herkes (zorbalılar, kurbanlar ve zorba kurbanlar) tarafından yaşanır ve artık yetişkinliğin derinliklerine yayıldığı kabul edilmektedir (Armitage, 2021). Zorbalığın

yaygın olarak ciddi bir sorun olarak kabul edilmesine rağmen, zorbalık olayları hala normal kabul edilmektedir ve bunların görülme sıklığını ve etkisini azaltmaya odaklanılmamıştır (Yosep ve ark., 2022).

Zorbalığın çocukların ruh sağlığı üzerindeki psikolojik zararı, araştırmalar yoluyla giderek daha belirgin hale geldi. Zorbalığın etkisi kaygı, düşük psikolojik iyi oluş, düşük sosyal uyum, psikolojik sıkıntı ve intihar riski şeklinde olabilir (Yosep ve ark., 2022). Bu sonuçlar, özellikle zorbalığın çoğunun meydana geldiği okul ortamlarında, etkili müdahalelere duyulan acil ihtiyacı vurgulamaktadır. Sağlık profesyonelleri, özellikle okul ortamlarında çalışan hemşireler, hem zorbalık olaylarının azaltılmasını hem de etkilenenlere destek verilmesini ele alan müdahaleleri uygulamak için iyi bir konumdadır.

Çocuklar ve ergenler arasında zorbalık, ciddi sağlık sonuçları olan önemli bir küresel halk sağlığı sorunu olarak kabul edilmektedir. Okullar, şiddetin önlenmesi, özellikle zorbalığın önlenmesi ve olumlu gençlik gelişiminin teşvik edilmesi için önemli yerlerdir (Kub ve Feldman, 2015). Akran zorbalığının ele alınmasında hemşirelik müdahalelerinin rolü, sorunun çoklu boyutlarını dikkate alan bütüncül yaklaşımlara odaklanarak artan bir ilgi kazanmıştır.

Çalışmanın amacı: Okullarda akran zorbalığının psikolojik sonuçlarını incelemek ve bu sorunu ele almada hemşirelik müdahalelerinin rolünü değerlendirmektir.

Araştırma soruları:

1. Akran zorbalığının öğrenciler üzerindeki kısa ve uzun vadeli psikolojik etkileri nelerdir?
2. Hemşirelik müdahaleleri zorbalığı ve psikolojik etkilerini azaltmada ne kadar etkilidir?
3. Zorbalığı ele almak için en etkili bütüncül yaklaşımlar nelerdir?

Yöntem

Araştırmanın Modeli: Bu çalışma, akran zorbalığının psikolojik etkileri ve hemşirelik müdahaleleri üzerine yapılmış bir literatür derlemesidir.

Verilerin Toplanması ve Analizi: 2015-2025 yılları arasında yayımlanan makaleler, raporlar ve tezler incelenmiştir. PubMed, Scopus, Web of Science, Google Scholar ve Ulakbim veri tabanlarında belirli anahtar kelimeler kullanılarak tarama yapılmıştır. Dahil edilen çalışmalar, hakemli dergilerde yayımlanmış ve tam metnine erişilebilen çalışmalar arasından seçilmiştir.

Çalışma Grubu: İncelenen çalışmalar, okul çağındaki çocuklarda zorbalık ve hemşirelik müdahalelerini ele alan araştırmaları kapsamaktadır.

Bulgular

Yaygınlık Oranları

Akran zorbalığı, dünya genelinde öğrenciler arasında yaygın olarak gözlemlenen ciddi

bir toplumsal sorundur. Armitage (2021), küresel düzeyde her üç çocuktan birinin son 30 gün içinde zorbalığa maruz kaldığını belirtmektedir. Ancak zorbalığın yaygınlığı ve biçimleri, sosyo-kültürel bağlam, yaş grubu, cinsiyet ve kullanılan ölçüm araçlarına göre önemli farklılıklar göstermektedir. Bu durum, zorbalığın yalnızca bireysel bir sorun değil, aynı zamanda okul ortamlarını ve toplumsal yapıyı etkileyen karmaşık bir sosyal fenomen olduğunu ortaya koymaktadır.

Zorbalığın türü ve yaygınlığı zaman içinde değişim gösterebilmekte ve çeşitli faktörlere bağlı olarak artış veya azalış eğilimleri sergileyebilmektedir. Örneğin, Kanada’da COVID-19 pandemisi öncesi ve sırasında gerçekleştirilen bir çalışmada, öğrencilerin pandemi öncesine kıyasla daha yüksek zorbalık oranları bildirdiği, ancak pandemi sırasında bu oranların düştüğü tespit edilmiştir. Bununla birlikte, siber zorbalık oranlarında belirgin bir azalma gözlemlenmemiştir (Vaillancourt et al., 2021). Bu bulgular, fiziksel okul ortamlarının zorbalık davranışlarının sıklığı üzerindeki etkisini ve çevrimiçi zorbalığın giderek daha kalıcı bir tehdit haline geldiğini göstermektedir.

İrlanda’da yürütülen bir meta-analiz çalışması ise, geleneksel ve siber zorbalığın yaygınlık oranlarının bağlama ve kullanılan ölçüm araçlarına bağlı olarak değiştiğini ortaya koymuştur (Foody et al., 2017). Aynı bağlamda yürütülen araştırmalar, zaman dilimi ve kullanılan veri toplama yöntemlerinin, zorbalıkla ilgili elde edilen sonuçlar üzerinde önemli etkiler yarattığını göstermektedir.

Demografik özellikler de zorbalık deneyimlerini şekillendirmede belirleyici rol oynamaktadır. Vaillancourt ve arkadaşları (2021), ilkokul öğrencilerinin daha yüksek oranda zorbalığa maruz kaldığını; LGBT+ bireyler ve cinsiyet çeşitliliği gösteren öğrencilerin ise akran zorbalığına daha sık hedef olduğunu bildirmiştir. Bu bulgular, savunmasız gruplar için riskin daha yüksek olduğunu ve önleme stratejilerinin bu grupları öncelikli olarak ele alması gerektiğini göstermektedir.

Zorbalığın küresel düzeydeki yaygınlığına ilişkin veriler de benzer şekilde çarpıcıdır. Sahra Altı Afrika’da yapılan çok merkezli bir araştırma, zorbalık mağduriyetinin genel yaygınlığını %38,8 olarak raporlamış; bu oranlar Mauritius’ta %22,2 iken Sierra Leone’de %54,6’ya kadar çıkmıştır (Aboagye et al., 2021). Bu durum, bölgesel farklılıkların sosyoekonomik ve kültürel bağlamlarla ilişkili olduğunu göstermektedir.

Asya kıtasındaki bulgular da dikkat çekicidir. Çin’de yürütülen bir çalışmada, ergenlerin %16,7’si geleneksel zorbalık, %9’u siber zorbalık, %3,5’i ise her iki türde de mağduriyet yaşadığını bildirmiştir. Aynı çalışmada, intihar düşüncesi prevalansı %23,5, kendine zarar verme oranı %6,2 ve intihar girişimi oranı ise %4,2 olarak raporlanmıştır (Peng et al., 2019).

Bu veriler, zorbalığın yalnızca bir sosyal sorun değil, aynı zamanda ciddi psikolojik risklerle ilişkili bir halk sağlığı sorunu olduğunu da ortaya koymaktadır.

Pakistan’da kent merkezindeki devlet okullarında yapılan bir araştırma, erkek öğrencilerin %94’ü ve kız öğrencilerin %85’inin son dört hafta içinde akranları tarafından mağdur edildiğini belirtmiştir. Ayrıca erkeklerin %85’i ve kızların %66’sı başkalarına zorbalık uyguladığını ifade etmiştir (McFarlane et al., 2017). Bu istatistikler, zorbalığın hem mağduriyet hem de zorba davranışlar açısından ne denli yaygın olduğunu ve bu döngüsel yapının okul çağındaki çocuklar arasında ciddi bir sorun teşkil ettiğini gözler önüne sermektedir.

Tüm bu veriler, akran zorbalığının evrensel, çok boyutlu ve bağlamdan bağımsız düşünülemeyecek bir olgu olduğunu ortaya koymaktadır. Yaygınlık oranlarındaki farklılıklar, zorbalıkla mücadelede yerel dinamiklerin dikkate alınmasının ve kültürel açıdan uyarlanmış müdahale programlarının geliştirilmesinin gerekliliğini vurgulamaktadır.

Akran Zorbalığının Psikolojik Etkileri

Akran zorbalığı, bireylerin ruh sağlığı üzerinde kısa ve uzun vadede derin etkiler bırakabilen karmaşık bir olgudur. Zorbalığın etkileri yalnızca anlık psikolojik tepkilerle sınırlı kalmamakta, aynı zamanda bireylerin duygusal düzenleme becerilerinden benlik algısına, sosyal ilişkilerinden yaşam doyumuna kadar çok çeşitli alanlarda kalıcı izler bırakabilmektedir. Bu bağlamda, zorbalığın psikolojik etkileri anlık sonuçlar, uzun vadeli ruh sağlığı sonuçları, zorbalıktaki role dayalı etkiler ve bu etkiler üzerinde aracılık eden ya da düzenleyici rol oynayan faktörler şeklinde sınıflandırılabilir.

Anlık Psikolojik Etkiler

Zorbalık mağdurları sıklıkla yoğun duygusal sıkıntı, korku, kaygı, çaresizlik ve utanç gibi olumsuz duygular yaşamakta; bu durum bireylerin günlük işlevselliğini ve okul yaşamını ciddi şekilde etkileyebilmektedir. Yapılan araştırmalar, zorbalık mağduriyetinin depresyon, anksiyete, intihar düşünceleri ve kendine zarar verme davranışları gibi akut psikolojik problemlerle doğrudan ilişkili olduğunu ortaya koymaktadır. Örneğin, Avustralya’da trans ve cinsiyet çeşitliliğine sahip gençler arasında yapılan bir çalışmada, zorbalığa maruz kalan bireylerin %82.4’ü intihar düşünceleri, %79.7’si kendine zarar verme davranışları ve %48.1’i intihar girişimi bildirmiştir (Strauss ve ark., 2017).

Zorbalık, özellikle dezavantajlı gruplarda daha ağır psikolojik sonuçlara yol açmaktadır. Fridh ve arkadaşlarının (2018) engelli öğrencilerle gerçekleştirdiği araştırmada, hem geleneksel hem de siber zorbalığa maruz kalan bireylerin somatik ve psikolojik sağlık şikayetlerinin önemli ölçüde arttığı tespit edilmiştir. Ayrıca, çoklu mağduriyet yaşayan bireylerin benlik saygısı, aile ve akran desteği gibi temel psikososyal kaynaklarında ciddi düşüşler olduğu, bu

düşüşlerin ise duygusal sıkıntının artmasına aracılık ettiği gösterilmiştir (Turner ve ark., 2017). Bu bulgular, zorbalığın bireyin psikolojik kaynaklarını tüketerek duygusal travmayı derinleştirdiğini ortaya koymaktadır.

Uzun Vadeli Ruh Sağlığı Sonuçları

Akran zorbalığının etkileri yalnızca çocukluk ve ergenlik döneminde sınırlı kalmaz; bu etkiler yetişkinlik dönemine kadar uzanabilir. Örneğin, Östberg (2018) tarafından gerçekleştirilen 10 yıllık takip çalışmasında, ergenlik döneminde zorbalığa maruz kalan kız çocuklarında yetişkinlik döneminde (20–28 yaş) psikolojik şikayetlerin anlamlı ölçüde arttığı gözlemlenmiştir. Bu durum, zorbalığın benlik imajı ve sosyal kaynaklar üzerindeki olumsuz etkisinin kalıcı bir iz bıraktığını göstermektedir.

Zorbalığın uzun vadeli etkileri arasında en dikkat çeken, duygu düzenleme süreçlerinde yaşanan bozulmalardır. Camodeca ve Nava'nın (2020) çalışması, hem mağdur hem de seyirci olarak zorbalık deneyimi yaşayan bireylerin, yetişkinlikte duygu düzenleme konusunda daha fazla fizyolojik ve davranışsal zorluk yaşadığını ortaya koymuştur. Ayrıca, zorbalığın özellikle intihar düşünceleri ve davranışlarıyla uzun vadeli ilişkisi dikkat çekicidir. Peng ve arkadaşlarının (2019) çalışmasında, birden fazla zorbalık türüne maruz kalan bireylerin intihar düşüncesi ve kendine zarar verme açısından en yüksek risk grubunu oluşturduğu saptanmıştır.

Zorbalıktaki Role Dayalı Psikolojik Etki

Zorbalık sürecine dahil olan bireylerin yaşadığı psikolojik etkiler, üstlendikleri roller doğrultusunda farklılık göstermektedir. Araştırmalar, yalnızca mağdur olan bireylerin değil, aynı zamanda hem zorbalık yapan hem de mağdur olan bireylerin (zorba-mağdur) en ciddi psikolojik sorunları yaşadığını göstermektedir (Armitage, 2021). Bu bireylerin karmaşık sosyal etkileşimler ve çoklu stres faktörleri nedeniyle ruh sağlığı açısından daha kırılgan oldukları ileri sürülmektedir.

Zorbalık geçmişi olan üniversite öğrencileriyle yapılan kültürlerarası bir çalışmada, mağduriyetin düşük sosyal destek, öz-yeterlilik ve kişisel dayanıklılık ile ilişkili olduğu bulunmuştur (Lin ve ark., 2020). Ayrıca, failliğin bireyci kültürlerde (örneğin Almanya) öz yeterliliği artırarak daha az olumsuz psikolojik sonuç doğurduğu; ancak kolektivist kültürlerde (örneğin Çin) sosyal destek ve dayanıklılığı zayıflatarak daha fazla ruhsal sorunlara yol açtığı belirlenmiştir.

Zorbalığa karışan bireylerin kilo verme kaygıları ile ilişkisi de önemli bir psikolojik sonuçtur. Lee ve arkadaşları (2017), zorbaların bu kaygıya doğrudan etkilenirken, mağdurların psikolojik işlevselliğin zayıflaması yoluyla dolaylı olarak etkilendiğini, zorba-mağdurların ise hem doğrudan hem de dolaylı etkilendiğini ortaya koymuştur.

Arabuluculuk ve Düzenleyici Faktörler

Zorbalığın psikolojik sonuçları, bireyin sahip olduğu sosyal, ailesel ve bilişsel kaynaklar tarafından şekillendirilebilmektedir. Sosyal destek, özellikle ebeveyn ve arkadaş desteği, zorbalığın olumsuz etkilerini azaltmada koruyucu bir rol oynayabilmektedir. Fridh ve arkadaşlarının (2015) araştırması, ebeveyn desteğinin siber zorbalığın olumsuz etkilerine karşı özellikle erkeklerde stres tamponlama etkisi yarattığını göstermektedir.

Ebeveynlik stilleri de bu etkiler üzerinde belirleyici olabilir. Plexousakis ve arkadaşlarının (2019) çalışmasında, aşırı korumacı ve endişeli ebeveyn davranışlarının, zorbalık sonrası gelişen travma sonrası stres belirtilerini artırdığı, buna karşılık bakım temelli ebeveynlik stillerinin bu belirtileri azalttığı bulunmuştur.

Bireyin benlik kavramı da zorbalığın uzun vadeli etkilerini şekillendiren önemli bir faktördür. Norrington (2020), benlik kavramının akran zorbalığı ile yetişkinlikte yaşanan psikolojik sıkıntılar arasındaki ilişkiye aracılık ettiğini ortaya koymuştur. Bu bulgu, çocuklukta zorbalığa maruz kalmanın bireyin öz değerlendirme yapısını zedeleyerek, ilerleyen yıllarda depresyon ve anksiyete gibi bozukluklara zemin hazırlayabileceğini göstermektedir.

Son olarak, yakın tarihli çalışmalar zorbalığın bireyler üzerindeki yaygın ve kalıcı etkilerini daha da belirgin hale getirmiştir. Arseneault (2021), zorbalığa uğrayan çocukların depresyon geliştirme riskinin 2–3 kat arttığını, Modecki ve ark. (2022) ise siber zorbalığın ergenlerde sosyal anksiyeteyi tetiklediğini vurgulamıştır. Lereya ve ark. (2019), zorbalığın benlik saygısında düşüşe, kendine zarar verme davranışlarında artışa neden olduğunu ortaya koyarken; Fisher ve ark. (2020), ergenlik dönemindeki mağdurlarda intihar düşüncelerinin yüksekliğine dikkat çekmiştir. Nakamoto ve Schwartz (2019), zorbalığın akademik başarıyı düşürdüğünü ve devamsızlık oranlarını artırdığını belirtmiş; Wolke ve Lereya (2021) ise çocuklukta zorbalığa maruz kalan bireylerin yetişkinlikte depresyon ve anksiyete bozukluklarına daha yatkın olduklarını göstermiştir.

Zorbalığı Ele Almak için Hemşirelik Müdahaleleri

Hemşirelik Girişimlerinin Türler

Okul temelli hemşirelik müdahaleleri, zorbalığı ve psikolojik sonuçlarını ele almak için umut verici bir yaklaşımı temsil etmektedir. Bir kapsam belirleme incelemesi, zorbalık insidansını ve okullardaki öğrenciler üzerindeki etkisini azaltmak için hemşirelik müdahalelerini tartışan 11 makale buldu. Öğrencilere sağlanabilecek önleme programları, etkinlik programları, akran grubu programları ve dayanıklılık programları olmak üzere dört tür müdahale vardır (Yosep ve ark., 2022). Bu kategorizasyon, hemşirelerin okul ortamlarında zorbalığı ele almak için kullanabilecekleri çeşitli yaklaşımları anlamak için bir çerçeve sağlar.

Başka bir derleme, okul temelli hemşirelik müdahalelerini üç yönteme ayırdı: oyun programları, fiziksel aktivite programları, eğitim programları ve akran grubu programları. Müdahalelerin içeriği psikoeğitim, empati eğitimi, danışmanlık ve öz yönetimi içerir. Bu çalışma, okul temelli hemşirelik müdahalelerinin okuldaki öğrenciler arasında zorbalık insidansını önlemede ve azaltmada bir seçenek olabileceğini göstermektedir (Yosep, 2023). Bu müdahaleler, önlemeden müdahaleye ve sosyal beceri gelişiminden psikolojik desteğe kadar zorbalık dinamiğinin çeşitli yönlerini hedef alır.

Okul hemşireleri ve diğer profesyoneller arasındaki işbirlikçi çabalar özellikle etkili görünmektedir. Kub ve Feldman (2015), Ottawa Sağlığın Teşviki ve Geliştirilmesi Şartı'ndan (sağlıklı kamu politikası oluşturma, destekleyici ortamlar yaratma, topluluk eylemlerini güçlendirme, kişisel beceriler geliştirme ve sağlık hizmetlerini yeniden yönlendirme) sağlığın teşviki ve geliştirilmesine odaklanan olumlu bir okul iklimi oluştururken göz önünde bulundurulması gereken beş eylem noktasını özetlemektedir. Okul hemşirelerinin ve okul psikologlarının pozisyon ifadelerini kullanarak, zorbalığın önlenmesi ve müdahalesindeki tamamlayıcı rollerini ana hatlarıyla belirtirler. Buna ek olarak, küresel ve ulusal okul sağlığı modelleri, sağlık hedeflerine ulaşmak için okullardaki ve toplumdaki profesyoneller arasında ortaklıklar kurma ve iletişimi geliştirme çağrısında bulunduğundan, bu iki meslek grubunun zorbalığı bir okul sağlığı sorunu olarak ele almak için nasıl işbirliği içinde çalışabileceğini tartışmaktadır (Kub ve Feldman, 2015). Bu işbirlikçi yaklaşım, zorbalığın karmaşıklığını ve çok disiplinli tepkilere duyulan ihtiyacı kabul eder.

Hemşirelik Girişimlerinin Etkinliği

Araştırmalar, hemşirelik müdahalelerinin zorbalığı azaltmada ve psikolojik sonuçları iyileştirmede etkili olabileceğini göstermektedir. Bu dört tür müdahale, zorbalık insidansını ve okuldaki öğrenciler üzerindeki etkisini azaltabilir ve buna ek olarak, örneğin öz yeterliliklerini, dayanıklılıklarını ve uyarlanabilir başa çıkmalarını artırarak öğrencilerin sosyal becerilerini ve zihinsel sağlıklarını iyileştirebilir (Yosep ve ark., 2022). Bu sonuçlar yalnızca zorbalık davranışlarının kendisini ele almakla kalmaz, aynı zamanda zorbalık deneyimlerinin olumsuz etkilerine karşı tampon oluşturabilecek psikolojik kaynaklar da oluşturur.

LGBTQ ergen intiharını azaltmak için okul hemşireliği stratejilerini test eden randomize bir küme denemesi için bir protokol, okul ortamlarında kanıta dayalı stratejilerin uygulanması sırasında keşiften sürdürülebilirliğe ve aslına uygunluk elde etmeye ilerlemek için veriye dayalı, işbirlikçi, çok paydaşlı bir yaklaşımı tanımladı. Bu çalışma, LGBTQ gençleri arasında intihar ve gençlik risk davranışlarını azaltmak amacıyla okul hemşireleri tarafından kanıta dayalı stratejilerin kullanılmasını sağlamanın gerçek dünyadaki etkilerini ele almak için tasarlanmıştır.

Liselerde kanıta dayalı stratejileri iyileştirmeye ve sürdürmeye yönelik katılımcı süreçleri sayesinde, RLAS (LGBTQ Ergen İntiharını Azaltmak için Okul Hemşireliği Stratejilerinin Uygulanması), uygulama bilimine yeni bir katkıyı temsil etmektedir (Willging ve ark., 2016). Bu yaklaşım, hemşirelik müdahalelerinin, zorbalıkla ilgili psikolojik sonuçlar için yüksek risk altındaki savunmasız popülasyonların özel ihtiyaçlarını ele alacak şekilde nasıl uyarlanabileceğini vurgulamaktadır.

Müdahalelerin etkinliği, uygulama kalitesi ve bağlamsal değişkenler dahil olmak üzere çeşitli faktörlere bağlı görünmektedir. Dövüş sanatları temelli bir psiko-sosyal müdahaleyi test eden randomize kontrollü bir çalışma, müdahale grubu için dayanıklılık ve öz-yeterlik ile ilgili tüm ölçümlerin iyileştiğini, kontrol grubu için ise sonuçların azaldığını buldu. Çalışma, zorbalıkla mücadele yaklaşımına alternatiflerin kullanılmasını ve müdahalelerin bireylerin güçlü yönlerini geliştirmelerine ve daha etkili bir şekilde başa çıkmalarına yardımcı olmayı hedeflemesi gerektiğini, bunun da zorbalıkla özel bir ilgisi olduğunu ve pozitif ruh sağlığı için daha genel bir öneme sahip olduğunu önermektedir (Moore ve ark., 2018). Bu çalışma, yalnızca zorbalık davranışlarını doğrudan ele almak yerine psikolojik güçlü yönler oluşturmaya odaklanan yenilikçi yaklaşımların nasıl olumlu sonuçlar üretebileceğini göstermektedir.

Zorbalık Müdahalesine Bütüncül Yaklaşımlar

Birden Fazla Paydaşı Entegre Etme

Zorbalığı ele almaya yönelik bütünsel bir yaklaşım, farklı ortamlarda birden fazla paydaşın katılımını içerir. Ferrer-Cascales ve ark. (2019), çoğu durumda, tüm okul topluluğunu içeren müdahalelerin uygulanmamasının, zorbalıkla mücadele programlarının sınırlı etkinliğine dayanabileceğini belirtmiştir. Çalışmaları, akran eğitime dayalı bir müdahale olan TEI Programının zorbalık ve siber zorbalığın azaltılmasında ve okul ikliminin iyileştirilmesindeki etkinliğini değerlendirmeyi amaçlamıştır (Ferrer-Cascales ve ark., 2019). Bu bakış açısı, zorbalığın sosyal bir ekosistem içinde var olduğunu ve izole müdahaleler yerine sistem çapında yaklaşımlar gerektirdiğini kabul eder.

Okullar, şiddetin önlenmesinin, özellikle zorbalığın önlenmesinin ele alındığı ve olumlu gençlik gelişiminin teşvik edildiği önemli yerlerdir. Ottawa Sağlığın Teşviki ve Geliştirilmesi Şartı, sağlığın teşviki ve geliştirilmesine odaklanan olumlu bir okul iklimi yaratırken göz önünde bulundurulması gereken beş eylem noktasını (sağlıklı kamu politikası oluşturma, destekleyici ortamlar yaratma, topluluk eylemlerini güçlendirme, kişisel beceriler geliştirme ve sağlık hizmetlerini yeniden yönlendirme) özetlemektedir (Kub ve Feldman, 2015). Bu çerçeve, okul ortamının birden çok boyutunu ele alan bütüncül yaklaşımlar geliştirmek için kapsamlı bir yapı sağlar.

Aile katılımı, bütüncül yaklaşımların çok önemli bir bileşenini temsil eder. Ebeveyn katılımı üzerine yapılan araştırmalar, daha yüksek öğrenci düzeyinde algılanan ebeveyn katılımının daha az zihinsel sağlık sorunu ($b = -0.20$) ve intihar düşünceleri ve davranışları ($b = -0.10$) ile ilişkili olduğunu ve daha yüksek okul düzeyinde algılanan ebeveyn katılımının daha az intihar düşüncesi ve davranışı ile ilişkili olduğunu buldu ($b = -0.11$). Algılanan ebeveyn katılımı, geleneksel mağduriyet, siber mağduriyet, zihinsel sağlık sorunları ve intihar düşünceleri ve davranışları arasındaki ilişkileri de yönetmiştir (Wang ve ark., 2019). Bu bulgular, aile katılımının hem doğrudan bir koruyucu faktör hem de zorbalığın psikolojik etkilerine karşı bir tampon olarak nasıl hizmet edebileceğini vurgulamaktadır.

Bütüncül Okul Yaklaşımları

Sistemik değişim yaratan tüm okul yaklaşımları, zorbalığı kapsamlı bir şekilde ele almak için özellikle umut verici görünmektedir. Yarı deneysel bir çalışma, TEI programı müdahalesinin uygulanmasından sonra deney grubunda zorbalık davranışı, akran mağduriyeti, kavga, siber zorbalık ve siber mağduriyette önemli bir azalma bulmuştur. Benzer şekilde, okul iklimi faktörlerinde anlamlı bir iyileşme sadece bu grupta bulunmuştur. Elde edilen sonuçlar, TEI programının zorba ve siber zorbalık davranışlarını azaltmada ve aynı zamanda okul iklimini iyileştirmede etkili olduğunu göstermiştir (Ferrer-Cascales ve ark., 2019). Hem zorbalık davranışları hem de okul iklimi üzerindeki bu ikili etki, müdahalelerin hem acil semptomları hem de altta yatan çevresel faktörleri nasıl ele alabileceğini göstermektedir.

Çok bileşenli bir ortaokul sağlığını geliştirme müdahalesi, kontrol grubuyla karşılaştırıldığında, meslekten olmayan danışman müdahale grubundaki katılımcıların okul ikliminde ve çoğu ikincil sonuçta (depresyon, cinsiyet eşitliğine yönelik tutum, zorbalık sıklığı, şiddet mağduriyeti ve şiddet faili) iyileşmeler bildirdiğini buldu. Meslekten olmayan danışman tarafından verilen müdahalenin etkileri, 17 aylık takipte çoğu sonuç için 8 aydakilere kıyasla daha büyüktü (Shinde ve ark., 2020). Bu bulgular, kısa vadeli programlardan ziyade sürekli müdahalelerin önemini vurgulayarak, genişletilmiş uygulama ile artan faydalar önermektedir.

Olweus Zorbalığı Önleme Programının uzun vadeli değerlendirmesi, programın orijinal uygulamasından iki ila sekiz yıl sonra, dört yıllık bir takip döneminde Olweus Zorbalık Anketi'ni sürekli ve tekrar tekrar kullanan 70 ilkokulun, aynı dönemde herhangi bir Olweus Zorbalık Anketi anketi yapmamış olan 102 karşılaştırılabilir okula kıyasla, zorbalığa maruz kalma sorunları açısından açıkça daha olumlu bir uzun vadeli gelişime sahip olduğunu belgelemiştir. Sonuçlar, sürekli kullanıma sahip okulların, zorbalığı ele alma ve önleme konusunda farkındalık, hazırlık ve yeterlilik açısından "okul kültürlerini" daha iyi hale getirdiğini göstermiştir. Bu 'örgütsel öğrenme' biçiminin, yeni öğrenci gruplarının böyle bir

okul ortamından yararlanması açısından önemli sonuçları vardır. Genel olarak, daha önce bolca belgelendiği gibi, zorbalık sorunlarını yalnızca bir yıllık değerlendirmelerde değil, aynı zamanda uzun vadede, orijinal uygulamadan sekiz yıl sonrasına kadar, Olweus Zorbalığı Önleme Programı gibi bir programla önemli ölçüde azaltmanın tamamen mümkün olduğu sonucuna varılmıştır (Olweus ve ark., 2018). Bu bulgular, okullarda, müdahalelerin ilk uygulanmasının ötesinde olumlu etkileri sürdürebilecek kültürel dönüşüm potansiyelini vurgulamaktadır.

Topluluk Bağlantıları

Zorbalık müdahalelerini okul ortamının ötesine, topluluk bağlantılarını içerecek şekilde genişletmek, bütüncül yaklaşımların önemli bir boyutunu temsil eder. INCLUSIVE (okul ortamında zorbalık ve saldırganlıkta yerel olarak değişimi başlatma) müdahalesinin pilot randomize kontrollü bir çalışması, nitel verilerin, tüm müdahale bileşenlerinin ve deneme tasarımının, daha dezavantajlı okul bağlamları da dahil olmak üzere öğrenciler ve personel için uygulanabilir ve kabul edilebilir olduğunu gösterdiğini buldu. Nitel veriler ayrıca öğrenci katılımının okul genelinde ilişkileri ve katılımı geliştirmede temel bir bileşen olabileceğini düşündürmektedir. Planlanandan daha geç proje başlangıcı ve temel anketlerin zamanlaması, müdahalenin, personel eğitiminin ve diğer müdahale çıktılarının başlatılmasında gecikmelere neden oldu (Bonell ve ark., 2015). Bu, hem topluluğa bağlı yaklaşımların potansiyelini hem de ortaya çıkabilecek uygulama zorluklarını vurgulamaktadır.

Endonezya okullarında zorbalığı azaltmak için ergen liderliğindeki bir okul müdahalesine ilişkin bir pilot çalışma, önerilen içeriği ve sunumu bağlamsallaştırmak için biçimlendirici bir katılımcı eylem araştırması sürecini tanımladı. Ortaya çıkan müdahale iki temel unsuru birleştirir:

- 1) öğrencilerin sosyal normlarını ve davranışlarını etkilemek için öğrenci odaklı bir tasarım,
- 2) öğretmenin pozitif disiplin uygulamalarını kullanma bilgisini ve öz yeterliliğini geliştirmek için tasarlanmış bir öğretmen eğitimi bileşeni (Bowes ve ark., 2019). Bu ikili yaklaşım, hem okul topluluğunu hem de daha geniş sosyal normları bir araya getirerek potansiyel olarak daha sürdürülebilir bir değişim yaratır.

Tartışma ve Sonuç

Akran zorbalığının psikolojik etkileri kısa ve uzun vadede ciddi sonuçlar doğurmaktadır. Armitage'in (2021) belirttiği gibi, zorbalık yalnızca anlık değil, yetişkinliğe kadar uzanan etkiler yaratmaktadır. Bu durum, zorbalığın sadece okul yıllarıyla sınırlı kalmayan, bireyin yaşam boyu gelişimini etkileyen bir sorun olduğunu göstermektedir. Zorbalığın etkileri çok yönlüdür ve sadece kurbanları değil, zorbalı ve zorba-kurbanları da

kapsamaktadır. Bu da müdahale stratejilerinin tüm tarafları dikkate alması gerektiğini ortaya koymaktadır.

Yosep ve arkadaşlarının (2022) çalışması, zorbalığın kaygı, düşük psikolojik iyi oluş ve intihar riski gibi ciddi sonuçlara yol açabileceğini vurgulamaktadır. Zorbalığın sonuçları arasında depresyon, anksiyete, kendine zarar verme davranışları, travma sonrası stres bozukluğu ve azalmış benlik saygısı gibi çeşitli psikolojik belirtiler yer almakta; bu etkiler bireysel, çevresel ve bağlamsal faktörlere bağlı olarak değişkenlik göstermektedir.

Bu bağlamda, okullar yalnızca eğitim kurumları değil, aynı zamanda gençlerin psikososyal gelişiminin desteklediği ve zorbalıkla mücadelede ön safta yer alan yapılardır. Kub ve Feldman (2015), okulların zorbalığın önlenmesi ve olumlu gençlik gelişiminin teşvik edilmesi açısından taşıdığı kritik öneme dikkat çekmektedir. Özellikle okul hemşireleri, zorbalığın önlenmesi ve müdahalesinde kilit bir rol üstlenmektedir. Hemşireler, öğrencilerle doğrudan temas hâlinde olan sağlık profesyonelleri olarak, zorbalık davranışlarını tanımlama, psikolojik destek sağlama ve çok paydaşlı müdahale programlarını koordine etme kapasitesine sahiptir.

Etkili hemşirelik müdahaleleri arasında önleme programları, psiko-eğitimsel aktiviteler, akran destek grupları ve dayanıklılık geliştirme çalışmaları yer almaktadır. Bu müdahaleler, yalnızca zorbalığın sıklığını azaltmakla kalmayıp, aynı zamanda öğrencilerin psikolojik dayanıklılıklarını artırmaya da yardımcı olmaktadır. Öğrenciler, öğretmenler, ebeveynler ve toplum üyelerinin dahil olduğu bütüncül yaklaşımlar, özellikle okul iklimi ve kültürünü dönüştürmeye yönelik tüm okul stratejileri ile birleştirildiğinde daha etkili sonuçlar doğurmaktadır.

Bununla birlikte, mevcut literatürde hangi müdahalelerin, hangi öğrenci gruplarında ve hangi koşullarda etkili olduğunu belirlemeye yönelik bilgiler henüz sınırlıdır. Gelecekteki araştırmaların daha titiz metodolojilerle yürütülmesi; kültürel ve bağlamsal farklılıkları gözetmesi; uzun vadeli etkileri izlemesi ve uygulama süreçleri ile maliyet etkinliğini de değerlendirmesi gerekmektedir. Özellikle engelli öğrenciler, LGBTQ+ bireyler ve diğer savunmasız grupların ihtiyaçlarına duyarlı müdahale modellerinin geliştirilmesine olan ihtiyaç, bu alandaki önemli boşluklardan biridir.

Sonuç olarak, hemşirelik müdahaleleri, okullarda zorbalığı ve onun psikolojik sonuçlarını ele alan bütüncül yaklaşımların ayrılmaz bir bileşenidir. Okul hemşireleri, çok paydaşlı iş birliklerini kolaylaştırarak ve hem bireysel hem de çevresel risk faktörlerini hedef alarak, daha sağlıklı ve güvenli okul ortamlarının oluşturulmasına katkı sağlayabilir. Bu kapsamda hemşireler, yalnızca sağlık hizmeti sunucusu değil, aynı zamanda öğrenci refahını

merkeze alan savunucular ve deęişim öncüleridir. Dolayısıyla, hemşirelik uygulamaları zorbalıkla mücadelede sürdürülebilir, kanıta dayalı ve kapsayıcı çözümler üretmede anahtar rol oynamaktadır.

Öneriler

1. Okullarda zorbalığı önlemeye yönelik bütüncül programlar geliştirilmeli ve uygulanmalıdır.
2. Hemşirelik müdahalelerinin etkinliğini deęerlendiren daha fazla randomize kontrollü çalışma yapılmalıdır.
3. Uzun vadeli etkileri anlamak için boylamsal araştırmalar yürütülmelidir.
4. Kültürel bağlama uygun müdahale stratejileri geliştirilmelidir.
5. Okul hemşireleri, zorbalıkla mücadele konusunda özel eğitim almalıdır.
6. Savunmasız gruplar için özelleştirilmiş müdahale programları tasarlanmalıdır.

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Özel Eğitim ve İş Eğitim Okulu Çalışanlarının Tam Gün Eğitim Uygulamasının Sürdürülebilir Olmasına Yönelik Bakış Açılarının Değerlendirmeleri: Gazimağusa Örneği

Emirali Evcimen

Gazimağusa Özel Eğitim ve İş eğitim Okulu, emirevcimen@hotmail.com, KKTC

Özet

Bu çalışmanın amacı, özel eğitim ve iş eğitim okullarında tam gün eğitim uygulamasına geçiş ile birlikte yaşanan olumlu ve olumsuz yanların belirlenmesi ve çözüm önerilerinin sürdürülebilir olmasına yönelik ilgililere veri oluşturmaktır. Araştırma deseni olarak, durum çalışması modeli tercih edilmiştir. Durum çalışması güncel bir durumu, olayı detaylı bir şekilde inceleyen kapsamlı bir çalışmadır. Tam gün eğitime geçişin güncel bir durum olması bu yöntemin kullanılmasında etkili olmuştur. Araştırmanın örneklemini 2022-2023 eğitim-öğretim döneminde Gazimağusa Özel Eğitim Ve İş Eğitim Okulu'nda görevli idareci, öğretmen ve Doğu Akdeniz Üniversitesi Özel Eğitim Bölümü dördüncü sınıf stajyer öğrencileri oluşturmaktadır. Elde edilen sonuçlar, okul altyapısının eksik olması, özel ders öğretmeni olmaması, yeterli sayıda atanmış özel eğitim öğretmeni olmaması, bütçe yetersizliği, eğitim sistemindeki yasal aksaklık ve tüzüklerin olmamasından, ilgili diğer Bakanlıklarla işbirliği yapılmamasından, Bakanlık, sendika ve özel eğitim okulu arasındaki iletişim yetersizliğinden kaynaklı olarak uygulamanın başarısız olduğu, sürdürülebilir olmadığı sonucuna ulaşılmıştır.

Anahtar kelimeler: özel eğitim, tam gün eğitim, sürdürülebilir eğitim

Evaluations of Special Education and Business Training School Employees' Perspectives on the Sustainability of Full-Day Education Practice: Gazimağusa Example

Abstract

The purpose of this study is to determine the positive and negative aspects of the transition to full-time education in special education and job training schools and to provide data for the relevant parties to make sustainable solution suggestions. As the research design, the case study model was preferred. A case study is a comprehensive study that examines a current situation or event in detail. The fact that the transition to full-time education is a current situation has been effective in the use of this method. The sample of the research consists of administrators,

teachers and fourth-year intern students of Eastern Mediterranean University Special Education Department at Famagusta Special Education and Job Training School in the 2022-2023 academic year.

The results obtained concluded that the implementation was unsuccessful and not sustainable due to the lack of school infrastructure, lack of private lesson teachers, insufficient number of appointed special education teachers, insufficient budget, legal flaws and lack of regulations in the education system, lack of cooperation with other relevant Ministries, and insufficient communication between the Ministry, the union and the special education school.

Key words: special education, full-time education, sustainable education

Giriş

Eğitim, toplumlara göre farklılaşan, içerisinde bulunduğu kültüre ve zaman içeriğine göre de amacı değişebilen, oldukça dinamik bir yapıdır (Türkoğlu, 2002). Bazı gruplara göre yaratana kavuşmak için yapılan etkinlikler, bazılarına göre başarılı ürün elde etme yolu, bazıları için davranışların istendik olarak değiştirilmesini sağlamanın en bilimsel yolu ve bir bölümüne göre ise insanoğlunun kendisini gerçekleştirmesine, geliştirmesine olanak sağlayan önemli bir araçtır (Sönmez, 2003)

Dünyamızda, sosyal, ekonomik, teknolojik ve kültürel boyutlarda yaşanan hızlı değişim ve bu değişim sonucu oluşan yenilikler eğitimi her kesim için zorunlu bir ihtiyaç haline getirmiştir. Tüm ülkeler, potansiyelleri ve öngörülerini doğrultusunda eğitimden fayda sağlayabilmek amacıyla kendi yeni, işlevsel sistemlerini geliştirmeye çalışmaktadırlar.

Birleşmiş Milletler, dünya devlet liderleriyle 2015 yılından itibaren yaşanacak on beş yıllık periyod içinde yoksulluk, iklimlerde farklılaşma, insanlar arası eşitsizlik ve paralelinde yaşanacak adaletsizlikle baş etmek, mücadele etmek için dünyayı dönüştürecek bazı hedefler belirleyerek sürdürülebilir yönde kalkınma içerikli hedefler oluşturmuştur (www.un.org.tr). Belirlenen hedefler arasında nitelikli eğitim ve bu nitelikli eğitimin güvence altına alınması; eğitimin tüm kesimler için kapsayıcı ve doğal olarak eşitlikçi olması ve mutlaka herkes için yaşam boyu öğrenimi/öğrenmeyi destekler nitelikte olması öngörülmüştür. Ayrıca yine bu kapsamda; 2030 yılına kadar her kesimden tüm çocukların, kendilerini bir üst öğrenime, hayata hazırlayacak kaliteli eğitime erişimlerinin mutlak surette güvence altına alınmasının önemi; sürdürülebilir eğitim ve sürdürülebilir bir yaşam tarzı için, toplumsal cinsiyet eşitliği temelinde

insan hakları, barış kültürünün geliştirilip şiddetten uzak durulması, dünya için kültürel çeşitliliğin, kültürün sürdürülebilir boyutta tüm öğrencilere bilgi ve becerin düzeyinde bakış açısı olarak kazandırılması gibi konular öncelikli hedefler arasında yer almıştır (www.kureselhedefler.org; Bulut ve Polat, 2019).

Eğitim, her bir bireye, olabildiğince, kendisinin sahip olduğu gizil güçleri farkına varma ve geliştirme olanağı sağlayan, tüm aşamaları planlı olarak gerçekleştirilen bir dizi etkinlikler sürecidir. Her birey kendine özgüdür ve onu diğer bireylerden ayıran bir takım nitelikleri mevcuttur. Bu nedenle tüm toplumsal yapılarda, çağdaş eğitimden beklenen; bireysel farklılıklara duyarlı olması ve her bireye gereksinim duyduğu alanlarda gelişme fırsatını sağlıyor olmasıdır. Bu durum sadece özel gereksinimli olmayan yani normal gelişim gösteren bireyler için değil, aynı zamanda özel gereksinimli bireyler için de geçerlidir.

Bir takım farklı nedenlerden dolayı, sergiledikleri bireysel özellikler ve eğitimdeki yeterlikleri açısından akranlarından farklılık gösteren bireyler, özel eğitim gerektiren veya özel gereksinimli birey şeklinde ifade edilmektedir (KHK 573, 1997).

Özel gereksinimli bireylerin kendilerine özgü beceri, hız, yetenek ve kapasitelerini artırıp, geliştirme bağlamında okulun mevcut uygulamalarında değişikliğe gidilmesi durumu söz konusu olması durumunda ise özel eğitim hizmetlerine ihtiyaç duyulur (Kirk, Gallagher & Coleman, 2017).

Özel eğitim ise, özel gereksinimli tanısı alan kişilere, eğitim ve sosyal alanlardaki ihtiyaçlarını karşılama noktasında geliştirilmiş eğitim programlarını, özel yetiştirilmiş uzmanların eşliğinde, uygun, hatta düzenlenmiş ortamlarda sürdürülen eğitim faaliyetleri olarak tanımlanmaktadır (MEB, 2018). Dolayısıyla, özel eğitim hizmetleri kapsamı içerisinde, özel olarak yetişmiş eğitimciler, özel hazırlanmış program içeriği, yöntem ve özel araçlar anlaşılmaktadır (Özyürek, 2019).

Özel gereksinimli çocukların eğitiminin de sürdürülebilir politikalar içermesi önemlidir. Bunun yerine getirilebilmesi için de mutlaka engele özgü kapsamlı ihtiyaçları göz önünde tutulmalıdır. Gerek okullar ve okulların içerikleri, gerekse sağlık ve sağlık hizmetlerine ulaşım ve de temel ihtiyaçlardan olan, onların beslenmeleri yönünde sağlanan desteğin; özel gereksinimli çocukların okula devam sürekliliği ve onlara uygun düzenlenmiş öğrenme ortamına daha yoğun katılabilmeleri için mutlaka gereksinime ve dereceye uygun destek programları ve toplumsal

yapıya, yaşantıya uyum sağlamalarına yönelik bir takım bilimsel stratejiler geliştirilerek sürdürülebilirlik (Carol ve Gopal, 1998) kesintisiz olarak sağlanmalıdır.

1974 Barış Harekatı ile Kıbrıs'ın kuzey bölgesinde yaşamaya başlayan halkın, özel gereksinimli çocuklarının eğitim gereksinimlerinin karşılanması yönelik ilk çalışma 1976 yılında özel eğitim okulu açılması ile başlamıştır. Bunu zaman içerisinde ilçelerde çeşitli özel eğitim okulların açılması ve kaynaştırma uygulamaları izlemiştir (Evcimen, 2023).

Özel eğitim okulları saat 8 - 12:40 arası, günlük dört (4) ders saati üzerinden haftada toplam yirmi (20) saat hizmet verecek şekilde düzenlenmiştir. Öğrenci yirmi saat ders görürken, alanda çalışan öğretmen de 20 saat ders yapmak durumundadır. Ayrıca her pazartesi öğleden sonra 14:00 – 16.10 arasında özel eğitim okulunda çalışan öğretmenler de, öğrencinin okulda olmamasına rağmen, diğer öğretmenler gibi okulda bulunması gerekmektedir.

Çok yönlü olarak değerlendirilen ve özel eğitim okulundan yararlanmasına karar verilen özel gereksinimli öğrencinin eğitim gereksinimine bağlı olarak özel eğitim okulunda iletişim, bilişsel, akademik, motor, sosyalleşme, topluma uyum, beslenme becerileri, iş-meslek ve ihtiyacın gerektireceği birçok konuda özel gereksinimli çocuğa ve aileye eğitim desteği sağlanır. Okullar genel olarak yarım gün gerçekleştirilecek eğitim için planlanmış, sistem bu doğrultuda düzenlenmiştir.

Gelişmiş ülkelerin eğitim sistemlerine bakıldığında bunun ağırlıklı olarak tam gün eğitim şeklinde olduğu görülmektedir (Boydak Özan ve Öztürk, 2018). Tam gün eğitim uygulaması, eğitim uygulamasındaki paydaşların sabah belirli bir saatte okulda olması, uzun teneffüs saatleri, sonraki derse zihinsel olarak dinlenerek, odaklanarak ve enerjilerini boşaltarak hazırlandıkları, öğle arası ve beslenmenin yer aldığı, öğrenciler açısından sadece ders değil, aynı zamanda sosyal etkinliklere ve beceri eğitimlerine de zaman ayırabildikleri bir sistem olarak görülmektedir. Literatür tarandığında tam gün eğitim uygulamalarının yapıldığı ülkelerdeki uygulamalar incelendiğinde, elde edilen sonuçların oldukça yararlı olduğu noktasında fikir birliğinde oldukları görülmektedir (Cryan vd., 1992; Katz, 1995; Stipek vd., 1995; Elicker ve Mathur, 1997; Fusaro, 1997; Entwisle ve Alexander, 1998; Stoflet, 1998; Gullo, 2000; Lee vd, 2006; Herry vd., 2007).

Türkiye Cumhuriyeti'nde ise köyden kente doğru yaşanan yoğun göçten kaynaklı olarak okul binalarının, dersliklerinin yetersiz ve kalabalık olması, okulların bir bölümünün tam gün değil de ikili öğretimi uygulamalarını zorunlu kılmıştır (Erdoğan, 2002, s.28).

Kuzey Kıbrıs Türk Cumhuriyeti Milli Eğitim Bakanlığı, 2023 Ocak ayında aldığı bir kararla, bahar döneminden itibaren, tüm özel eğitim okullarında tam gün eğitim uygulamasına geçmiştir.

Eğitim bakımından da, gelişmiş ülkelerce kullanılan bir sistem olarak karşımıza çıkan tam gün eğitim; ihtiyaç, sorun, özellik ve gereklilikler açısından şu an kullanılan sistemden oldukça farklılıkları olan bir çalışma içeriğidir. Yarım gün eğitim yapan özel eğitim okullarının tam gün eğitime geçmesiyle birlikte oluşan sorunları, etkileri ve de yapılması gerekenleri, çözüm yolları ile birlikte belirlemek, sürdürülebilirliği sağlamak oldukça önem arz etmektedir.

Amaç

Bu çalışmanın amacı, özel eğitim ve iş eğitim okullarında tam gün eğitim uygulamasına geçiş ile birlikte yaşanan olumlu ve olumsuz yanların belirlenerek, eğitimin sürdürülebilir olmasına yönelik çözüm önerilerinin oluşturularak, Gazimağusa bazında ilgililere veri oluşturmaktır. Araştırma soruları:

1. Tam gün eğitimin olumlu ve olumsuz yanlarına yönelik yönetici, öğretmen ve stajyer öğretmenlerin görüşlerinin değerlendirilmesi
 - a. Öğrencinin akademik gelişimi
 - b. Öğrencinin sosyal gelişimi
 - c. Öğrenci davranışları
 - d. Fiziksel ortam, altyapı açısından uygulamanın değerlendirilmesi
2. Yarım gün eğitimin olumlu ve olumsuz yanlarına yönelik yönetici, öğretmen ve stajyer öğretmenlerin
 - a. Öğrencinin akademik gelişimi
 - b. Öğrencinin sosyal gelişimi
 - c. Öğrenci davranışları
 - d. Fiziksel ortam, altyapı açısından uygulamanın değerlendirilmesi
3. Tam gün eğitim uygulamasının başlaması ile karşılaşılan/yaşanan sorunlar nelerdir?
4. Tam gün eğitim uygulamasının sürdürülebilir olabilmesi konusunda neler yapılmalıdır?

Yöntem

Araştırmanın Deseni

Tam gün eğitim uygulamasının olumlu ve olumsuz yanlarının değerlendirilerek, yarım gün eğitimden tam gün eğitim uygulamasına geçiş ile meydana gelen bazı problemleri belirlemeyi amaçlayan bu çalışmada, nitel araştırma yöntemi ve paralelinde de durum çalışması kullanılmıştır. Durum çalışması, ele alınan bir olguyu, incelenen belli bir özelliği, var olan durumun etki ettiği kesim ile birlikte detaylı bir biçimde inceleyen olanağı sağlayan çalışmadır

(Ekiz, 2003, s.27). Ülkemizde de özel eğitim ve iş eğitim okullarında tam gün eğitim uygulamasına geçişin güncel bir durum olması bu yöntemin kullanılmasında etkili olmuştur.

Katılımcılar

Araştırma katılımcıları, 2022 – 2023 eğitim yılında Gazimagusa Özel Eğitim Ve İş eğitim Okulu'nda çalışan idareci, öğretmen ve okulda öğretmenlik staj uygulaması yapan Doğu Akdeniz Üniversitesi Özel Eğitim Bölümü dördüncü sınıf öğrencileridir. Araştırmaya 1 idareci, 21 öğretmen, 28 stajyer olmak üzere toplam 50 kişi katılmıştır.

Veri Toplama Aracı ve Verilerin Toplanması

Çalışmanın amacını gerçekleştirebilmek için, alan yazın taraması gerçekleştirilmiş ve bunun sonucunda, araştırmacı tarafından açık, net ve anlaşılır bir görüşme formu geliştirilmiştir. Hazırlanan açık uçlu görüşme soruları için 2 alan uzmanına başvurulmuştur.

Araştırmada katılımcının okuldaki görevi, meslekteki yılı, okulda göreve başlama zamanı, tam gün ve yarım gün eğitimin olumlu/olumsuz yanları, tam gün eğitim uygulamasının başlaması ile birlikte yaşanan sorunlar ve uygulamanın başarılı olabilmesi için yapılması gereken sorulara yer verilmiştir.

Geliştirilen forum Gazimağusa Özel Eğitim ve İş Eğitim Okulunda Çalışan 1 idareci, 53 öğretmen ve 42 stajyer öğrenciye, yapılan toplantılar ile verilmiştir. Katılımcılara araştırmanın amacı hakkında bilgi verilip forumda yer alan soruları gönüllülük esasına göre yanıtlamaları, verilen yanıtların sadece araştırma kapsamında kullanılacağı konusunda bilgi aktarılmıştır.

Verilerin Analizi

Tam gün eğitim uygulamasının olumlu ve olumsuz yanlarının değerlendirilerek, yarım gün eğitimden tam gün eğitim uygulamasına geçiş ile meydana gelen bazı problemleri belirlemeyi amaçlayan bu araştırmada katılımcılardan elde edilen veriler içerik analizi kullanılarak çözümlenmiştir. Katılımcıların sağlamış olduğu verilerin analizinde, mahremiyeti sağlamaya yönelik olarak her bir katılımcıya K1, K2 gibi kodlar verilmiştir. Gazimağusa Özel Eğitim Ve İş Eğitim Okulu'nda çalışanların yanıtları K1'den K22'ye; DAÜ Özel Eğitim Bölümü'nden Öğretmenlik staj Uygulaması için okulda bulunan ve araştırmada yer alan katılımcılar ise K23'den K50'ye olacak şekilde numaralar verilmiştir.

Bulgular

Ülkemizde özel eğitim ve iş eğitim okullarında tam gün eğitim uygulamasına geçiş ile birlikte yaşanan olumlu ve olumsuz yanların, belirlenmesi ve çözüm önerilerinin oluşturularak sürdürülebilir bir eğitim sisteminin oluşturulmasına yönelik, Gazimağusa Özel Eğitim Ve İş

Eğitim Okulu katılımcıların görüşleri incelenmiş kod, kategori ve tema kullanılarak tablolara aktarılmıştır.

1. Tam gün eğitimin yararlı olup olmadığının öğretmen ve stajyer öğrencilerin düşüncelerine göre değerlendirilmesi

Katılımcıların tam gün eğitimin yararlı olup olmadığına ilişkin görüşlerinin yer aldığı tema, kodlar ve yüzdelere aşağıda Tablo 1’de yer verilmiştir.

Tablo. 1 Katılımcıların Tam Gün Eğitimin Yararlı Olup Olmadığına İlişkin Görüşleri

Tema		Kodlar
Tam gün eğitimin yararlı olup olmadığı	Öğretmen	Tam gün eğitim yararlı oldu: 3 kişi, Tam gün eğitim yararlı olmadı: 19 kişi
	Stajyer öğrenci	Tam gün eğitim yararlı oldu: 9 kişi, Tam gün eğitim yararlı olmadı: 19 kişi Kararsız: 1 kişi

Katılımcılardan elde edilen veriler ışığında gerek öğretmenlerin (f=19), gerekse stajyerlerin (=19) tam gün eğitim uygulamasının yararlı olmadığına ilişkin görüş ifade ettikleri belirlenmiştir.

K4: “Tam gün eğitimin yararlı olduğuna inanmıyorum”

K8: “Tam gün eğitim yarardan çok zarar getirdi”

K30: “Tam gün eğitimin hiçbir yararını gözlemlemedim”

Yukarıda belirtilen bulgular doğrultusunda, öğretmen katılımcılarının çok büyük bir bölümü ve stajyer katılımcıların yarısından fazlası gerçekleştirilen bu uygulamanın yararlı olmadığını açık ve net olarak ifade etmişlerdir.

2. Tam gün eğitimin olumsuz yanlarına yönelik öğretmenlerin ve stajyer öğrencilerin düşüncelerinin değerlendirilmesi

Her iki katılımcı grubundan tam gün eğitimin olumsuz yanlarına ilişkin görüşlerini belirtmeleri istenmiştir. Katılımcıların tam gün eğitimin olumsuz yanlarına ilişkin belirttikleri görüşleri ile ilgili tema, kodlar ve yüzdelere aşağıda Tablo 2’de yer verilmiştir.

Tablo. 2 Katılımcıların Tam Gün Eğitimin Olumsuz Yanlarına ilişkin Görüşleri

Tema	Kodlar
	Öğretmen Akademik gelişimde verim düştü: 15 kişi, Problem davranışlar arttı: 17 kişi, Okul dışı sosyalleşme azaldı: 7 kişi, Derse odaklanma azaldı: 14 kişi,
Tam gün eğitimin olumsuz yanları	Stajer öğrenci Akademik gelişimde verim düştü: 6 kişi, Problem davranışlar arttı: 20 kişi, Otorite sorunu yaşandı: 6 kişi, Derse odaklanma azaldı: 6 kişi,

Katılımcıların tam gün eğitimin olumsuz yanlarına ilişkin yapmış oldukları değerlendirmeler ile ilgili görüşleri aşağıdaki gibidir:

K2: “Tam gün uygulaması ile öğrencilerdeki problem davranışlarda artış olduğunu söyleyebilirim.”

K11: “Derse odaklanmanın azaldığı ve bunun paralelinde akademik gelişimde verimin düştüğünü söyleyebilirim.”

K37: ”Sınıfa iki farklı özel eğitimcinin girmesi sonucunda otorite sorunu yaşandığını söyleyebilirim”.

Yukarıdaki bulgular ışığında, gerek öğretmenlerin ve gerekse staj uygulamasında olan katılımcıların büyük bölümü öğrencilerin sergilediği problem davranışların, tam gün eğitim uygulaması sürecinde artmış olduğundan, uygulamanın özel gereksinimli öğrenci açısından olumsuz sonuçlandığını ifade edebilirim. Ayrıca dersde odaklanmanın azalması sonucu akademik açıdan gelişmenin de durması, hatta gerilemesi sözkonusu olduğundan yaşanan sürecin öğrenci açısından nitelikli olmadığı da görülmektedir.

3. Tam gün eğitimin olumlu yanlarına yönelik öğretmen ve stajer öğrencilerin düşüncelerinin değerlendirilmesi

Katılımcılardan tam gün eğitimin olumlu yanlarına ilişkin görüşlerini belirtmeleri istenmiştir. Katılımcıların tam gün eğitimin olumlu yanlarına ilişkin belirttikleri görüşleri ile ilgili tema, kod ve yüzdelere aşağıda Tablo 3’de yer verilmiştir.

Tablo. 3 Katılımcıların Tam Gün Eğitimin Olumlu Yanlarına ilişkin Görüşleri

Tema		Kodlar
Tam gün eğitimin olumlu yanları	Öğretmen	Akademik gelişimde verim yükseldi: 5 kişi, Bağımsız yaşam becerileri arttı: 2 kişi, İletişim becerileri arttı: 9 kişi, Arkadaşlarıyla sosyalleşme arttı: 10 kişi,
	Stajer öğrenci	Akademik gelişim arttı: 6 kişi, Sosyal gelişim arttı: 12 kişi, İletişim becerileri arttı: 8 kişi,

Katılımcıların tam gün eğitimin olumlu yanlarına ilişkin yapmış oldukları değerlendirmeler ile ilgili görüşleri aşağıdaki gibidir:

K3: “Okulda akranları ile birlikte zaman geçirmeleri sonucunda iletişim becerilerinin geliştiğini söyleyebilirim”.

K43: “Tam gün okulda kalınması ile öğrencilerin sosyalleşme becerilerinde eskiye oranla gelişme olduğunu söyleyebilirim”.

Yukarıdaki bulgular ışığında, gerek öğretmenler ve gerekse staj uygulamasında olan katılımcıların bir bölümü öğrencilerin sosyalleşmelerinde, iletişim becerilerinin gelişmesinde hatta bazı çocuklar için akademik alanda, tam gün eğitim sürecinde uygulamanın özel gereksinimli öğrenci açısından sınırlı da olsa olumlu sonuçlandığını ifade edebilirim.

4. Tam gün eğitimin uygulamasında yaşanan sorunlara yönelik öğretmenlerin ve stajer öğrencilerin düşüncelerinin değerlendirilmesi

Katılımcıların tam gün eğitim uygulamasında yaşanan sorunlara yönelik belirttikleri görüşleri ile ilgili tema, kod ve yüzdelere aşağıda Tablo 4’de yer verilmiştir.

Tablo. 4 Katılımcıların Tam Gün Eğitiminde Yaşanılan Sorunlara ilişkin Görüşleri

Tema		Kodlar
Tam gün eğitimde yaşanan sorunlar	Öğretmen	Sınıfa farklı zamanlarda 2 öğretmenin girmesinden kaynaklı sorunlar: 8 kişi, Öğrencilerin yemek yiyebilecekleri kapalı bir alanın olmaması: 21 kişi, Öğrenciye yemek verilmemesi: 15 kişi, Öğlen arasının uzun olması: 12 kişi, Öğrencinin okul dışında sosyalleşme oranının azalması: 4 kişi. Öğlen ilaç içen çocuklara ilaç verecek hemşirenin olmaması: 13 kişi,
	Stajer öğrenci	Sınıfa farklı zamanlarda giren öğretmenlerin tutum ve davranışlarından kaynaklı sorunlar: 21 kişi, Derse giren öğretmenler arasında yaşanan iletişim kopukluğu: 9 kişi, Öğrenciye yemek verilmemesi: 6 kişi, Yetersiz altyapı: 10 kişi,

Katılımcıların tam gün eğitim uygulamasında yaşanan sorunlara ilişkin yapmış oldukları değerlendirmeler aşağıdaki gibidir:

K15: “Öğrencilerin yemek yiyebilecekleri kapalı bir alanın olmaması şeklinde söyleyebilirim”.

K14:” Öğrenciye öğle arasında yemek verilmemesi ve yemeğini evden getirmesinin istenmiş olmasını söyleyebilirim”.

K8: “İlaç kullanan çocuğa yemek sonrası ilaç verecek hemşirenin olmamasını söyleyebilirim”.

K9:” Sınıfa farklı zamanlarda giren iki öğretmen olmasını söyleyebilirim”.

K43: “Sınıfa farklı zamanlarda giren öğretmenlerin tutum ve davranışlarından kaynaklı sorunlar olduğunu söyleyebilirim”.

K39: “Altyapı yetersizliğini söyleyebilirim”.

Yukarıdaki bulgular ışığında, gerek öğretmenler gerekse staj uygulamasında olan katılımcıların yaşanan sorunlara ilişkin olarak tek tip yemek sağlanmamasını, öğrencilerin yemek

yiyebileceği kapalı ve uygun bir ortamın olmaması, derse giren öğretmenlerin sergilediği tutum ve davranışların farklı olması, uzun öğle araları ve ilaç içen öğrencilere ilacını verecek hemşirenin olmamasını tam gün eğitimde yaşanan ve karşılaşılan olumsuzluklar olarak nitelendirmişlerdir.

5. Tam gün eğitimin başarılı olması konusunda yapılabileceklerle yönelik öğretmenlerin ve stajyer öğrencilerin düşüncelerinin değerlendirilmesi

Katılımcıların tam gün eğitim uygulamasının başarılı olması konusunda nelerin yapılması gerektiğine ilişkin görüşleri ile ilgili tema, kod ve yüzdelere aşağıda Tablo 5’de yer verilmiştir.

Tablo. 5 Katılımcıların Tam Gün Eğitimin Sürdürülebilir Olmasına Yönelik Yapılması Gerekenlere İlişkin Görüşleri

Tema		Kodlar
Tam gün eğitimin sürdürülebilir olması için yapılması gerekenler	Öğretmen	Okul altyapı ihtiyaçlarının karşılanması: 16 kişi, Yemek yeme alanının düzenlenmesi: 21 kişi, Özel ders öğretmeni atamasının yapılması: 13 kişi, Öğrencinin yemeğinin Bakanlık tarafından karşılanması: 21 kişi, Tam gün eğitimin planlanması konusunda Bakanlığın okul idareci, öğretmen ve sendika görüşlerini dikkate alması: 6 kişi, Okuldaki öğretmenlerin yasal çerçevede çalıştırılarak eğitimin yapılması: 18 kişi, KKTC MEB’nın istihdam edeceği öğretmenlerle yapılması: 17 kişi, Okul dışı etkinliklerin artırılması: 9 kişi, Farklı branşlar olması: 7 kişi, Özel eğitim okul bütçesinin olması: 3 kişi, Özel eğitim öğretmenlerinin yasal haklarının iyileştirilmesi: 3 kişi
	Stajyer öğrenci	Okul altyapı ihtiyaçlarının karşılanması: 13 kişi, Öğrencinin yemeğinin Bakanlık tarafından karşılanması: 9 kişi, Özel ders öğretmeni atamasının yapılması: 4 kişi, KKTC vatandaşı öğretmenlerin atanması: 10 kişi, Tüm öğretmenlerin (davranış ve tutum konularında) eğitilmesi: 5 kişi, İdari kadronun artırılması: 3 kişi, Okul dışı etkinlikler artırılmalı: 5 kişi,

Katılımcıların tam gün eğitim uygulamasının sürdürülebilir bir şekilde uygulanması ve yansımalarının olumlu olmasına ilişkin yapmış oldukları değerlendirmeler aşağıdaki gibidir:

K1: “Öğrenciler için bir yemek yeme alanının oluşturulması gerektiğini söyleyebilirim”.

K12: “Tam gün eğitim uygulamasında KKTC’nden kadrolu öğretmenlerle çalışılması gerektiğini söyleyebilirim”.

K5: “Özel ders öğretmeni atanmadan tam gün uygulamasının hiçbir şekilde başarılı olamayacağını söyleyebilirim”.

M23:” Okul altyapı gereksinimlerinin karşılanması gerektiğini söyleyebilirim”.

Yukarıdaki bulgular ışığında, gerek öğretmenler gerekse staj uygulamasında olan katılımcıların tam gün eğitim uygulamasının sürdürülebilir olması noktasında altyapı eksikliklerinin giderilmesi, öğlen yemeğinin Bakanlık tarafından sağlanması, sisteme girecek olan öğretmenlerin KKTC vatandaşı olup kadrolu olması, okul dışı etkinliklerin yapılabilmesi için gerekli desteğin sağlanması, özel ders öğretmenin özel eğitim sistemi içerisinde de görevlendirilip atamalarının yapılması, Bakanlığın gerek sendika gerekse özel eğitim okul idarecilerinin görüşlerini dikkate alarak planlamayı yapması durumunda başarılı sonuçlara ulaşabileceği görülmektedir.

6. Gerekli düzenlemelerin yapılması, tedbirlerin alınması durumunda tam gün eğitimle ilgili öğretmen ve stajer öğrencilerin düşüncelerinin değerlendirilmesi

Katılımcıların tam gün eğitim uygulamasının sürdürülebilir olması konusunda yapılması gereken düzenlemelerin yapılması ve gereken tedbirlerin alınması paralelinde tam gün eğitime yönelik bakış açılarına ilişkin görüşleri ile ilgili tema, kod ve yüzdelere aşağıda Tablo 5’de yer verilmiştir.

Tablo. 6 Katılımcıların, Gerekli Düzenlemelerin Yapılması Durumunda Tam Gün Eğitime Yönelik Bakış Açılarına İlişkin Görüşleri

Tema		Kodlar
Gerekli düzenlemelerin yapılması durumunda tam gün eğitime bakış açısı	Öğretmen	Gerekli altyapı düzenlemelerin yapılması durumunda tam gün yapılabilir: 3 kişi,

		Altyapı düzenlenip, okulun kendi öğretmeninin çalışması ve özel ders öğretmenlerinin sisteme girmesi ile yapılabilir: 17 kişi,
	Stajer öğrenci	-

Katılımcıların, gerekli tüm düzenlemelerin yapılması durumunda tam gün eğitim uygulamasına ilişkin yapmış oldukları değerlendirmeler aşağıdaki gibidir:

M13: “Altyapı ile ilgili tüm eksikliklerin giderilmesi, özel eğitim okullarına özel ders öğretmenin verilmesi ve özellikle KKTC vatandaşı kadrolu öğretmenin çalıştırılması şeklinde söyleyebilirim”.

Yukarıdaki bulgular ışığında, öğretmen katılımcıları, gerekli düzenlemelerin yapılması durumunda, yani özel ders öğretmeni ataması, altyapı sorunlarının giderilmesi ve kadrolu öğretmenin atanması durumunda tam gün eğitim uygulamasının yapılabileceği doğrultuda ortak görüş ifade etmişlerdir. Öğretmenlik staj uygulaması için okulda bulunan katılımcılar ise bu soruya yanıt vermemişlerdir.

7. Tam gün eğitimin sürdürülebilir olması konusunda farklı branşlardan kişilerin sisteme girmesine yönelik öğretmenlerin düşüncelerinin değerlendirilmesi

Katılımcıların tam gün eğitim uygulamasının sürdürülebilir olması konusunda farklı branşlardan kişilerin sisteme girmesine ilişkin görüşleri ile ilgili tema, kod ve yüzdeler aşağıda Tablo 7’de yer verilmiştir.

Tablo. 7 Katılımcıların, Tam Gün Eğitimin Sürdürülebilir Olması İçin Farklı Branşların Sisteme Girmesine Yönelik Bakış Açılarına İlişkin Görüşleri

Tema		Kodlar ve Yüzdeler
Tam gün eğitimin sürdürülebilir olması için farklı branşlar sisteme girmeli	Öğretmen	Beden eğitimi öğretmeni: 20 kişi Müzik öğretmeni/terapisti: 20 kişi Konuşma terapisti: 14 kişi, Ergo terapist: 7 kişi Öğretmen yardımcısı: 18 kişi, Bakıcı: 20 kişi
	Stajer öğrenci	Beden eğitimi öğretmeni: 4 kişi, Müzik öğretmeni: 4 kişi

		Sosyal çalışmalar artırılması: 5 kişi, Aile okul işbirliği (katılım) geliştirilmeli: 3 kişi

Katılımcıların, tam gün eğitim uygulamasının sürdürülebilir olabilmesi için sistemde yer almasını düşündükleri branşlara ilişkin yapmış oldukları değerlendirmeler aşağıdaki gibidir:

M16: “Beden eğitimi öğretmeni ve müzik öğretmeni/terapist olmazsa olmazlar arasında yer aldığını söyleyebilirim”.

M9: “Özel eğitimde öğretmen yardımcılarının sistemin sağlıklı çalışması için şart olduğunu söyleyebilirim.

M8: “Özel ders öğretmeni, bakı ve de öğretmen yardımcısı olmasa olmaz olduğunu söyleyebilirim”.

M41: “Akademik olmayan beceri (resim, müzik, spor) eğitimler mutlaka olmalıdır”.

M40: “Öğrencilerin topluma uyumu için sosyalleşmelerine yönelik çalışmaların artırılması gerektiğini söyleyebilirim”.

Yukarıdaki bulgular ışığında gerek öğretmen, gerekse staj uygulamasındaki öğrenciler müzik ve beden eğitimi branşlarının özel eğitim uygulaması içerisinde mutlaka yer verilmesi gerektiğini; sınıf içindeki uygulamalarda öğretmen yardımcısının rolünün önemli olduğunu ve bakıcıların da çalışma kadrosunda yer alması gerektiğini ifade etmelerinin yanı sıra konuşma ve ergo terapistlerin de sisteme girmeleri, öğrencinin sosyalleşme çalışmaları için gerekli tedbirlerin alınarak ailelerle ortak çalışılması gerektiği konularını vurgulamışlardır.

Sonuç

Ülkemizde özel eğitim ve iş eğitim okullarında tam gün eğitim uygulamasına geçiş ile birlikte yaşanan olumlu ve olumsuz yanların belirlenmesi ve sürdürülebilir eğitim açısından çözüm önerilerinin oluşturulmasına yönelik, Gazimağusa Özel Eğitim Ve İş Eğitim Okulu katılımcılarının görüşleri doğrultusunda elde edilen bulgular tam zamanlı eğitim uygulamasına göre yarı zamanlı eğitim uygulamasını daha faydalı bir sistem olarak gördüklerini göstermektedir. Özellikle, yarı zamanlı eğitimde öğrenciye okul dışında kalan zamanın sosyalleşme, iletişim ve çeşitli faaliyetleri yapabilmesine olanak sağladığı ve daha verimli olduğuna yönelik çeşitli görüşler de dikkati çeken bulgular arasındadır. Ayrıca öğrencinin tam gün eğitiminde okulda uzun bir zaman süresi geçirmesi ve paralelinde birtakım sosyal aktivite, çalışma, faaliyetlere zaman ayıramamış olduğuna işaret eden görüşler de mevcuttur. Yapılan

literatür taraması sonucu, benzer içerikte bulgulara sahip çalışmaların da olduğu görülmektedir. Örneğin, eğitim gününün süresinin uzaması ile elde edilen sonuç arasında farklılığın olmadığı, Barnett ve Pezzino'nun (1987) çalışmalarında görülmektedir.

Tam gün eğitimin olumsuz yanlarına ilişkin olarak Gazimağusa Özel Eğitim Ve İş Eğitim Okulu katılımcılarının, öğrencilerinin; akademik gelişim alanlarındaki verimlerinin düştüğü, problem davranışlardaki oranın arttığı, okul dışı sosyalleşme sürelerinin azaldığı, derste odaklanma periyodunun kısaldığı ve otorite ile ilgili sorun yaşandığı belirlenmiştir. Tüm bunların sebebinde ise; sınıfa gün içerisinde farklı zamanlarda farklı özel eğitim öğretmenlerinin girmesi, yaklaşım, yöntem ve tutumlarının farklı olması ve derse giren öğretmenler arasında sağlıklı bir iletişim sisteminin kurulamamış olması sürdürülebilirlik noktasındaki en büyük engellerden biri olarak ifade edilmiştir.

Tam gün eğitimin başarılı olabilmesi için Eğitim Bakanlığı'nın okul idareci, öğretmen ve sendika görüşleriyle, yasal çerçeveyi dikkate alması, öğretmenlerin yasal haklarının iyileştirilmesi, tam gün eğitimde özel ders öğretmeni ve kadrolu özel eğitimci çalıştırılması, okul dışı faaliyetlere yer verilmesi ve okulun kendisine ait bir bütçesinin olmasının önemi üzerine vurgu yapılmıştır. Özellikle paydaşlarla ilgili elde edilen bulgu, Boydak Özen ve Öztürk'ün (2018) sistem değişikliğine yönelik gerçekleştirilecek tüm çalışmalarla ilgili olarak tüm okul paydaşlarının görüşlerinin alınarak yapılması bağlamında paralellik göstermektedir. Ayrıca okulun kendisine ait bir bütçesinin olmaması ve paralelinde yaşanan finansmandan kaynaklı sorunlarla ilgili bulgu da Erden ve Erden'in (2019) yapmış oldukları çalışma bulguları ile örtüşmektedir.

Ayrıca öğle yemeği sorunu tam gün eğitimde katılımcıların büyük çoğunluğu tarafından endişe kaynağı olarak görülmektedir. Öğrencilerin sağlıksız ve gelişi güzel beslenmesinin uzun dönemde yürütülen çalışmaların başarısız veya verimsiz olması yönünde bir etkide bulunmaktadır. Diğer bir endişe kaynağı ise sağlıklı, hijyenik ve konforlu bir yiyecek yeme alanının yani yemekhanenin olmaması ve altyapı ile ilgili birtakım sorunlar şeklinde ifade edilmekte ve bu da sistemin sürdürülebilirliğini zayıflamaktadır. Katılımcılara göre okula yemekhane yapılması yaşanan sorunların ortadan kaldırılmasında oldukça etkili olacaktır. Araştırmanın bu bulgusu Boydak Özen ve Öztürk'ün (2018) yapmış oldukları araştırma bulguları ile tutarlılık gösterirken, altyapı ile ilgili boyutu ise Erden ve Erden'in (2019) çalışmaları ile desteklendiği görülmektedir.

Özel eğitim, özel gereksinimli öğrencilerin özellik ve derecelerinin birbirlerinden farklılık göstermesi, çeşitliliğinin oldukça geniş olmasından kaynaklı olarak birçok farklı uzmanın birlikte çalışmasını gerektirecek bir sistemdir. Öğrencinin gereksinimini karşılayabilmek ve programın gereklerini yerine getirip, bilimsel, sağlıklı, hızlı ve etkili, doğru sonucu alabilmek için disiplinler arası bir birlikteliğin (IDEA, 2004; Evcimen, E. 2022) sağlanıp, eşgüdüm içerisinde çalışılması kaçınılmaz önem arz etmektedir. Dolayısıyla katılımcıların da belirttiği gibi sisteme özel ders öğretmeni (beden eğitimi, müzik, resim), konuşma terapisti, öğretmen yardımcısı, bakıcı, hemşire vb. girmesi gerek T.C. Özel Eğitim Hizmetleri Yönetmeliği (2012)'nde gerekse Individuals With Disabilities Education Improvement Act, (2004) ve de KKTC Özel Gereksinimli Bireyler Eğitim Yasası'nda (2022) (Evcimen, 2023) da belirtildiği gibi mutlaka gerekmektedir.

Tam gün eğitimle birlikte özel gereksinimli öğrencilerin sergilemiş oldukları davranışlardaki problemlerin arttığı bulgusuna ulaşılmıştır. Harry vd.'nin (2007) araştırma sonuçları da öğrencilerde olumsuz, istenmeyen davranış sergileme eğiliminin artmış olduğunu gösterir yöndedir. Ayrıca Gleason vd. (2016) ve Manti vd. (2019) davranış problemlerinin ortaya çıkması, artarak pekişmesi noktasında içinde bulunulan ortamın oldukça etken olduğu bulgusu doğrultusundadır. Yaşanan bu durum okulda sorunlara neden olmakta, ilerleyen zamanda ise eve ve diğer sosyal ortamlara sıçrayacağı düşünülmektedir. Çünkü davranış problemlerinin ilerde yüksek antisosyal problemlere (Fox vd., 2002), davranışı düzenleyememe ve bunun sonucunda ilişkilerde sorun yaşamaya (Hughes vd., 2000), iletişim boyutunda saldırgan ve bazen de yıkıcı davranışlar sergilemeye (Gülşay Ogelman & Çiftçi Topaloğlu, 2014) neden olabilmektedir. Tüm bu olumsuzluklar onların toplum yaşamı içerisinde sağlıklı bir şekilde yer almalarını olumsuz etkileyecektir. Davranış problemlerinin artmasıyla birlikte yaşanan sorunlar özel gereksinimli bireyin toplumla bütünleşmesine zarar vermekte, 2015 yılında Birleşmiş Milletler öncülüğünde tüm dünya tarafından dikkat edilmesi önerilen kapsayıcılık, hiçbir kimsenin toplumsal yaşamın dışında bırakılmaması ilkelerine ve doğal olarak sürdürülebilir eğitime olumsuz ket vurmaktadır.

Alan taraması tam gün eğitimin öğrencilerin gerek akademik başarı, öğretmenin yönlendirme yapabilmesi ve öğrencinin etkinlik ve faaliyetlere katılımı ile birlikte gelişmesinin sağlanabilmesi açısından daha faydalı olduğu belirtilmektedir (Stipek vd., 1995; Entwisle ve Alexander, 1998; Stoflet, 1998; Elicker ve Mathur, 1997; Boydak Özen ve Öztürk, 2018). Fakat gerçekleştirilen bu çalışmada farklı bir bulguya ulaşılmasındaki sebebin ise; okulun altyapı eksikliklerinden, özel ders öğretmenlerinin olmamasında, yeterli sayıda atanmış özel eğitim öğretmeni olmamasından, yetersiz bütçeden, eğitim sistemindeki aksaklıklardan, özel

gereksinimli bireyler yasaının uygulanmasını sağlayacak tüzüklerin olmamasından, ilgili diğer Bakanlık'larla işbirliği yapılamamasından, Bakanlık, sendika ve özel eğitim okulu arasındaki iletişim yetersizliğinden kaynaklı olduğu ve eğitim sisteminin sürdürülebilir olmadığı da görülmektedir.

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Çocukların Cinsel Eğitiminde Ailelerin Tutum ve Davranışlarında İyi Oluş

Uzm. Irmak Parlakyıldız

e-posta: irmak_parlakyildiz@hotmail.com, Orcid No: 0000-0001-8439-6118, KKTC

Belgin Parlakyıldız

Uluslararası Kıbrıs Üniversitesi, Eğitim Fakültesi, Temel Eğitim Bölümü, KKTC,

e-posta: bparlakyildiz@ciu.edu.tr, Orcid No: 0000-0002-5094-1779

İrem Ördek

Uluslararası Kıbrıs Üniversitesi, Sağlık Bilimleri Yüksek Okulu Çocuk Gelişimi, KKTC,

e-posta: İremordek1@gmail.com

Özet

Bu çalışma bireylerin, ailelerin cinsel eğitimi üzerinde yoğunlaşmıştır. Bireyin fiziksel, duygusal ve sosyal gelişimi, cinsel eğitim yoluyla önemli ölçüde devam etmektedir. Cinsel eğitim yalnızca cinsellikle sınırlı değildir; çocuğun mahremiyeti hakkında daha fazla bilgi edinmesine, sınırların çizilmesine ve olası istismarlardan korunmasına da yardımcı olmaktadır. Bununla birlikte, cinsellik ile karıştırılması nedeni ile toplumlarda tabu olarak görülmekte ve aileler tarafından geri plana atılmaktadır. Bu durum, kişinin kişisel gelişim süreci hakkında yanlış bilgilerin edinilmesine de neden olabilmektedir. Farklı yönden bakıldığında mahremiyet, kendini ve koruma yeteneklerinin farkında olmalarını da engelleyebilmektedir. Çalışma, Kuzey Kıbrıs Türk Cumhuriyeti Lefkoşa ilçesinde yaşayan ve çocuk sahibi olan rastgele seçilen 15 aileye anket yöntemi kullanılarak uygulanmıştır. Anket üç uzman kanısı alınarak onaylandıktan sonra ailelere uygulanmıştır. Nitel araştırma yöntemi kullanılarak elde edilen veriler, ailelerin cinsel eğitim bilgi düzeylerini, tutumlarını ve eğitim özelliklerini inceleyerek analiz edilmiştir. Yapılan çalışmada; ailelerin cinsel eğitimi gerekli görmesine rağmen kendilerini yetersiz hissetmelerinden dolayı çocuklarına cinsel eğitim vermekten kaçındıklarını göstermektedir. Ayrıca bazı ailelerin, çocukların sordukları sorulara yanıt vermekten çekindikleri ve toplumsal tabuların bir sonucu olarak yeterli cinsel eğitim veremediklerini göstermektedir. Sonuçta çoğu ebeveynler çocuklara erken yaşta cinsel eğitim vermeye başlanması gerektiğini savunmuşlardır. Bu durumda farklı yaklaşım ve proje çalışmaları ile toplumsal bilincin arttırılması gerektiği önerilmektedir.

Anahtar Kelimeler : Cinsel eğitim, çocuk, ebeveyn tutumları, iyi oluş.

Well-Being In Families' Attitudes and Behaviors in Children's Sexual Education

Abstract

This study focused on the sexual education of individuals and families. The physical, emotional and social development of the individual continues to a significant extent through sexual education. Sexual education is not limited to sexuality; it also helps the child learn more about his/her privacy, draw boundaries and protect him/her from possible abuse. However, because it is confused with sexuality, it is seen as a taboo in societies and is pushed aside by families. This situation can also lead to the acquisition of false information about the individual's personal development process. When viewed from a different perspective, privacy can also prevent them from being aware of themselves and their protective abilities. The study was conducted using a survey method on 15 randomly selected families living in the Nicosia district of the Turkish Republic of Northern Cyprus and having children. The survey was administered to the families after receiving the opinions of three experts and approval. The data obtained using the qualitative research method was analyzed by examining the families' sexual education knowledge levels, attitudes and educational characteristics. The study shows that although families see sexual education as necessary, they avoid giving sexual education to their children because they feel inadequate. It also shows that some families are reluctant to answer questions asked by their children and are unable to provide adequate sexual education as a result of social taboos. As a result, most parents have advocated that children should start receiving sexual education at an early age. In this case, it is suggested that social awareness should be increased with different approaches and project studies.

Keywords: Sexual education, child, parental attitudes, well-being.

Giriş

Cinsel gelişim, bireyin cinsiyetine bağlı olarak üreme organlarında meydana gelen sıralı büyüme ve büyümenin yanı sıra, bu süreçte ortaya çıkan değişimleri, karşılaşılabilecek sorunlar ve davranışsal farklılıkları içermektedir (Alptekin ve Tepeli, 2019). Pek çok toplumda bireyler "cinsel eğitim " kavramlarını uzun süre kullanmaktan kaçındıkları görülmektedir. Cinsellikle ilgili sorunlar genellikle gizli bir şekilde ele alınmakta, kimi zaman göz ardı edilmekte ya da öfke veya utandırma gibi olumsuz tepkilerle karşılanmaktadır (Tuğrul ve Artan, 2001). Bu durumun temel nedeni , cinsel eğitim denilince akla ilk olarak cinselliğin gelmesidir. Bununla

birlikte, cinsel eğitim yalnızca biyolojik olarak sınırlı değildir; kişinin cinsiyetinin özellikleri, mahremiyet sınırlarını anlaması ve kendini nasıl koruyacağını öğrenmesi açısından yaşam boyu önemli bir rol oynar. Ebeveynler tarafından çocuklara cinsel eğitimin verilmesi, sadece çocukları yanlış ve zararlı bilgilerinden korumakla kalmaz, aynı zamanda bedenlerini tanımaları ve güvenlik konusunda daha fazla bilgi edinmelerine de yardımcı olmaktadır (İşler ve Gürşimşek, 2018).

Cinsel gelişim, doğumla birlikte başlar. Cinsel gelişim yalnızca fiziksel değişiklikler değil, aynı zamanda çocuğun cinsellik hakkında öğrenilen şeyleri ve bu bilgileri kullanarak nasıl davrandığını da içermektedir. Çocukların cinsel gelişim dönemlerinin doğru bir şekilde anlaşılması, onların sağlıklı bir cinsel kimlik oluşturmalarına katkı sağlamakla birlikte, aynı zamanda olası riskli davranışlardan korunmaları açısından da kritik bir rol oynamaktadır.

Cinsel eğitim, bireyin fiziksel, duygusal ve cinsel gelişim sürecini anlamasını, sağlıklı bir benlik algısı oluşturmalarını ve insan cinselliği ile toplumsal değerlere saygı temelinde bir bakış açısı geliştirmesini hedefleyen bir süreçtir (Deniz ve Yıldız Altan, 2019). Son yıllarda bu alanda daha bütüncül ve çok disiplinli bir yaklaşımı ifade eden *“kapsamlı cinsel eğitim”* kavramı da literatürde yer bulmaktadır. Çocukların cinsel eğitime, soru sormaya başladıkları dönemde yönlendirilmesi önerilmekle birlikte, sorular gelmediği durumlarda da uygun anların değerlendirilerek bilgilendirme yapılması gerektiği vurgulanmaktadır. Cinsel eğitim alan çocuklar kendi bedenlerinin farkında olmaktadır bu da karşısındaki bireyin sınırlarına saygı duymasını sağlamaktadır. Dünya Sağlık Örgütü (DSÖ)’ *“kapsamlı cinsel eğitimin yalnızca bilgi aktarımını değil, aynı zamanda bireyin tutum, değer ve anlayış geliştirmesini, kişiler arası ilişkilerde sağlıklı iletişim kurmasını ve sorumluluk bilinci kazanmasını amaçladığını”* ifade etmektedir.

Cinsel eğitimin başarılı ve sağlıklı bir şekilde uygulanabilmesi için hem eğitimcilerin hem de ailelerin bu konuda yeterli özelliklere sahip olması gerekir. Verilen bilginin çocuğun yaşına ve bilgi düzeyine uygun olmasına dikkat edilmelidir . Bu süreçte, çocukların daha iyi anlamalarını ve bilgilerini içselleştirmelerini sağlamak için kitaplar, görsel materyaller ve anatomik bebekler gibi çeşitli eğitim araçları bulunmaktadır (Koran, 2018). Yapılan araştırmada, çocuk sahibi ebeveynlerin cinsel eğitime yönelik tutumları ve bilgi düzeyleri, uygulanan anket verileri doğrultusunda değerlendirilmiştir. Araştırmaya Lefkoşa’da yaşayan 15 ebeveyn dahil edilmiş olup, elde edilen veriler ebeveynlerin çoğunluğunun cinsel eğitimi önemli bulduğunu göstermektedir. Ancak, bu konuda yeterli donanıma sahip olmadıklarını düşünen ebeveynlerin

sayısı da dikkat çekmektedir. Özellikle hangi yaşta ve nasıl bir dille bu eğitimi vereceklerini bilememeleri, sürecin sağlıklı bir şekilde ilerlemesini engellemektedir. Cinsel eğitimin toplumda tabu olarak görülmesi aileleri çekingen davranışlara da itmektedir.

Alınan sonuçlara göre, ebeveynlerin çocuklarına cinsel eğitim verirken karşılaştıkları başlıca zorluklar; bilgi yetersizliği ve toplumsal baskıdır. Çalışmanın temel amacı doğrultusunda, aşağıdaki sorulara cevap aranacaktır;

Alt Problemler

- Ebeveynler çocuklarına cinsel eğitim verilmesi gerektiğini düşünüyor mu?
- Cinsel eğitime başlama yaşı hakkında ebeveynlerin görüşleri nelerdir?
- İyi dokunuş” ve “kötü dokunuş” kavramları çocuklara açıklanıyor mu?
- Cinsel eğitim konusunda kendilerini yeterli hissediyorlar mı?
- Bilgi edinmek için hangi kaynakları tercih ediyorlar?
- Ebeveynlerin cinsel eğitim hakkındaki görüşleri nelerdir?

Bu engellerin aşılabilmesi için ebeveynlere yönelik rehberlik ve eğitim çalışmalarının geliştirilmesi gerektiği sonucuna ulaşılmıştır. Araştırma, cinsel eğitimin yalnızca biyolojik yönleriyle sınırlı olmadığını; çocukların kendilerini tanımaları, sınırlarını belirlemeleri ve olası risklere karşı korunmaları açısından da önemli bir rol oynadığı vurgulanmaktadır.

Yöntem

Bu araştırma, nitel araştırma yöntemine uygun olarak yürütülmüştür. Nitel araştırmayı, gözlem, görüşme ve doküman analizi gibi nitel bilgi toplama yöntemlerinin kullanıldığı, algıların ve olayların doğal ortamda gerçekçi ve bütüncül bir biçimde ortaya konmasına yönelik nitel bir sürecin izlendiği araştırma olarak tanımlamak mümkündür (Yıldırım, 1999).

Araştırma kapsamında, Lefkoşa ilinde yaşayan ve çocuk sahibi olan 15 ebeveyn ile yarı yapılandırılmış anketler uygulanmıştır. Anketler sayesinde, ebeveynlerin cinsel eğitim hakkındaki bilgi düzeyleri, tutumları ve yaşadıkları zorluklar belirlenmiştir. Elde edilen veriler nitel analiz yöntemiyle değerlendirilmiş ve sonuçlar yorumlanarak anlamlı hale getirilmiştir. Dolayısıyla, ebeveynlerin cinsel eğitime nasıl yaklaştıkları daha açık bir şekilde ortaya konulmaya çalışılmıştır.

Bulgular ve Yorumlar
Tablo 1. Demografik Bilgiler

Demografik bilgiler		
Cinsiyet		
	Kadın	9
	Erkek	6
Eğitim durumu		
	İlkokul	1
	Ortaokul	2
	Lise	4
	Lisans	5
	Lisansüstü	3
Çocuk sayısı		
	1 çocuk	2
	2 çocuk	7
	3 çocuk	4
	4+ çocuk	2

Bu araştırmanın bulguları, ebeveynlerin cinsel eğitimle ilgili tutum, yaklaşım ve deneyimlerini farklı açılardan ortaya koymaktadır. Katılımcıların büyük kısmı kadınlardan oluşurken (9 kadın, 6 erkek), eğitim durumu açısından çoğunluğun üniversite (5) ve lisansüstü (3) eğitim seviyesinde olduğu görülmektedir. Çocuk sayısı açısından, 2 çocuk sahibi ebeveynler (7) en yüksek oranı oluştururken, 3 çocuklu ebeveynler (4) ve 1 çocuklu ebeveynler (2) takip etmektedir

Tablo 2. Cinsel Eğitimin Gerekli Olma Durumu

Cinsel eğitim gerekli midir?	
Evet	12
Hayır	3

Katılımcıların çoğunluğu (12 kişi), cinsel eğitimin gerekli olduğunu ifade etmiştir. Buna karşın, sadece 3 kişi cinsel eğitim konusunda bir ihtiyaç hissetmemektedir.

Bu bağlamda, ebeveynlere yönelik eğitim programları ve rehberlik hizmetlerinin artırılması gerektiği ortaya çıkmaktadır. Ebeveynlerin çocuklarına cinsel eğitim verirken karşılaştıkları zorlukların üstesinden gelebilmesi için daha fazla rehberliğe ve profesyonel desteğe ihtiyaç duyduğu anlaşılmaktadır.

Tablo 3. Cinsel Eğitim Verilme Yaşı

Cinsel eğitim hangi yaşta başlamalı?	
0 – 3 yaş	5
4 – 6 yaş	6
7 – 9 yaş	2
10 yaş ve üzeri	2

Eğitimin hangi yaşta verilmesi gerektiği konusunda ise, ebeveynlerin büyük kısmı 4-6 yaş (6 kişi) aralığını tercih etmektedir. Bununla birlikte, 0-3 yaş (5 kişi) ve 7-9 yaş (2 kişi) aralıklarında eğitim verilmesi gerektiğini savunanlar , 10 ve üzeri yaşta verilmesi gerektiğini savunanlar (2 kişi) da bulunmaktadır. Cinsel eğitime ne zaman başlanması gerektiği hakkında oluşan görüş ayrılıkları özellikle dikkat çekmiştir. Ebeveynlerin çoğu cinsel eğitime başlama yaşının 4-6 yaş aralığında verilmesini gerektiğini düşünmektedir, fakat bu düşüncede olmayan ebeveynler de mevcuttur.

Tablo 4. Cinsellikle İlgili Soru Cevap Durumu

Çocuk cinsellikle ilgili soru sorduğunda nasıl cevaplıyorsunuz?	
Açık ve doğru şekilde cevaplarım	9
Cevaplamaktan kaçınırım	3
Konuyu değiştiririm	3

Çocukların cinsellik ile ilgili sorular sorması durumunda, çoğu ebeveyn (9 kişi) açık ve doğru yanıtlar vermeyi tercih etmektedir. Ancak 3 ebeveyn, bu konuda ya soruları yanıtlamaktan kaçınmakta ya da konuyu değiştirmektedir. Bu durum, ebeveynlerin cinsel eğitimle ilgili rahatlık seviyelerinde farklılık gösterdiğini ortaya koymaktadır.

Bazı ebeveynlerin soruları yanıtsız bırakmaları ya da konuyu değiştirmeleri, hala bu konuda bir rahatlık eksikliği olduğunu ve ebeveynlerin bazı sorular karşısında nasıl tepki verecekleri konusunda belirsizlik yaşadıklarını ortaya koymaktadır. Bu durum, ebeveynlerin cinsel eğitimle

ilgili nasıl bir tutum geliştirecekleri konusunda çeşitli toplumsal ve bireysel faktörlerin etkili olduğunu göstermektedir.

Tablo 5. Çocuğun Özel Alanını Koruma Durumu

İyi – kötü dokunuş farkını anl: tır mısınız ?		
	Evet	10
	Hayır	5
Özel alanını koruması gerektiğini anlatır mısınız ?		
	Evet	10
	Hayır	5

Ebeveynlerin önemli bir kısmı (10 kişi), çocuklarına "*iyi-kötü dokunuş farkı*" ve "*özel alanını koruma*" gibi temel cinsel eğitim konularını anlattıklarını belirtmişlerdir.

Cinsel eğitim, yalnızca biyolojik bilgilere odaklanmamalıdır; aynı zamanda çocukların mahremiyet bilincini kazanmaları, kendi bedenlerini tanımaları ve kendilerini koruyabilmeleri için de kritik bir rol oynamaktadır.

Tablo 6. Cinsel Eğitim Verme Durumu

Cinsel eğitim verirken zorlandınız mı ?	
Evet	10
Hayır	5

Araştırmanın bulguları, ebeveynlerin çocuklara cinsel eğitim verirken doğru ve açık bir şekilde yaklaşmak istediklerini ancak bunun için gerekli bilgiye sahip olamadıklarını göstermektedir. Ebeveynlerin cinsel eğitim konusunda karşılaştıkları başlıca zorluklar arasında bilgi eksikliği, toplumsal baskılar ve bu konuda iletişimde yaşanan belirsizlikler yer almaktadır. Çocukların cinsellik hakkında sorular sorması durumunda ebeveynlerin çoğunluğu, açık ve doğru yanıtlar vermeyi tercih etse de, bazı ebeveynler hala bu konuda yanıt vermekten kaçınmakta ya da konuyu değiştirmektedirler. Bu durum, ebeveynlerin cinsel eğitimle ilgili sorular karşısında nasıl tepki verecekleri konusunda hala bir rahatlık eksikliği olduğunu göstermektedir.

Tablo 7. Kendinizi yeterli hissediyor musunuz? Daha fazla bilgi almak ister misiniz?

Kendinizi yeterli hissediyor musunuz ?	
Evet	7
Hayır	8
Daha fazla bilgi almak ister misiniz?	
Evet	11
Hayır	4

Ebeveynlerin önemli bir kısmı (10 kişi), çocuklarına "iyi-kötü dokunuş farkı" ve "özel alanını koruma" gibi temel cinsel eğitim konularını anlattıklarını belirtmişlerdir.. Ancak, cinsel eğitim verme sürecinde zorluk yaşayan ebeveyn sayısı da yüksektir; 10 ebeveyn bu konuda zorlandığını ifade ederken, yalnızca 5 ebeveyn herhangi bir güçlük yaşamadığını belirtmiştir. Bu durum, ebeveynlerin cinsel eğitim verme konusunda kendilerini yeterince donanımlı hissetmediklerini göstermektedir. Cinsel eğitim konusunda kendini yeterli hissetmeyen ebeveynlerin sayısı (8 kişi), kendini yeterli hissedenlere (7 kişi) kıyasla daha fazladır. Dolayısıyla ebeveynlerin cinsel eğitim konusunda eksiklik hissettiklerini ve bu alanda destek arayışında olduklarını ortaya koymaktadır. 5 ebeveyn, daha fazla bilgi almak istediklerini ifade etmiş, bu da ebeveynlerin eğitim materyallerine ve profesyonel yardıma olan ilgisini göstermektedir. Ebeveynlerin çoğunluğu ise (11 kişi) cinsel eğitim hakkında daha fazla bilgi edinmek istemektedirler.

Bu sonuçlar ışığında toplumsal tabuların ebeveynler üzerindeki etkisini devam ettirdiğini ve ailelerin çocuklarına cinsel eğitim verme konusunda toplumsal bilincin artırılması gerektiğini ve çeşitli çalışmaların başlatılması gerektiğini gözler önüne sermektedir.

Tablo 8. Cinsel Eğitim Verilirken Tercih Edilen Bilgi Yöntemleri

Cinsel eğitim verirken tercih edilen bilgi yöntemleri nelerdir ?	
Kitap / broşür	4
Seminer	5
İnternet	3

Uzman desteği	3

En yaygın tercih edilen bilgi edinme yöntemleri seminerler (5 kişi) ve kitap/broşürler (4 kişi) olmuştur. İnternet ve uzman desteği gibi diğer bilgi kaynakları ise daha az tercih edilmiştir. Bu, ebeveynlerin cinsel eğitim konusunda daha derinlemesine bilgi edinmeye yönelik bir eğilim taşıdığını göstermektedir.

Bu bağlamda, ebeveynlere yönelik eğitim programları ve rehberlik hizmetlerinin artırılması gerektiği ortaya çıkmaktadır. Ebeveynlerin çocuklarına cinsel eğitim verirken karşılaştıkları zorlukların üstesinden gelebilmesi için daha fazla rehberliğe ve profesyonel desteğe ihtiyaç duyduğu anlaşılmaktadır.

Tablo 9. Cinsel Eğitim Hakkında Ebeveyn Görüşleri

Görüşler	Ebeveyn
Erken yaşta eğitimi savunanlar	7
Yetersizlik hissi ve destek ihtiyacı hissedenler	5
Toplum baskısı ve tabular nedeniyle çekinceli olanlar	3
Bilgiye erişim yolları hakkında farkındalık	6

Ebeveynlerin erken yaşta cinsel eğitim verilmesi gerektiğini savunanlar (7 kişi), bu konuda önemli bir farkındalık ve istek ortaya koymaktadır. Ayrıca, ebeveynlerin bazılarının (5 kişi) bu konuda yetersizlik hissettikleri ve destek arayışında oldukları görülmektedir. Üç ebeveyn ise toplum baskısı ve tabular nedeniyle cinsel eğitim konusunda çekinceler yaşadıklarını belirtmişlerdir. Ebeveynlerin bilgi edinme yolları hakkında farkındalık taşıyan (6 kişi) bir grup ise, daha etkili ve erişilebilir kaynaklar konusunda önerilerde bulunmuşlardır.

Tartışma Sonuç ve Öneriler

Bu araştırma ebeveynlerin cinsel eğitime yönelik görüş tutum ve davranışlarını incelemek amacıyla yürütülmüştür. Katılımcıların çoğunluğu cinsel eğitimin gerekliliğini savunurken toplumsal tabulardan dolayı cinsel eğitime yönelik hala çekincelerin olduğu gözlemlenmiştir. Cinsel eğitime ne zaman başlanması gerektiği hakkında oluşan görüş ayrılıkları özellikle dikkat çekmiştir. Ebeveynlerin çoğu cinsel eğitime başlama yaşının 4-6 yaş aralığında verilmesini gerektiğini düşünmektedir, fakat bu düşüncede olmayan ebeveynler de mevcuttur. Ebeveynler

çocukların mahremiyet sınırları hakkında, çocukların eğitilmesi düşüncesinde ortak bir paydada buluşmaktadırlar. Çocukların cinsellikle ilgili sorularına doğru ve açık yanıtlar verilmesi gerektiğine inanan ebeveynlerin sayısının fazla olması, cinsel eğitim konusunda daha sağlıklı ve açık bir yaklaşım geliştirilmesine duyulan ihtiyaç ve arzuyu göstermektedir. Ancak bazı ebeveynlerin soruları yanıtsız bırakmaları ya da konuyu değiştirmeleri, hala bu konuda bir rahatlık eksikliği olduğunu ve ebeveynlerin bazı sorular karşısında nasıl tepki verecekleri konusunda belirsizlik yaşadıklarını ortaya koymaktadır. Bu durum, ebeveynlerin cinsel eğitimle ilgili nasıl bir tutum geliştirecekleri konusunda çeşitli toplumsal ve bireysel faktörlerin etkili olduğunu göstermektedir. Cinsel eğitim verme konusunda bazı ebeveynler kendilerini yeterli hissetseler de ebeveynlerin büyük bir çoğunluğu bu konu hakkında çocuklara nasıl eğitim vermeleri gerektiğini bilmedikleri ve bu da ebeveynlerin kendilerini yetersiz hissetmelerine sebep olmaktadır. Bu sonuçlar ışığında toplumsal tabuların ebeveynler üzerindeki etkisini devam ettirdiğini ve ailelerin çocuklarına cinsel eğitim verme konusunda toplumsal bilincin artırılması gerektiğini ve çeşitli çalışmaların başlatılması gerektiğini gözler önüne sermektedir.

Çalışmada, ailelerin çocuklarına yönelik cinsel eğitimdeki tutum ve davranışlarını incelemeyi amaçlamış ve Lefkoşa ilindeki 15 ebeveynle yapılan anket sonuçlarıyla elde edilen veriler üzerinden bazı önemli bulgulara ulaşılmıştır. Katılımcıların büyük bir kısmı cinsel eğitimin gerekliliğine ve bu eğitimin erken yaşlarda verilmesi gerektiğine inanmakla birlikte, cinsel eğitim konusunda kendilerini yeterli hissetmemekte ve toplumsal tabulardan dolayı eğitim verme noktasında çekinceler yaşamaktadırlar. Bu da, çocuklara sağlıklı cinsel eğitim sunmanın önündeki engelleri ortaya koymaktadır.

Araştırmanın bulguları, ebeveynlerin çocuklara cinsel eğitim verirken doğru ve açık bir şekilde yaklaşmak istediklerini ancak bunun için gerekli bilgiye sahip olamadıklarını göstermektedir. Ebeveynlerin cinsel eğitim konusunda karşılaştıkları başlıca zorluklar arasında bilgi eksikliği, toplumsal baskılar ve bu konuda iletişimde yaşanan belirsizlikler yer almaktadır. Çocukların cinsellik hakkında sorular sorması durumunda ebeveynlerin çoğunluğu, açık ve doğru yanıtlar vermeyi tercih etse de, bazı ebeveynler hala bu konuda yanıt vermekten kaçınmakta ya da konuyu değiştirmektedirler. Bu durum, ebeveynlerin cinsel eğitimle ilgili sorular karşısında nasıl tepki verecekleri konusunda hala bir rahatlık eksikliği olduğunu göstermektedir.

Cinsel eğitim, yalnızca biyolojik bilgilere odaklanmamalıdır; aynı zamanda çocukların mahremiyet bilincini kazanmaları, kendi bedenlerini tanımaları ve kendilerini koruyabilmeleri için de kritik bir rol oynamaktadır. Bu bağlamda, ebeveynlere yönelik eğitim programları ve

rehberlik hizmetlerinin artırılması gerektiği ortaya çıkmaktadır. Ebeveynlerin çocuklarına cinsel eğitim verirken karşılaştıkları zorlukların üstesinden gelebilmesi için daha fazla rehberliğe ve profesyonel desteğe ihtiyaç duyduğu anlaşılmaktadır.

Özetle, ebeveynlerin çocuklarına sağlıklı ve doğru cinsel eğitim vermeleri için toplumsal tabuların aşılması, ebeveynlere yönelik farkındalık artırıcı çalışmaların yapılması büyük önem taşımaktadır. Bu alanda yapılacak bilinçlendirme faaliyetleri, çocukların cinsel gelişim süreçlerini sağlıklı bir şekilde tamamlamalarına olanak tanıyacak, ebeveynlerin ise cinsel eğitim konusunda kendilerini daha güvende ve donanımlı hissetmelerini sağlayacaktır.

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Hemodiyaliz Hastalarında Beslenme Durumu ve Depresyon İlişkisinin Değerlendirilmesi

Aliye ÖZENOĞLU

Ondokuz Mayıs Üniversitesi, aliye.ozenoglu@omu.edu.tr, 0000-0003-3101-7342, TÜRKİYE

Gül Eda KILINÇ

Ondokuz Mayıs Üniversitesi, guleda.kilinc@omu.edu.tr, 0000-0002-9068-3081, TÜRKİYE

Yasemin AÇAR

Ondokuz Mayıs Üniversitesi, yasemin.acar@omu.edu.tr, 0000-0002-3567-0384, TÜRKİYE

Özet

Bu çalışmanın amacı, hemodiyaliz tedavisi gören kronik böbrek yetmezliği hastalarında beslenme durumu ve depresyon sıklığını belirlemek; beslenme durumu ve depresyon düzeylerinin sosyodemografik özelliklere ve hastalığa bağlı özelliklere göre değişip değişmediğini araştırmaktır. Çalışma, 25-69 yaş aralığında 35 kadın, 34 erkek olmak üzere toplam 69 hemodiyaliz hastası üzerinde yürütülmüştür. Çalışmaya dahil edilen hastaların kişisel bilgileri, hemodiyaliz tedavi süresi, sıklığı, antropometrik ölçümleri ve bazı biyokimyasal ölçümleri alınarak anket formu uygulanmıştır. Hastaların beslenme ve depresyon durumlarını ölçmek için Nutrisyonel Risk Taraması (NRS-2002) ve Beck Depresyon Envanteri uygulanmıştır. Ayrıca hastaların biyokimyasal parametre sonuçları değerlendirilmiştir. Araştırmaya katılan 69 bireyin %50,7'si kadın, %49,3'ü erkektir. Beden kütle indeksi (BKİ) açısından erkeklerin fazla kilolu ve obezite oranları kadınlara göre daha yüksektir. Biyokimyasal parametrelerde, serum demiri, total protein, trigliserit, HD sonrası üre ve HbA1c düzeyleri BKİ sınıflamalarıyla anlamlı ilişki göstermiştir ($p<0,05$). Özellikle düşük BKİ'ye sahip bireylerde serum demiri düşüklüğü dikkat çekicidir. Kadınlar daha yüksek düzeyde depresyon belirtileri göstermiştir ve bu fark istatistiksel olarak anlamlıdır ($p<0,001$). Beslenme durumu değerlendirmesinde kadın ve erkekler arasında anlamlı fark saptanmıştır ($p<0,05$). Beslenme durumu ile depresyon düzeyi arasında genel olarak bir ilişki gözlenmiş, Skor 2 düzeyinde olan bireylerde depresyon puanlarının daha yüksek olduğu belirlenmiştir. Ancak bu fark genel olarak anlamlılık sınırında kalmıştır ($p>0,05$). HD hastalarında hemodiyaliz tedavisinin yeterliliğine ek olarak, uygun beslenme ve bazı gerekli besin takviyelerinin sağlanması hastaları yetersiz beslenme ve depresyon gelişiminden koruyabilir. Sağlıklı beslenme ve psikolojik desteğin HD hastalarının yaşam kalitesini iyileştirmek için yararlı olacağı sonucuna varılmıştır.

Anahtar Kelimeler: Beslenme Durumu, Depresyon, Hemodiyaliz, Kronik Böbrek Yetmezliği

Determination of Nutritional Status and Its Relationship with Depression in Hemodialysis Patients

Abstract

This study aims to determine nutritional status and depression frequency in chronic renal failure patients receiving hemodialysis treatment and to investigate whether nutritional status and depression levels change according to sociodemographic characteristics and disease-related characteristics. The study was conducted on 69 hemodialysis patients, 35 female and 34 male, aged 25-69. A questionnaire form was applied to obtain personal information, hemodialysis treatment duration, frequency, anthropometric measurements, and some biochemical measurements of patients included in the study. Nutritional Risk Screening (NRS-2002) and Beck Depression Inventory were applied to measure the nutritional and depression status of patients. In addition, biochemical parameter results of the patients were evaluated. 50.7% of 69 study participants were female, and 49.3% were male. In terms of body mass index (BMI), overweight and obesity rates were higher in men than in women. In biochemical parameters, serum iron, total protein, triglyceride, post-HD urea, and HbA1c levels significantly correlated with BMI classifications ($p<0.05$). Low serum iron is particularly striking in individuals with low BMI. Women showed higher levels of depression symptoms, and this difference was statistically significant ($p<0.001$). An important difference was found between women and men in assessing nutritional status ($p<0.05$). A general relationship was observed between nutritional status and depression level, and it was determined that depression scores were higher in individuals with Score 2. However, this difference generally remained at the significance level ($p>0.05$). In addition to the adequacy of hemodialysis treatment in HD patients, appropriate nutrition and provision of some necessary nutritional supplements can protect patients from malnutrition and depression. It was concluded that healthy nutrition and psychological support would improve HD patients' quality of life.

Keywords: Chronic Renal Failure, Depression, Hemodialysis, Nutritional Status

Giriş

Kronik böbrek yetmezliği kronik seyirli böbrek hastalıklarında ilerleyici nefron kaybı sonucunda böbrek fonksiyonlarının giderek bozulması ile ortaya çıkan kalıcı glomerül filtrasyon hızının azalması ile kendini gösteren bir tablodur (Liu et al., 2024). KBY, glomerüler

filtrasyon hızında azalma sonucu böbreğin sıvı-solut dengesini ayarlamada ve metabolik, endokrin fonksiyonlarda kronik, ilerleyici bozulma hali olarak da tanımlanabilmektedir. Son dönem böbrek yetmezliğine doğru böbrek fonksiyonları bozuldukça çoğu zararlı olan birçok değişiklikler oluşmakta ve bu dönemde diyaliz tedavisi gerekmektedir (Vaidya & Aeddula, 2024).

Kronik böbrek yetmezliği olan hastalarda azalmış yaşam kalitesi ve yüksek morbidite durumu mevcuttur (Gurun et al., 2024). Protein-enerji metabolizmasındaki bozukluklar, diyetle enerji ve protein alımının azalması, hormonal dengesizlik, üremik toksisite, enfeksiyon gibi etmenler PEM gelişimine katkıda bulunmaktadır. Malnütrisyon, mortalite ve morbidite ile yakından ilişkilidir. Bu nedenle diyaliz hastalarının beslenme durumlarının değerlendirilmesi önemlidir (Jaber et al., 2024).

SDBY (Son dönem böbrek yetmezliği) tanısı alıp hemodiyaliz (HD) tedavisi gören hastalar kronik hastalığa sahip olmaları nedeniyle hem nutrisyonel sorunlarla hem de psikolojik sorunlarla daha fazla karşılaşmaktadır. HD hastası makineye, kuruma ve sağlık personeline bağımlıdır. Bu durum hastanın bağımsızlık kaybına uğramasına neden olur. Bu bağımlılık hastanın aile, iş ve sosyal yaşantısında aksaklıklar meydana getirir. İnsanların sağlıklarında herhangi bir sapma olduğunda yaşamdan doyum almaları bozulabilir (Yu et al., 2025).

HD hastaları tedavi sürecinde sağlığı sürdürmede yetersizlik, enfeksiyona yatkın olma, beden imajında bozulma, fiziksel işlevsellikte azalma, etkisiz birey ve aile bas etmesi, tedavi rejimine uyamama gibi emosyonel ve fiziksel sorunlarla karşılaşır. Yaşanılan her problem hastaların ruhsal durumunu ve yaşam kalitesini olumsuz etkilemektedir (Santy & Zabala, 2024).

Diyaliz alan hastaların beslenmesi, yaşam kalitesi ve psikolojik durumu açısından oldukça önemlidir. Bu çalışmada HD alan hastaların beslenme durumları sorgulanmış ve HD almalarından doğan psikolojik bozukluklar ile ilişkileri araştırılmıştır. Bu doğrultuda araştırmanın amacı, HD tedavisi gören kronik böbrek yetmezliği hastalarında depresyon sıklığını ve beslenme durumunu belirlemek, beslenme düzeyi ve depresyon düzeylerinin sosyodemografik özelliklere ve hastalığa ilişkin özelliklere göre değişiklik gösterip göstermediğini belirlemektir.

Metod

Araştırma Yeri, Zamanı ve Örneklem Seçimi

Bu araştırma; diyaliz bölümünde tedavi gören, yaşları 25 ile 69 arasında değişen, 35 kadın 34 erkek HD hastasında uygulanmıştır. Örneklem grubu oluşturulurken hastaların 1

aydan uzun süredir HD tedavisi görmekte olması, 18 yaşın üzerinde olması, iletişim sorunu olmaması ve çalışma hakkında bilgilendirilmiş çalışmayı kabul eden hastalar olmasına özen gösterilmiştir. Çalışmaya 70 yaşın üstünde, ağır hastalık durumu (kalp yetmezliği, solunum yetmezliği, malignite) olan bireyler, son iki hafta içerisinde geçirilmiş şiddetli enfeksiyon varlığı olanlar, özgeçmişinde depresif bozukluk tanısı almış ve tedavi görmüş olanlar ve diğer psikiyatrik bozukluk tanısı olanlar ve /veya antidepresan kullanımı olanlar dahil edilmemiştir.

Araştırmanın Planı

Araştırmaya alınan hastaların, kişisel bilgileri (yaş, eğitim durumu, medeni hali), HD tedavi süresi, sıklığı, antropometrik ölçümleri ve dosyalarında yer alan biyokimyasal ölçümleri alınmıştır. Çalışma öncesi hastalar ile yüz yüze görüşme yapılarak çalışma hakkında bilgi verilmiş ve çalışma için izin alınmıştır. HD hastaları ile görüşmeler, HD seansının başlamasından önce uygulanmıştır. Araştırma Ondokuzmayıs Üniversitesi Tıp Fakültesi Dekanlığı Etik Kurulu'nun B.30.2.ODM.0.20.08/1434 numaralı etik kurul toplantısında tıbbi etik açıdan uygun bulunmuştur ve her katılımcıdan araştırma için onay alındıktan sonra bilgileri alınmıştır.

Veri Toplama Araçları

Hastaların sosyodemografik özellikleri yanında HD durumunu belirlemeye yönelik toplam 20 sorudan oluşan anket formudur.

Beck Depresyon Ölçeği (BDE), depresyon riskini belirlemeyi ve depresif belirtilerin düzeyini ve şiddet değişimini ölçmeyi sağlayan ölçektir. Beck Depresyon Ölçeği (BDE), toplam 21 maddeden oluşan ve bireyin kendini değerlendirmesine yönelik dörtlü likert tipi sorulardan oluşan bir ölçek olup, Beck ve arkadaşları tarafından geliştirilmiştir (Beck et al., 1996). BDE'nin ülkemizde geçerlilik ve güvenilirlik çalışması, Hisli (1988) tarafından yapılmıştır (Hisli, 1988). Ölçeğin alt grupları şunlardır; 1-Duygu-durum, 2- Karamsarlık, 3- Başarısızlık duygusu, 4-Neşesizlik, 5-Suçluluk duyguları, 6-Cezalandırma duygusu, 7-Kendini beğenmeme, 8-Kendini suçlama, 9-İntihar isteği, 10-Ağlama, 11-Sinirlilik, 12-Sosyal geri çekilme, 13-Kararsızlık, 14-Beden imajının değişmesi, 15-Çalışmama, 16-Uyku bozukluğu, 17-Yorgunluk, 18-_stahsızlık, 19-Kilo kaybı, 20-Somatik yakınmalar, 21-Libido kaybı. Bu alt gruplardan 11'i bilişsel, 2' si duygusal, 2' si açıkça görülen davranışlar, 1' i kişisel arası sorunlar ve 5' i somatik semptomları ölçmektedir. Depresyon tanısı için puan dağılımları; 11– 17arasında alınan puan hafif düzeyde depresyonu, 18-29 arasında alınan puan orta düzeyde

depresyonu, 30-63 arasında alınan puan ise, şiddetli düzeyde depresyon olduğunu gösterecek şekilde belirlenmiştir.

Nutrisyonel Risk Taraması (NRS-2002), ESPEN tarafından 2002 yılında geliştirilen bu yöntemde, BKİ, son haftadaki iştah azalması, şiddetli hastalık varlığı ve son üç aydaki kilo kaybının varlığı sorgulanmakta, ayrıca hastalığın şiddetiyle artmış besinsel gereksinimler de derecelendirilmektedir. Bunun yanında hastanın yaşının da bir faktör olarak değerlendirildiği bu yöntem, kolay uygulanabilir bir yöntem olması açısından önemlidir. Bu değerlendirme yöntemi iki ana aşamadan oluşmaktadır. Birinci aşamada, hastanın BKİ, son üç aydaki kilo kaybı, geçen hafta içerisindeki iştah azalması ve hastalığın şiddetli olup olmadığı sorgulanmaktadır. İkinci aşamada ise, mevcut hastalığın ağırlık puanlandırılması yapılmaktadır. Toplam nutrisyonel risk skoru, beslenme puanı, hastalığın ağırlık derecesi puanı ve yaş düzeltilmesinin toplamıyla bulunmaktadır. Sonuçta bulunan skorun 3 ve 3'ün üzerinde bir skor olması, hastada malnütrisyon riskinin varlığını göstermektedir. Skorun 3'ün altında olması hastanın beslenme durumunun iyi olduğunu göstermektedir. Malnütrisyon riskini belirlemede kullanılan bu yöntemi hastaneye yatan tüm hastalarda kullanmak mümkündür (Özateş, 2017).

Antropometrik Değerlendirme

Araştırma kapsamına alınan HD hastalarının, elektronik bir tartı ile diyalize girmeden önceki ağırlıkları ve diyaliz sonrası ağırlıkları (kuru ağırlık) ölçülmüş, boy uzunluğu ve kuru ağırlık kullanılarak Beden Kütle İndeksi (BKİ) hesaplanmıştır. Boy ölçümleri diyaliz merkezindeki hastalara ait dosya bilgilerinden alınmıştır. BKİ ($BKI = \text{Vücut Ağırlığı (kg)} / [\text{Boy Uzunluğu (m)}]^2$) formülüne göre hesaplanmıştır. Üst orta kol çevresi (ÜOKÇ); hastaların sol kollarında fistülleri olduğu için, sağ kol 90 derece dirsekten büküldükten sonra omuzda akromial çıkıntısı ile dirsekte olekranon çıkıntı arası orta nokta işaretlenip elastik olmayan mezurle çevre ölçülerek bulunmuştur. Bu değerlerde UOKC için 25. percentil altı yetersizlik düzeyi olarak kabul edilmektedir (Pekcan, 2008). Bel çevresi ölçümü tek basına da kullanılmakta ve kronik hastalıklar (obezite, diyabet, kardiyovasküler hastalıklılar) riski için tanımlayıcı olabilmektedir. Erkeklerde ≥ 94 cm risk, ≥ 102 cm yüksek risk; kadınlarda ≥ 80 cm risk, ≥ 88 cm yüksek risk olarak belirlenmiştir (Taşlı & Sağır, 2021).

Biyokimyasal Değerlendirme

Biyokimyasal parametre sonuçları için kan örnekleri hastadan HD tedavisi öncesinde ve sonrasında alınmıştır. Araştırmaya dahil edilen parametreler arasında üre, ferritin, serum demiri, sodyum, total kalsiyum, fosfat, kalsiyum, fosfor, glukoz, total protein, albümin, total

kolesterol, trigliserit, LDL kolesterol, HDL kolesterol, ALT, AST, ürik asit, CRP ve kreatinin yer almaktadır.

Verilerin İstatistiksel Değerlendirilmesi

Verilerin istatistiksel değerlendirilmesinde Windows ortamında SPSS 27 istatistiksel paket programı kullanılmıştır. Bu araştırmaya katılan bireylerden elde edilen ölçümlerle belirlenen veriler için ortalama, minimum, maksimum ve standart sapma değerleri hesaplanmıştır. Tüm istatistiksel testlerde en düşük önemlilik düzeyi 0,05 olarak alınmıştır.

Bulgular

Araştırmaya katılan toplam 69 kişinin %50,7'si kadındır (n=35) ve %49,3'ü erkektir (n=34). Katılımcıların eğitim düzeylerine bakıldığında, en yüksek oran ilkokul mezunlarına aittir. Toplam katılımcıların %56,5'i (n=39) ilkokul mezunu olup, bu oran hem kadınlar (%54,3) hem de erkekler (%58,8) arasında en yaygın eğitim düzeyidir. Kadın katılımcılar arasında okuryazar olmayanların oranı oldukça yüksektir (%31,4), bu oran erkeklerde %11,8'dir. Bu durum, kadınlar arasında eğitime erişim konusunda belirli bir dezavantajın olduğunu düşündürülebilir. Ortaokul mezunlarının oranı erkeklerde (%17,6) kadınlara (%8,6) kıyasla daha yüksektir. Lise mezuniyet oranları her iki cinsiyette de oldukça düşüktür (%5,7 kadınlarda, %5,9 erkeklerde). Üniversite mezunu ve “diğer” kategorisindeki katılımcılar sadece erkekler arasında yer almakta olup, her biri %2,9 oranındadır. Genel olarak tablo, katılımcıların büyük çoğunluğunun düşük eğitim düzeyine sahip olduğunu ve cinsiyetler arasında eğitim seviyelerinde farklılıklar bulunduğunu gösterse de bu sonuçlar anlamlı değildir ($p>0,05$). Katılımcıların HD tedavisi sürelerine göre dağılımı incelendiğinde, en yüksek oran hem kadınlar hem de erkekler arasında 2–3 yıl süredir tedavi gören bireylerde gözlenmiştir (kadınlarda %31,4; erkeklerde %32,4). Kadınların %28,6'sı 4–5 yıldır, %22,9'u ise 6 yıl ve üzeri süredir HD tedavisi almaktadır. Erkeklerde ise 6 yıl ve üzeri HD süresine sahip olanların oranı %41,2 ile dikkat çekmektedir. Ancak cinsiyete göre HD tedavisi süresi dağılımı arasında istatistiksel olarak anlamlı bir fark bulunmamıştır ($p>0,05$). Katılımcıların hemodiyaliz (HD) alma sıklığına ilişkin veriler incelendiğinde hem kadınların hem de erkeklerin büyük çoğunluğunun haftada üç kez HD tedavisi aldığı görülmektedir (kadınlarda %85,7; erkeklerde %79,4). Haftada iki kez HD alan bireyler yalnızca kadın grubunda yer almakta olup, oran %5,7'dir. “Diğer” kategorisinde yer alan tedavi sıklıkları kadınlarda %8,6, erkeklerde ise %20,6'dır. Ancak cinsiyete göre HD alma sıklığı arasında istatistiksel olarak anlamlı bir fark bulunmamıştır ($p>0,05$) (Tablo 1).

Tablo 1: Bireylerin Genel Özelliklerine Göre Dağılımları

Eğitim Durumu	Kadın n (%)	Erkek n (%)	Toplam n (%)
Okuryazar değil	11 (31,4%)	4 (11,8%)	15 (21,7%)
İlkokul	19 (54,3%)	20 (58,8%)	39 (56,5%)
Ortaokul	3 (8,6%)	6 (17,6%)	9 (13,0%)
Lise	2 (5,7%)	2 (5,9%)	4 (5,8%)
Üniversite	0 (0,0%)	1 (2,9%)	1 (1,4%)
Diğer	0 (0,0%)	1 (2,9%)	1 (1,4%)
HD Tedavisi Süresi	Kadın n (%)	Erkek n (%)	Toplam n (%)
0–1 yıl	6 (17,1%)	3 (8,8%)	9 (13,0%)
2–3 yıl	11 (31,4%)	11 (32,4%)	22 (31,9%)
4–5 yıl	10 (28,6%)	6 (17,6%)	16 (23,2%)
6 yıl ve üzeri	8 (22,9%)	14 (41,2%)	22 (31,9%)
HD Alma Sıklığı	Kadın n (%)	Erkek n (%)	Toplam n (%)
Haftada iki defa	2 (5,7%)	0 (0,0%)	2 (2,9%)
Haftada üç defa	30 (85,7%)	27 (79,4%)	57 (82,6%)
Diğer	3 (8,6%)	7 (20,6%)	10 (14,5%)

Kadınların boy ortalaması 153 cm, erkeklerin ise 172 cm'dir. Bu fark, erkeklerin boy ortalamasının kadınlardan anlamlı derecede daha yüksek olduğunu göstermektedir. Ağırlık açısından ise, her iki cinsiyetin ortalama ağırlığı 74,9 kg olup, kadınların ağırlıkları 41,6 kg ile 105 kg arasında değişirken, erkeklerde bu aralık 40 kg ile 116 kg arasında genişlemektedir. Erkeklerin ağırlık aralığının daha geniş olması, cinsiyetler arasında vücut yapısı açısından farklılıkların olduğunu gösterir. Bel çevresi, kadınlarda ortalama 85,4 cm, erkeklerde ise 88,8 cm olarak ölçülmüştür. Bu da erkeklerin bel çevresinin kadınlardan daha geniş olduğunu ortaya koymaktadır. Kalça çevresine bakıldığında ise, kadınların ortalama kalça çevresi 97,3 cm iken, erkeklerde bu değer 85,6 cm'dir. Kadınların kalça çevresinin erkeklere göre daha geniş olduğu gözlemlenmektedir. Üst Ölümsüz Omuz Çevresi (ÜOKÇ) ise kadınlarda 26,98 cm, erkeklerde ise 27,57 cm'dir. Erkeklerin ÜOKÇ'si, kadınlara göre daha büyük olma eğilimindedir. Beden Kitle İndeksi (BKİ) açısından, kadınların ortalama BKİ değeri 26,91, erkeklerin ise 27,39'dur. Bu da erkeklerin ortalama BKİ'sinin kadınlardan biraz daha yüksek olduğunu gösterse de, fark genel olarak çok belirgin değildir. VKİ sınıflaması yapıldığında, kadınların %5,71'i ve erkeklerin %2,94'ü düşük kilolu kategorisinde yer almaktadır. Normal kilolu kategorisinde ise, kadınların %31,43'ü, erkeklerin ise %26,47'si yer almaktadır. Kadınlar arasında normal kilolu oranı erkeklerden daha yüksektir. Fazla kilolu kategorisinde, kadınların %34,29'u, erkeklerin ise %38,24'ü bulunmaktadır ve bu kategoride erkeklerin oranı kadınlara göre daha yüksektir.

Obezite oranı ise kadınlarda %28,57, erkeklerde ise %32,35'tir. Erkeklerde obezite oranı, kadınlardan biraz daha yüksektir. Genel olarak, kadın ve erkekler arasında vücut ölçüleri açısından belirgin farklılıklar olduğu, özellikle boy, bel çevresi, kalça çevresi ve ÜOKÇ değerlerinde cinsiyetler arasındaki farkların dikkat çekici olduğu söylenebilir. BKİ sınıflamasında ise kadınlar ve erkekler arasında genel olarak benzer oranlar gözlemlenmiş olsa da, erkeklerin fazla kilolu ve obezite oranları kadınlara göre daha yüksektir ($p>0.05$) (Tablo 2).

Tablo 2. Bireylerin Antropometrik Ölçümlerinin Değerlendirilmesi

	Kadın (n=35)			Erkek (n=34)		
	Min.	Maks.	Ort.±ss*	Min.	Maks.	Ort.±ss*
Boy (cm)	149	168	153±7,5	159	180	172±6,7
Ağırlık (kg)	41,6	105	74,9±17,09	40	116	74,9±15,82
Bel çevresi (cm)	63	112	85,4±14,4	71	108	88,8±10,3
Kalça çevresi (cm)	60	122	97,3±13,2	86	110	85,6±6,1
ÜOKÇ (cm)	19	34	26,98±3,83	21	35	27,57±4,12
BKİ (kg/m²)	16,64	42,06	26,91±5,95	17,6	39,44	27,39±5,27
BKİ sınıflaması	Kadın n (%)		Erkek n (%)		Toplam n (%)	
Zayıf	2 (5.71%)		1 (2.94%)		3 (4.35%)	
Normal	11 (31.43%)		9 (26.47%)		20 (28.99%)	
Fazla Kilolu	12 (34.29%)		13 (38.24%)		25 (36.23%)	
Obez	10 (28.57%)		11 (32.35%)		21 (30.43%)	

Ort.±ss*; *ss: Standart sapma

Bu çalışmada, bireylerin biyokimyasal parametreleri ile beden kitle indeksi (BKİ) sınıflamaları arasındaki ilişkiler incelenmiştir. Serum demiri düzeyi, BKİ sınıflamaları arasında anlamlı bir fark göstermektedir ($p = 0,015$). Düşük BKİ ($<17,9$) grubunda serum demiri değeri, diğer gruplara kıyasla daha düşük bulunmuştur. BKİ'nin artmasıyla birlikte serum demiri düzeylerinde artış gözlemlenmiştir. Bu durum, düşük vücut kitle indeksine sahip bireylerde daha düşük demir seviyelerinin olabileceğini göstermektedir. Total protein düzeyleri de BKİ sınıflamaları arasında anlamlı bir fark yaratmaktadır ($p = 0,03$). Düşük BKİ ($<17,9$) grubunda protein düzeyleri, diğer gruplara göre daha yüksek bulunmuşken, orta ve yüksek BKİ gruplarında protein düzeylerinde bir düşüş gözlemlenmiştir. Bu bulgu, düşük BKİ'li bireylerin daha yüksek protein düzeylerine sahip olabileceğini göstermektedir. Triglicerit düzeyleri, BKİ sınıflamaları arasında anlamlı farklar göstermektedir ($p = 0,045$). BKİ'si yüksek olan grupta triglicerit düzeyleri belirgin şekilde daha yüksek bulunmuş ve bu durum, obezite ile ilişkili yüksek triglicerit seviyelerini yansıtmaktadır. Obezite ile triglicerit düzeylerinin artışı arasında

bir ilişki olduğu görülmüştür. Hemodiyaliz sonrası üre düzeyleri de BKİ sınıflamaları arasında anlamlı bir fark yaratmaktadır ($p = 0,043$). Vücut kitle indeksi arttıkça, HD sonrası üre düzeylerinde de artış gözlemlenmiştir. Bu bulgu, yüksek BKİ'li bireylerde daha yüksek üre seviyelerinin olabileceğini işaret etmektedir. HbA1c düzeyleri de BKİ sınıflamalarına göre anlamlı farklar göstermektedir ($p = 0,02$). Düşük BKİ ($<17,9$) grubunda HbA1c düzeyi diğer gruplara göre daha yüksekken, BKİ arttıkça HbA1c düzeylerinde bir azalma gözlemlenmiştir. Bu sonuç, obezite ve diyabet arasındaki ilişkiyi destekler niteliktedir. Bazı biyokimyasal parametreler, BKİ sınıflamaları ile anlamlı bir fark yaratmamıştır. Bunlar arasında albümin ($p = 0,610$), kreatinin (HD öncesi ve sonrası) ($p = 0,128$ ve $p = 0,419$), total kolesterol ($p = 0,401$), fosfor ($p = 0,215$), kalsiyum ($p = 0,11$), sodyum ($p = 0,318$), ALT (GPT) ($p = 0,215$), AST (GBT) ($p = 0,197$), LDL ($p = 0,05$), HDL ($p = 0,174$), ve ferritin ($p = 0,174$) parametreleri yer almaktadır. Bu parametreler arasında BKİ ile anlamlı bir ilişki bulunmamıştır, bu da bu biyokimyasal parametrelerin BKİ'den bağımsız olarak değişebileceğini düşündürmektedir. Bu çalışmanın sonuçları, bazı biyokimyasal parametrelerin, özellikle serum demiri, total protein, trigliserit, üre ve HbA1c gibi parametrelerin BKİ ile anlamlı ilişkiler gösterdiğini, ancak diğer bazı parametrelerin BKİ ile bağlantılı olmadığını ortaya koymaktadır. Bu bulgular, vücut kitle indeksi ile biyokimyasal parametreler arasındaki ilişkinin karmaşık ve değişken olabileceğini, ayrıca her parametrenin BKİ ile farklı düzeyde etkileşimde bulunduğunu göstermektedir.

Tablo 3. Hastaların BKİ Sınıflamasına Göre Biyokimyasal Bulgularının Değerlendirilmesi

Biyokimyasal parametreler	BKİ Sınıflaması				
	Zayıf	Normal	Fazla Kilolu	Obez	p
Serum Demiri (µg/dl)	53±10,39	76,75±34,72	73,24±28,14	72,24±28,25	0,015
Total Protein (g/dl)	6,73±0,46	6,41±0,8	6,40±0,51	6,49±0,66	0,03
Albumin (g/dl)	4,03±0,35	3,74±0,64	3,85±0,54	3,82±0,55	0,610
Kreatinin (mg/dl)(HD öncesi)	10±1,55	9,51±2,03	9,16±3,27	10,37±2,48	0,128
Kreatinin (mg/dl)(HD sonrası)	2,96±0,98	3,38±1,0	3,48±1,22	4,20±1,25	0,419
Total Kolesterol (mg/dl)	122,33±7,50	174,15±45,84	180,96±60,9	179,19±51,1	0,401
Trigliserid (mg/dl)	47,33±24,82	158,5±86,26	236,68±183	326,14±246	0,045
Üre (mg/dl) (HD öncesi)	50,73±12,85	60,5±16,98	61,12±12,40	63,51±9,65	0,559
Üre (mg/dl) (HD sonrası)	15,8±3,98	18,5±6,8	19,24±4,55	21,44±7,12	0,043
Glikoz (mg/dl)	153±129,4	109,9±39,63	152,16±87,4	124,9±43,54	0,580

Fosfor(mg/dl)	6,66±1,84	5,81±1,12	5,14±1,18	5,62±1,49	0,215
Kalsiyum(mg/dl)	8,5±0,17	8,73±1,03	8,66±0,56	9,01±0,78	0,11
Ferritin (µg/l)	1093,3±276,55	555,8±361,3	594,8±252,8	562,2±419,8	0,174
Sodyum (mEq/l)	139,67±4,04	137,7±5,30	139,08±3,37	137,67±4,49	0,318
ALT (GPT) (U/l)	8±3,46	10,55±5,19	8,92±3,08	14,62±9,55	0,215
AST(GBT)(U/l)	9,33±2,3	11,35±3,71	8,8±4,08	11,33±4,21	0,197
LDL (mg/dl)	74,66±4,61	104,55±34,03	101,44±52,2	97,71±32,73	0,05
HDL (mg/dl)	38±1,73	42,75±14,31	30,44±9,15	26,76±5,25	0,174
HbA1c	12±0,12	6,64±1,1	6,64±2,20	5,92±1,3	0,02

Çalışmada kadın ve erkek hastaların depresyon durumları arasında dikkat çekici farklılıklar gözlemlenmiştir. Kadınların Beck Skoru ortalaması $26,43 \pm 9,15$ iken, erkeklerin ortalama skoru $19,59 \pm 9,72$ olarak belirlenmiştir. Kadınlarda, depresyonun orta derece ve şiddetli düzeyde daha yaygın olduğu görülmüştür; kadınların %45,71'i orta derece depresyon, %37,14'ü ise şiddetli depresyon belirtileri göstermektedir. Erkeklerde ise, depresyon daha çok hafif düzeyde görülmüş, %29,41'i hafif depresyon, %26,47'si orta derece depresyon ve %26,47'si şiddetli depresyon yaşadığı rapor edilmiştir. Kadınların depresyon seviyeleri, erkeklere göre daha yüksek oranda orta derece ve şiddetli depresyonu göstermektedir. Toplamda, depresyonu olmayan bireylerin oranı kadınlarda %2,86, erkeklerde ise %17,65 olarak belirlenmiştir. Hafif depresyon oranı kadınlarda %14,29, erkeklerde ise %29,41, orta derece depresyon oranı kadınlarda %45,71, erkeklerde ise %26,47 olarak kaydedilmiştir. Şiddetli depresyon oranı ise kadınlarda %37,14, erkeklerde %26,47'dir. Bu bulgulara dayanarak, kadınlar ile erkekler arasında depresyon seviyelerinde anlamlı bir fark olduğu bulunmuştur ($p<0,001$). Kadınlar, depresyonun daha ileri seviyelerinde yer alırken, erkekler genellikle daha hafif depresyon belirtileri göstermektedir (Tablo 4).

Tablo 4. Hastaların Beck Depresyon Ölçeği Puanları

Cinsiyet	Beck Skoru (Min-Max)	Beck Skoru (Ort. ± ss)	Depresyon Yok (n, %)	Hafif Depresyon (n, %)	Orta Derece Depresyon (n, %)	Şiddetli Depresyon (n, %)
Kadın	9 - 45	26,43 ± 9,15	1 (2.86%)	5 (14.29%)	16 (45.71%)	13 (37.14%)
Erkek	3 - 37	19,59 ± 9,72	6 (17.65%)	10 (29.41%)	9 (26.47%)	9 (26.47%)
Toplam			7 (10.14%)	15 (21.73%)	25 (36.23%)	22 (31.88%)

Ort.±ss*; *ss: Standart sapma

Katılımcıların beslenme durumu puanları cinsiyete göre değerlendirildiğinde, kadın katılımcıların ortalama beslenme durumu puanı $2,26 \pm 0,950$ iken, erkek katılımcılarda bu değer $2,15 \pm 1,048$ olarak saptanmıştır. Kadınların %22,86'sı Skor 1, %40,00'ı Skor 2, %25,71'i Skor 3 ve %11,43'ü Skor 4 düzeyinde değerlendirilmiştir. Erkek katılımcıların ise %35,29'u Skor 1, %26,47'si Skor 2, %26,47'si Skor 3 ve %11,76'sı Skor 4 düzeyinde yer almıştır. Genel olarak incelendiğinde, tüm katılımcıların %28,99'u Skor 1, %33,33'ü Skor 2, %26,09'u Skor 3 ve %11,59'u Skor 4 düzeyinde beslenme durumuna sahipti. Cinsiyetler arasında beslenme durumu puanları bakımından dağılımlar farklılık istatistiksel olarak anlamlı bulunmuştur ($p<0,05$) (Tablo 5).

Tablo 5. Cinsiyete Göre Beslenme Skoru Dağılımları

Cinsiyet	Toplam	Min.	Max.	Ort.	Std. Sapma	Skor 1 n (%)	Skor 2 n (%)	Skor 3 n (%)	Skor 4 n (%)
Kadın	35	1	4	2,26	0,950	8 (22.86%)	14 (40.00%)	9 (25.71%)	4 (11.43%)
Erkek	34	1	4	2,15	1,048	12 (35.29%)	9 (26.47%)	9 (26.47%)	4 (11.76%)
Toplam	69	-	-	-	-	20 (28.99%)	23 (33.33%)	18 (26.09%)	8 (11.59%)

Katılımcıların depresyon düzeyleri ile beslenme durumları karşılaştırıldığında, beslenme durumu Skor 1 (İhtiyaçlar karşılanabilir düzeyde olanlar) olan bireylerin ortalama depresyon puanı $21,05 \pm 7,8$ olarak saptanmıştır. Skor 2 (Önlem alınmalı düzeyde olanlar) grubunda depresyon ortalaması $24,70 \pm 11,81$ iken, Skor 3 (Malnütrisyon riski taşıyanlar) grubunda bu değer $23,94 \pm 9,46$ olarak belirlenmiştir. Malnütrisyon düzeyinde değerlendirilen Skor 4 grubunun ortalama depresyon puanı ise $21,38 \pm 10,98$ 'dir. Beslenme durumu skorları yükseldikçe (beslenme durumu bozuldukça) depresyon puanlarında bir artış eğilimi gözlenirse de, gruplar arasındaki fark istatistiksel olarak anlamlı bulunmamıştır ($p>0,05$). Bununla birlikte, Skor 2 düzeyinde olan bireylerin depresyon puanları diğer gruplara kıyasla daha yüksek olmakla birlikte bu fark sınırda anlamlılık göstermektedir ($p<0,05$) (Tablo 6).

Tablo 6. Depresyon Durumu İle Beslenme Durumunun Karşılaştırılması

	Depresyon Ortalamaları	p
Skor 1	$21,05 \pm 7,8$	0,07
Skor 2	$24,70 \pm 11,81$	0,04

Skor 3	23,94±9,46	0,09
Skor 4	21,38±10,98	0,68

Tartışma ve Sonuç

Tüm dünyada son dönem böbrek yetmezliği insidans ve prevalansındaki artış devam etmektedir. Malnutrisyon, diyaliz hastalarında yaygın olarak görülen bir sorundur. Mortalite ve morbiditenin habercisi olarak kabul edilmektedir. Ayrıca hastaların kronik hastalık sürecinde, morbidite riskini arttırmanın yanı sıra hayat kalitelerini azaltıp, sık sık hastaneye başvurmalarına neden olarak, sosyal ve iş hayatlarında olumsuz etkiden dolayı psikolojik olarak önemli oranda etkilenmektedir (Atasoyu et al., 2003). Son dönem böbrek yetmezliği nedeniyle hemodiyalize giren ki en önemli kayıp; böbreğin kaybı yani fiziksel kayıptır. Aile içindeki rol ya da toplumsal rol kaybı da söz konusudur. HD hastalarında sürekli depresif mizaç, intihar düşüncesi, dikkati toplayamama, benlik değeri düşüklüğü ve ümitsizlik hisleri depresyon göstergesidir. Depresyon HD hastalarında en çok görülen psikolojik problemdir (Yu et al., 2025). Bu çalışma hemodiyaliz tedavisi alan kronik böbrek yetmezliği hastalarında depresyon ve beslenme durumunu incelemek ve arasındaki ilişkiyi incelemek amacıyla yapılmıştır.

Böbrek hasarının oluşması ve ilerlemesini kolaylaştıran risk faktörleri arasında yaş ve kronik hastalıklar yer almaktadır. Son 10 yıl boyunca yaşlı HD hastası oranında artış olduğu ve bu hastalarda morbidite ve mortalitede artışla bağlantılı beslenme durumu problemleri olduğu belirtilmiştir (de Arriba et al., 2021). Bu çalışmada toplamda hastaların %39,6'sının 45-55 yaşları arasında, % 7'sinin ise 56-65 yaşları arasında olduğu saptanmıştır. Bu çalışmada elde edilen bulgular, hemodiyaliz (HD) tedavisi gören bireylerin sosyodemografik, antropometrik, biyokimyasal ve psikososyal özellikleri açısından önemli veriler sunmaktadır. Katılımcıların cinsiyet dağılımı dengeli olmasına rağmen, eğitim düzeyleri açısından belirgin bir düşük profille karşılaşmıştır. Özellikle kadınlar arasında okuryazar olmayanların oranının yüksekliği, cinsiyete dayalı eğitim fırsatlarında hâlâ mevcut olan eşitsizlikleri işaret etmektedir. Bu durum, kadın bireylerin sağlık okuryazarlığı, tedaviye uyum ve sağlık hizmetlerine erişim açısından dezavantajlı bir konumda olabileceğini düşündürmektedir. HD süresine ilişkin veriler değerlendirildiğinde, kadın ve erkek bireyler arasında belirgin bir fark bulunmasa da, erkeklerin daha uzun süredir HD tedavisi görme eğiliminde oldukları gözlemlenmiştir. Bu bulgu, erkek bireylerde HD'ye neden olan hastalıkların daha geç tanı alması veya tedaviye başlama sürecinde yaşanan farklılıklardan kaynaklanıyor olabilir. HD sıklığı açısından ise, haftada üç

seans uygulamanın her iki cinsiyet için de baskın bir protokol olduğu görülmüştür. Bununla birlikte, yalnızca kadınlarda haftada iki seans uygulamasına rastlanması, bireysel sağlık durumu, sosyal destek düzeyi veya tedaviye erişim imkanlarının cinsiyete göre farklılık gösterebileceğini akla getirmektedir.

BKİ ile biyokimyasal parametreler arasındaki ilişkiler incelendiğinde, bazı belirteçlerde anlamlı farklılıklar bulunmuştur. Özellikle serum demiri, total protein, trigliserit, HbA1c ve HD sonrası üre düzeyleri BKİ sınıflamalarına göre anlamlı değişiklikler göstermektedir. Düşük BKİ grubunda daha düşük demir seviyelerinin görülmesi, bu bireylerin yetersiz beslenme veya malabsorpsiyon riski taşıdığını düşündürülebilir. Diğer yandan, artan BKİ ile trigliserit ve üre düzeylerindeki artış, obezitenin metabolik yükü artırdığını ve HD sonrası artık ürünlerin eliminasyonunun daha zor gerçekleştiğini gösterebilir. HbA1c düzeyinin düşük BKİ grubunda daha yüksek bulunması ise, glukoz metabolizması bozukluklarının yalnızca obez bireylerle sınırlı olmadığını, yetersiz beslenmenin de glisemik kontrolü olumsuz etkileyebileceğini ortaya koymaktadır. Yapılan bir çalışmada Geriatrik Beslenme Risk İndeksi (GNRI) ile antropometrik ölçümler arasında pozitif, Üre Azalma Oranı ile negatif korelasyon olduğu bulunmuştur (Yıldız, 2024). Bir diğer çalışmada hastaların %80,0'inde yetersiz beslenme saptanmıştır (İpek, 2021).

Bu çalışmada kadın ve erkek bireylerin depresyon düzeyleri arasında anlamlı farkların bulunması, HD tedavisi gören kadın bireylerin ruhsal açıdan daha fazla yük taşıdığını göstermektedir. Kadınların daha yüksek oranda orta ve şiddetli depresyon belirtileri göstermeleri, sosyal roller, bakım yükü, ekonomik bağımlılık ya da toplumsal beklentilerin ruh sağlığı üzerindeki etkilerine işaret edebilir. Bu bulgu, HD sürecinin yalnızca fizyolojik değil, aynı zamanda psikososyal açıdan da bütüncül bir şekilde ele alınması gerektiğini göstermektedir. Ayrıca beslenme durumu ile depresyon düzeyleri arasındaki ilişki incelendiğinde, beslenme durumu bozuldukça depresyon puanlarında bir artış eğilimi gözlenmiş; ancak bu fark istatistiksel olarak anlamlı düzeye ulaşmamıştır. Bununla birlikte, Skor 2 düzeyinde yer alan bireylerin depresyon puanlarının belirgin şekilde daha yüksek olması, yetersiz ancak henüz ileri düzeyde olmayan malnütrisyonun, bireylerde psikolojik yük oluşturabileceğini düşündürmektedir. Bu bulgu, erken evredeki beslenme sorunlarının ruhsal belirtilerle birlikte değerlendirilmesinin gerekliliğini ortaya koymaktadır. Yapılan bir çalışmada hemodiyaliz tedavisi gören bireylerin orta düzeyde depresyon yaşadıkları belirlenmiştir (Hoang et al., 2022). Benzer şekilde, hemodiyaliz hastalarının tedavi sürecinde sıklıkla tükenmişlik hissi yaşadıklarını ve kronik böbrek yetmezliği tanısı aldıktan sonra depresyon belirtilerinin ortaya çıktığı ifade edilmiştir (Avdal et al., 2020). Ayrıca hemodiyaliz hastalarında depresyon

düzeyinin oldukça yüksek olduğu bildirilmiştir (Ataş et al., 2017; Tezel et al., 2011). Malezya’da yürütülen araştırmada, diyaliz hastalarının çoğunda depresyon görülmediği veya yalnızca minimal düzeyde depresyon yaşandığı saptanmıştır (Ng et al., 2020). Literatürde, son dönem böbrek yetmezliği (SDBY) tanısı alan bireylerde depresyonun yaygın olarak görüldüğü bildirilmektedir (Finkelstein & Finkelstein, 2000). Bilimsel veriler, diyaliz hastalarında prognozu etkileyen en önemli faktörlerden birinin beslenme durumu olduğunu ortaya koymaktadır. Yetersiz beslenen, zayıf ve vücut direnci düşük bireylerin sağlık sorunlarıyla karşılaşma olasılığı daha yüksektir. Yapılan bir çalışmada, hemodiyaliz hastalarında malnütrisyon prevalansının %20 ila %70 arasında değiştiği bildirilmiştir (Kopple, 1994). Tan ve arkadaşlarının gerçekleştirdiği bir çalışmada hastaların %48’inin beslenme durumunun iyi olduğu, %46’sının orta düzeyde malnütrisyon yaşadığı ve %6’sının ise ağır malnütrisyon grubunda yer aldığı belirlenmiştir (Tan et al., 2016). Benzer şekilde, böbrek yetmezliği olan bireylerde malnütrisyon oranının %40 olduğu ve bu durumun mortalite ile morbiditeyi artırdığı ifade edilmiştir (Al Saran et al., 2011).

Sonuç olarak, bu çalışma HD tedavisi gören bireylerde cinsiyet, beden kompozisyonu, biyokimyasal belirteçler, beslenme durumu ve depresyon düzeyleri arasındaki çok boyutlu ilişkileri ortaya koymaktadır. Bulgular, bireysel ve toplumsal faktörlerin HD hastalarının sağlık durumu üzerindeki etkilerini anlamada önemli ipuçları sunmakta; klinik yaklaşımın yalnızca tıbbi değil, aynı zamanda psikososyal ve sosyoekonomik değişkenleri de içerecek şekilde yapılandırılması gerektiğine işaret etmektedir.

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Üniversite Öğrencilerinde Egzersiz Bağımlılığının Yeme Tutumu ve Anksiyete ile İlişkisi

Yasemin AÇAR

Ondokuz Mayıs Üniversitesi, yasemin.acar@omu.edu.tr, 0000-0002-3567-0384, TÜRKİYE

Aliye ÖZENOĞLU

Ondokuz Mayıs Üniversitesi, aliye.ozenoglu@omu.edu.tr, 0000-0003-3101-7342, TÜRKİYE

Gül Eda KILINÇ

Ondokuz Mayıs Üniversitesi, guleda.kilinc@omu.edu.tr, 0000-0002-9068-3081, TÜRKİYE

Özet

Bu çalışmada üniversite öğrencilerinde egzersiz bağımlılığının, yeme tutumu ve anksiyete ile ilişkisinin incelenmesi amaçlanmıştır. Tanımlayıcı kesitsel nitelikteki bu çalışmaya, 18 yaş ve üzerinde olan toplam 298 üniversite öğrencisi dahil edilmiştir. Veriler, demografik bilgileri içeren anket, Yeme Tutumu Testi (YTT), Egzersiz Bağımlılığı Ölçeği (EBÖ) ve Beck Anksiyete Ölçeği (BAÖ) aracılığıyla toplanmıştır. Çalışmaya katılan 298 bireyin %51'i kadın, %49'u erkektir. Bireylerin %59,1'inin 20-22 yaş aralığında olduğu ve bireylerin %79,5'inin normal Beden Kütle İndeksi (BKİ) değer aralığında (20.0-24.9) olduğu görülmüştür. Erkek öğrencilerin YTT puanlarının daha yüksek olduğu ve erkeklerin %51,3'ünün YTT puanlarının 30 ve üzerinde olduğu bulunmuştur. Cinsiyete göre anlamlı bir fark olmamakla birlikte kızların anksiyete düzeylerinin erkeklere göre daha yüksek olduğu saptanmıştır. Bireylerin yaşları azaldıkça yeme tutumu puanları ve anksiyete düzeylerinin arttığı bulunmuştur. Bireylerin BKİ düzeyleri arttıkça ise anksiyete düzeylerinin artıp, egzersiz bağımlılığı düzeylerinin azaldığı görülmüştür. Yeme tutumu ile anksiyete düzeyi ve BKİ arasında ise anlamlı bir ilişki olduğu diğer elde edilen bulgular arasında yer almaktadır ($p<0,05$). Bu bulgular doğrultusunda öğrencilerin anksiyete düzeylerinin, yeme tutumu ve egzersiz bağımlılığı düzeylerini etkilediği bulunmuş olup öğrencilerin kaygı düzeylerinin iyileştirilmesi için egzersiz sırasında ve günlük hayatlarında sağlıklı beslenmeye önem vermelerinin ve bu bireylere anksiyete ile mücadelede psikolojik destek sağlanmasının yararlı olacağı sonucuna varılmıştır.

Anahtar Kelimeler: Anksiyete, Egzersiz Bağımlılığı, Öğrenci, Yeme Tutumu

Relationship of Exercise Addiction with Eating Attitude and Anxiety in University Students

Abstract

This study aimed to investigate the relationship between exercise addiction, eating behaviour and anxiety in university students. A total of 298 university students aged 18 years and over were included in this descriptive cross-sectional study. Data were collected through a questionnaire that included demographic information, the Eating Attitude Test (EAT), the Exercise Addiction Scale (EAS), and the Beck Anxiety Scale. Of the 298 individuals who participated in the study, 51% were female and 49% were male. It was observed that 59.1% of the individuals fell within the 20-22 years age range, and 79.5% of the individuals had a normal Body Mass Index (BMI) range (20.0-24.9). Male students had higher YTT scores, with 51.3% of them scoring 30 or higher. Although there was no significant gender difference, female students reported higher levels of anxiety than male students. It was found that eating attitudes and anxiety levels increased as individuals' ages declined. As the BMI levels of individuals increased, anxiety levels increased and exercise adherence levels decreased. Anxiety level and eating attitude were significantly positively correlated. BMI ($p<0.05$). In line with these findings, it was found that the anxiety levels of the students affected their eating attitude and exercise adherence levels, and it was concluded that it would be beneficial to give importance to healthy nutrition during exercise and in their daily lives to improve the anxiety levels of the students and to provide psychological support to these individuals in combating anxiety.

Keywords: Anxiety, Exercise Addiction, Student, Eating Attitudes

Giriş

Günümüz toplumunda sağlıklı yaşam ve beden imajına verilen önemin artması, bireyleri düzenli egzersiz yapmaya teşvik etmektedir. Özellikle üniversite çağındaki genç yetişkinler, hem fiziksel sağlıklarını korumak hem de psikolojik iyi oluşlarını artırmak amacıyla spora yönelmektedir. Ancak egzersizin sağlıklı sınırlarının ötesine geçmesi, bireyde “egzersiz bağımlılığı” olarak tanımlanan bir durumu ortaya çıkarabilmektedir (Yıldırım et al., 2017).

Bireyin egzersizden istenen etkiyi sağlamak amacıyla egzersiz süresi, sıklığı ve şiddetini sürekli olarak artırması ve yaşamını egzersiz alışkanlığı çerçevesinde yeniden düzenlemesi egzersiz bağımlılığı olarak adlandırılmaktadır (Zmijewski & Howard., 2003).

Üniversite öğrencileri, gelişimsel olarak kimlik arayışında oldukları ve akademik, sosyal, ekonomik stres faktörleriyle karşılaştıkları bir yaşam evresindedir. Bu dönemde beden

algısı ve yeme davranışları da hassasiyet kazanabilmektedir. Yeme tutumlarındaki bozulmalar, bireyin değerini beden görünümüne dayandırmasına ve kontrol algısını yeme davranışı üzerinden sürdürmeye çalışmasına neden olabilir. Egzersiz bağımlılığı, bu bağlamda, yeme bozukluklarına yönelik risk faktörlerinden biri olarak değerlendirilmektedir (Weinstein et al., 2015). Aynı şekilde, anksiyete de egzersiz bağımlılığı ile ilişkili olabilecek önemli bir psikolojik değişkendir. Yüksek düzeyde anksiyete yaşayan bireyler, stresle başa çıkmak veya içsel huzursuzluklarını azaltmak amacıyla aşırı egzersiz davranışlarına yönelebilmektedir. Bu bağlamda, egzersiz bağımlılığı yalnızca fiziksel aktivite alışkanlığı değil, aynı zamanda bireyin psikolojik ihtiyaçlarını giderme aracı haline gelebilmektedir (Yoon et al., 2023).

Bu bilgiler ışığında bu çalışmada; üniversite öğrencilerinde egzersiz bağımlılığının, yeme tutumu ve anksiyete üzerine etkisinin incelenmesi amaçlanmıştır.

Metod

Araştırma Yeri, Zamanı ve Örneklem Seçimi

Tanımlayıcı kesitsel nitelikteki bu çalışmaya, Samsun Ondokuz Mayıs Üniversitesi Yaşar Doğu Spor Bilimleri Fakültesi'nin antrenörlük, spor yöneticiliği ve beden eğitimi öğretmenliği bölümlerinde öğrenim görmekte olan 18 yaş ve üzeri toplam 298 üniversite öğrencisi dahil edilmiştir. Çalışmanın Etik onayı Ondokuz Mayıs Üniversitesi Klinik Araştırmalar Etik Kurulu'ndan alınmış (B.30.2.ODM.0.20.08/14-146) ve her katılımcıdan araştırma için onay alındıktan sonra bilgileri alınmıştır.

Veri Toplama Araçları

Verilerin toplanmasında bireylerin demografik bilgilerini ve beslenme alışkanlıklarını değerlendirmeyi amaçlayan içeren bir anket, Beck Anksiyete Ölçeği (BAÖ), Yeme Tutumu Testi (YTT) ve Egzersiz Bağımlılığı Ölçeği (EBÖ) kullanılmıştır.

Beck ve arkadaşları tarafından geliştirilmiş olan Beck Anksiyete Ölçeği, bireylerin yaşadığı anksiyete belirtilerinin sıklığının belirlenmesi amacıyla kullanılan bir ölçektir. Ölçek 21 maddeden oluşmakta ve her bir soru 0-3 arası puan almaktadır. Türkçe geçerlik ve güvenirliği Ulusoy ve arkadaşları tarafından yapılmıştır (Beck et al., 1988; Ulusoy et al., 1988).

Yeme Tutum Testi, Garner tarafından yeme tutumunun belirlenmesi amacıyla geliştirilmiş olup ölçeğin Türkçe uyarlaması Savaşır ve Erol tarafından yapılmıştır. YTT, 40 maddeden oluşan, 6'lı likert tipi bir ölçektir ve ölçeğin kesme puanı 30 olarak saptanmıştır. Toplam puan, ölçek maddelerinden alınan puanların toplamı ile elde edilmektedir (Garner & Garfinkel., 1979; Savaşır & Erol 1989).

Egzersiz Bağımlılığı Ölçeği, egzersiz bağımlılığını belirlemek amacıyla geliştirilmiş, bireylerin egzersiz bağımlılığı düzeyini tespit etmek amacıyla kullanılan bir ölçektir. EBÖ toplam 17 maddeden oluşmaktadır. 3-4 aralığında puan alan bireyler semptomatik olarak sınıflandırılmakta ve egzersiz bağımlılığı riski olarak ifade edilmektedir. 1-2 puan aralığında puan alan bireyler ise asemptomatik olarak sınıflandırılmaktadır (Tekkurşun Demir et al., 2018).

Verilerin İstatiksel Değerlendirilmesi

İstatistiksel analizler SPSS 27.0 programı kullanılarak yapılmıştır. Tanımlayıcı değişkenler ortalama $\pm$ standart sapma ($\chi \pm SS$), nominal değişkenler frekans ve yüzde olarak verilmiştir. İstatistiksel anlamlılık düzeyi $p < 0.05$ olarak kabul edilmiştir.

Bulgular

Çalışmaya katılan toplam 298 bireyin %51'i kadın, %49'u erkektir. Öğrencilerin eğitim gördüğü bölümlere bakıldığında en yüksek oran beden eğitimi öğretmenliği öğrencilerine aittir (%40,2). Öğrencilerin %36,5'inin 3. sınıf, %23'ünün 1. sınıf öğrencilerinden oluştuğu görülmektedir. Bireylerin %59,1'inin 20-22 yaş aralığında olduğu ve bireylerin %79,5'inin normal Beden Kütle İndeksi (BKİ) değer aralığında (20.0-24.9) olduğu görülmüştür.

Tablo 1: Bireylerin Demografik Özelliklerinin Dağılımı

Değişkenler	n	%
Cinsiyet		
Erkek	146	49,0
Kız	152	51,0
Bölüm		
Antrenörlük	92	30,8
Beden Eğitimi Öğretmenliği	120	40,2
Spor Yöneticiliği	86	29,0
Sınıf		
1.Sınıf	68	23,0
2.Sınıf	59	19,7
3.Sınıf	109	36,5
4.Sınıf	62	20,8
BKİ		
<20.0 kg/m ²	19	6,4
20.0-24.9 kg/m ²	237	79,5
>25.0 kg/m ²	42	14,1

Bireylerin ölçek puanlarının dağılımı Tablo 2’de verilmiştir. Erkeklerin YTT puanlarının medyan değerlerinin 26 (21) kızlara göre 24 (21) daha yüksek olduğu ve erkeklerin %51,3’ünün YTT puanlarının 30 ve üzerinde olduğu bulunmuştur. Egzersiz Bağımlılığı Ölçeği medyan değerlerine bakıldığında ise her iki cinsiyette de benzer sonuçların olduğu görülmektedir. Bireylerin anksiyete düzeyleri incelendiğinde ise, kız öğrencilerin Beck Anksiyete Ölçeği medyan değerlerinin erkeklere göre daha yüksek olduğu görülmüştür ($p>0,05$).

Tablo 2: Bireylerin Ölçek Puanlarının Dağılımı

Ölçekler	Erkek (n:146)		Kız (n:152)		P
	Medyan (IQR)	Min-Max	Medyan (IQR)	Min-Max	
Yeme Tutum Testi	26 (21)	3-71	24 (21)	3-74	0,662
Egzersiz Bağımlılığı Ölçeği	53 (29)	21-110	57 (33)	21-119	0,294
Beck Anksiyete Ölçeği	33 (12)	21-56	35 (16)	21-68	0,108

BKİ sınıflamasına göre bireylerin ölçek puanlarının dağılımları Tablo 3’te verilmiştir. Bireylerin BKİ düzeyleri arttıkça YTT ve BAÖ ölçeği puanlarının medyan değerlerinin arttığı EBÖ ölçeği medyan değerlerinin ise azaldığı görülmüştür ($p>0,05$). BKİ’nin yeme tutumu ve anksiyete düzeylerinin artırıp, egzersiz bağımlılığı düzeylerinin azaldığı saptanmıştır.

Tablo 3: BKİ Sınıflamasına Göre Bireylerin Ölçek Puanlarının Dağılımı

BKİ Sınıflaması	YTT			BAÖ			EBÖ	
	Medyan (IQR)	Min-Max	P	Medyan (IQR)	Min-Max	P	X ± SS	P
<18,5 kg/m ²	21 (23)	3-59		31 (16)	23-51		58,5 ± 27,4	
18,5-24,9 kg/m ²	24 (21)	3-74	0,277	34 (14)	21-68	0,760	52,2 ± 19,3	0,471
>25,0 kg/m ²	28 (18)	7-54		33 (14)	21-56		52,9 ± 23,1	

BAÖ: Beck Anksiyete Ölçeği, EBÖ: Egzersiz Bağımlılığı Ölçeği, YTT: Yeme Tutum Testi

Bireylerin BKİ ve ölçek puanları arasındaki korelasyonların dağılımı Tablo 4’te verilmiştir. Yeme tutumu ile anksiyete düzeyi ve BKİ arasında anlamlı ilişki olduğu bulunmuştur ($p<0,05$). Yeme tutumu ile yaş arasında anlamlı ilişki olduğu, bireylerin yaşları arttıkça yeme tutumu ve anksiyete düzeylerinin azaldığı görülmüştür ($p<0,05$).

Tablo 4: Bireylerin BKİ ve Ölçek Puanları Arasındaki Korelasyonların Dağılımı

	YTT		BAÖ		EBÖ		BKİ		Yaş	
	r	p	r	p	r	p	r	p	r	p
YTT	1									
BAÖ	0,339	0,025*	1							
EBÖ	0,310	0,732	0,150	0,478	1					
BKİ	0,108	0,046*	0,609	0,264	0,031	0,147	1			
Yaş	-0,229	0,034*	-0,483	0,020*	-0,326	0,751	0,873	0,649	1	

BAÖ: Beck Anksiyete Ölçeği, BKİ: Beden Kütle İndeksi, EBÖ: Egzersiz Bağımlılığı Ölçeği, YTT: Yeme Tutum Testi

Tartışma ve Sonuç

Bu çalışmada elde edilen sonuçlardan hareketle, cinsiyete göre anksiyete puanları arasında anlamlı bir farklılık olmadığı tespit edilmekle birlikte erkek öğrencilerin anksiyete puanlarının kız öğrencilere göre daha düşük olduğu belirlenmiştir. Yapılan çalışmalarda bu çalışma sonuçlarına benzer şekilde kız öğrencilerin anksiyete düzeylerinin erkek öğrencilere göre daha yüksek olduğu sonucuna ulaşılmıştır (Tepeli Temiz & Ulusoy Gökçek., 2020; Yılmaz et al., 2014; Şimşek et al., 2024). Literatürdeki bir çalışmaya paralel şekilde öğrencilerin egzersiz bağımlılığı düzeyleri incelendiğinde, cinsiyete göre istatistiksel açıdan bir farklılık olmasa da kız öğrencilerin egzersiz bağımlılığı düzeylerinin erkeklerden daha yüksek olduğu görülmüştür (Yıldırım et al., 2017). Bu durumun kız öğrencilerin dış görünüme verdikleri önemden kaynaklanabileceği düşünülmektedir.

Öğrencilerin BKİ sınıflamasına göre yeme tutumu puanları incelendiğinde, bu iki bileşen arasında anlamlı bir farklılık bulunmamıştır. Bununla birlikte BKİ düzeyleri arttıkça yeme tutumu puanlarının arttığı görülmüştür. Benzer bir çalışmada fazla kilolu ve obez BKİ’de olan bireylerde normal BKİ’de olan bireylere göre yeme bozukluğunun daha fazla olduğu görülmüştür (Usta et al., 2015). BKİ ile egzersiz bağımlılığı düzeyi incelendiğinde BKİ arttıkça bireylerin egzersiz bağımlılığı düzeylerinin azaldığı bulunmuştur. Düşük BKİ (<18,5) grubunda yer alan öğrencilerin anksiyete ve yeme tutumu düzeylerinin diğer BKİ gruplarındaki öğrencilere kıyasla daha düşük olması, bu gruptaki öğrencilerin beden imajına dikkat etme ve sürekli ağırlık takibi yapma gibi özelliklere sahip olmasının bu BKİ grubundaki öğrencilerde egzersiz bağımlılığı düzeylerini artırdığı düşünülebilir.

Bu çalışmada, egzersiz bağımlılığı ile yeme tutumu arasında pozitif ilişki saptanmıştır ($p>0,05$). Benzer şekilde, egzersiz yapan genç yetişkinler üzerinde yürütülen bir çalışmada, bireylerin yeme bozukluğu riskindeki artışın egzersiz bağımlılığını da artırdığı görülmüş olup benzer bir çalışmada, egzersiz bağımlılığı ile yeme davranış bozukluğunun pozitif ilişkili olduğu bildirilmiştir (Sucular., 2020; Yıldırım et al., 2017).

Elde edilen sonuçlardan hareketle, bireylerin yaş ve Beck Anksiyete Ölçeği puanları arasında anlamlı bir ilişki olduğu ve 18-19 yaş aralığında olan öğrencilerin anksiyete puanlarının diğer öğrencilere göre daha yüksek olduğu bulunmuştur. Bu durumun sebebi; adölesan dönemin duygusal geçişin yoğun yaşandığı bir dönem olması ve bireylerin üniversiteye yeni başlaması ile ev ve aile ortamından ayrılarak yeni çevre koşullarına alışamamasından kaynaklanabileceği düşünülmektedir.

Sonuç olarak bu çalışma, egzersiz bağımlılığı, yeme tutumu ve anksiyete arasındaki çok boyutlu ilişkileri ortaya koymaktadır. Çalışmadan elde edilen bulgular doğrultusunda anksiyetenin kız öğrencilerde daha yaygın olduğu, BKİ ve egzersiz bağımlılığındaki artışın bireylerin anksiyete düzeylerini artırdığı ve anksiyete ve egzersiz bağımlılığının yaşla birlikte azaldığı görülmüştür. Bu kapsamda; üniversite öğrencilerine yönelik psikoeğitim programlarında egzersiz davranışının sağlıklı sınırlarda sürdürülmesinin önemi vurgulanmalıdır. Ayrıca, beden imajı, yeme davranışları ve anksiyete gibi psikolojik değişkenlere yönelik farkındalık çalışmaları yürütülmesi, riskli grupların erken tespit edilmesine katkı sağlayabilmesi açısından önem taşımaktadır.

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Çocuk Kitaplarının Sanatsal Açıdan İncelenmesi

Belgin Parlakyıldız

Uluslararası Kıbrıs Üniversitesi, Eğitim Fakültesi, Temel Eğitim Bölümü, KKTC,
e-posta: bparlakyildiz@ciu.edu.tr, Orcid No: 0000-0002-5094-1779

Esra Karakaş Kurt

Uluslararası Kıbrıs Üniversitesi, Eğitim Fakültesi, Türkçe Eğitim Bölümü, KKTC,
e-posta: ekarakas@ciu.edu.tr, Orcid No: 0000- 0002-9331-4759

İpek Yılmaz

Uluslararası Kıbrıs Üniversitesi, Sağlık Bilimleri Yüksek Okulu Çocuk Gelişimi,
KKTC, e-posta: ipek4928@gmail.com

Özet

Çocuk edebiyatı ürünleri, çocuğun dilsel ve bilişsel gelişimine sanatsal açıdan önemli katkılar sunmaktadır. Bu eserler, çocuğun taklit yeteneğini, dinleme ve sözlü ifade becerilerini geliştirmekte; kelime dağarcığını zenginleştirmekte; temel eğitsel kavramların öğrenilmesine katkı sağlamakta ve çevresel farkındalık ile algısal becerilerin gelişimine destek olmaktadır. Bu çalışmanın amacı, çocuk kitaplarının çocuğun gelişim alanları üzerindeki etkilerini incelemek ve söz konusu kitapları sanatsal açıdan değerlendirerek yorumlamaktır. Çalışmada nitel araştırma yöntemi benimsenmiştir. Araştırma kapsamında, 0–6 yaş grubuna yönelik olarak seçilen beş çocuk kitabı incelenmiştir. Çalışma bulguları, incelenen çocuk kitaplarının genel anlamda çocukların yaş ve gelişim düzeyine uygun özellikler taşıdığını ortaya koymuştur. Bununla birlikte, kitaplarda kullanılan yazı puntosu ile görsellerin yoğunluğu arasında belirli bir uyumun bulunmadığı gözlemlenmiştir. Bazı kitaplarda görsellere ağırlık verilirken bazı kitaplarda yazı boyutları alan tasarrufu kaygısıyla işlevsellikten uzak bir biçimde kullanılmıştır. Ayrıca metinlerin sayfa yerleşiminde düzensizlikler dikkat çekmektedir. Buna karşın, kullanılan renk tonlarının hikâyenin akıcılığına olumlu katkı sağladığı ve bu durumun, çocuğun anlatılan hikâyeye yönelik merak duygusunu canlı tuttuğu belirlenmiştir. Çocuk kitaplarının hazırlanma sürecinde, çocuğun yaş ve gelişim düzeyi temel belirleyici etkenlerdir. Bu bağlamda, tasarım süreci titizlikle ele alınmalı; hikâyenin konusu ve olay örgüsü, çocuğun ilgisini çekecek biçimde yapılandırılmalıdır. Çocukların sınırsız hayal gücü, onların çevrelerine dair yüksek düzeyde merak geliştirmelerine neden olmakta ve bu da kitap içeriğinin bu yönü dikkate alınarak hazırlanmasını gerekli kılmaktadır. Sonuç olarak çocuk kitaplarının, çocuğun yaşına ve gelişimsel düzeyine uygun olması ve bu kriterlere uygun çocuk kitaplarının tasarlanması oldukça büyük önem taşımaktadır. Elde edilen bilgiler ışığında 0-6 yaş çocuk

kitaplarının taşınması gereken niteliksel, niceliksel ve yapısal özellikleri incelenerek öneriler sunulmaktadır.

Anahtar Sözcükler: Okul Öncesi, Çocuk Kitapları, Sanat

Artistic Analysis of Children's

Books

Abstract

Children's literature products make significant contributions to the child's linguistic and cognitive development from an artistic perspective. These works develop the child's imitation skills, listening and verbal expression skills; enrich the vocabulary; contribute to the learning of basic educational concepts and support the development of environmental awareness and perceptual skills. The aim of this study is to examine the effects of children's books on the child's developmental areas and to evaluate and interpret the books in question from an artistic perspective. The qualitative research method was adopted in the study. Within the scope of the study, five children's books selected for the 0-6 age group were examined. The study findings revealed that the examined children's books generally had characteristics appropriate for the age and development level of the children. However, it was observed that there was no specific harmony between the font size used in the books and the density of the visuals. While some books emphasize visuals, in some books, font sizes are used in a way that is far from functionality due to concerns about saving space. In addition, irregularities in the page layout of the texts are noticeable. In contrast, it has been determined that the color tones used contribute positively to the fluency of the story and that this situation keeps the child's sense of curiosity about the story being told alive. In the preparation process of children's books, the child's age and developmental level are the main determining factors. In this context, the design process should be handled meticulously; the subject and plot of the story should be structured in a way that will attract the child's attention. Children's limitless imagination causes them to develop a high level of curiosity about their environment, which necessitates that the content of the book be prepared by taking this aspect into consideration. As a result, it is very important that children's books are appropriate for the child's age and developmental level, and that children's books are designed in accordance with these criteria. In the light of the information obtained, the qualitative, quantitative and structural features that children's books for 0-6 years old should have are examined and suggestions are presented.

Keywords: Preschool, Children's Books, Art.

Giriş

Çocuk edebiyatı alanında yapılan çalışmalarda, çocuk kitaplarının çocukların bilişsel, duygusal ve sosyal gelişimindeki rolü vurgulanmaktadır. Çocuk kitapları yalnızca bilgi aktaran materyaller olmayıp, aynı zamanda çocukların hayal gücünü geliştiren, duyarlık becerilerini güçlendiren ve sosyal normları öğrenmelerine yardımcı olan önemli araçlardır. Çocukların kendi dünyalarını keşfetmelerinde ve çevreyle sağlıklı ilişkiler kurmalarında çocuk kitaplarının yeri büyüktür (Sever, 2013). Çocuk kitaplarının dil gelişimindeki önemi büyüktür; kullanılan dilin yaş ve gelişim düzeyine uygun, sade ve anlaşılır olması gerekir. Ayrıca, çocukların okuma alışkanlığı kazanmalarında nitelikli kitapların hazırlanması eğitimciler için bir gerekliliktir (Dilidüzgün, 2018). Çocuk kitaplarının estetik ve eğitsel yönlerinin bir arada bulunması gereklidir. İçerik ve tasarımın çocukların gelişim özelliklerine uygun olması, çocukların kitaba karşı ilgisini artırmada önemli bir faktördür. Böylece, çocuk ve gençlik kitapları, eleştirel düşünme becerilerinin geliştirilmesine katkı sağlayarak çocukların duygusal dünyasını zenginleştirir ve yaratıcılığını destekler (Kanmaz ve Aslan, 2022).

Çocuklara yönelik hazırlanan kitapların genel durumu değerlendirildiğinde, son yıllarda çocuk kitabı sayısında artış gözlemlense de, içerik açısından birçok alana kıyasla yetersiz kaldığı dikkati çekmektedir. Mevcut yayınların önemli bir kısmının ise yerli yazarlar yerine yabancı yazarlar tarafından kaleme alındığı görülmektedir. Alanyazında yapılan incelemeler, çocuk kitaplarının çoğu zaman görmezden gelinen veya ikinci planda kalan bir tür olarak ele alındığını ortaya koymaktadır. Bu durum, çocuk edebiyatına yeterli önemin verilmediğini ve gerekli niteliksel standartların sağlanmadığını göstermektedir. Bu çalışmada, çocuk kitaplarının taşınması gereken temel özellikler ortaya konulmakta ve seçilen örnek kitaplar içerik açısından analiz edilerek değerlendirilmektedir. Araştırma, hem çocuk kitaplarının mevcut durumuna eleştirel bir bakış sunmakta hem de nitelikli çocuk edebiyatı ürünlerinin oluşturulması için öneriler geliştirmeyi amaçlamaktadır. Yayınlanan çocuk kitapları yüz yüze eğitim kurumlarını kapsamakta ve aynı zamanda değerlendirilebilir bir araç olmasından da kaynaklanan eğitsel araç niteliği taşımaktadır denilebilir (Çatalcılı Soyer, 2009). Çocuklar için hazırlanan kitaplarda dil açık ve anlaşılır olmalı, konu seçimi ve uyumu, toplumsal veya kültürel değerlerin aktarılabilmesi konusunda önem taşımaktadır. Aynı zamanda kitapta anlatılan konunun içerikle uyumlu olması ve çocuğun ruhuna hitap edecek görsellerin de kitapta yer alması gerekmektedir (Bulut ve Kuşdemir, 2013).

Çocukların kitap okuma alışkanlığı kazanması, onların ileriki yaşamlarında eleştirel düşünen,

sorgulayan, merak eden, yaratıcı, hayal gücünü kullanabilen ve özgüven sahibi bireyler olarak gelişmelerine önemli katkılar sağlamaktadır (Bilgin, 2011). Bu nedenle, kurgusu iyi planlanmış ve görsellerle desteklenmiş çocuk kitaplarının hazırlanması titizlikle ele alınmalıdır. Alan uzmanları ile sanatçıların iş birliği ve dayanışma içinde olması, çocuk kitaplarının niteliğini artırmada kritik bir rol oynamaktadır. Çocuk kitapları, gelişim ve eğitim açısından büyük önem taşımakta olup, çocuğun bilişsel, duygusal ve sosyal gelişim alanlarına katkı sağlayan temel eğitim araçları olarak kabul edilmektedir (Gönen vd., 2013; Bulut ve Kuşdemir, 2013).

Sanat ve edebiyatla erken yaşta tanışan çocukların okuma alışkanlığı edinmesi ve sosyal ilişkilerde daha başarılı olmaları kolaylaşmaktadır; bu noktada eğitimciler ve öğretmen adaylarının sorumluluğu büyüktür (Ergün ve Gündüz, 2011). Ayrıca, çocukların kitaplarda yer alan karakterlerde kendilerini bulmaları, olumlu davranışları benimseyip yaşamlarına aktarmaları açısından önem taşımaktadır (Mardi, 2006). Çocuklar, akranlarının yaşadığı olayları dinlemekten çok izlemekten keyif alırlar; bu nedenle çocuk kahramanların sevimli ve sempatik olması gerekmektedir. Kitaplardaki görseller ise çocukların dünyayı anlama düzeylerine uygun olarak tasarlanmalıdır (Mardi, 2006).

Kitaplardaki karakterler, çocuğun kendi iç dünyasında anlam kazanmaya başlar ve kahramanlar çocuğun kendisiyle bağdaştırdığı bir “arkadaş” haline gelir, bu durum sonucunda da çocuğun güven duygusu gelişmektedir. Küçük yaştaki çocuklar, çevresinde gördükleri çoğu şeyi kitaplarda da görmekten hoşlanırlar (Zivtçi, 2005).

Çocuk kitaplarında verilmek istenen ileti açık ve gerçekçi, kullanılan dil ise çocuğun anlayabileceği düzeyde sade ve gereksiz sözcüklerden arındırılmış bir şekilde planlanmalı; çocuğun merak duygusunu harekete geçiren ve çocuğun kelime hazinesini geliştirici içerikte sözcükler içermelidir (Demircan, 2006). Çocukların karşılaştıkları ilk kitaplar, resimli çocuk kitaplarıdır. Bu kitaplar, 0-6 yaş çocuklarının eğitimsel gelişimine katkı sağlamak ve kitap okuma alışkanlığı kazandırmak amacıyla hazırlanan kitaplardır (Uzuner ve Yurt, 2011). Kaliteli ve yetkin çocuk kitapları çocuğa kitabı sevdirmekle birlikte, çocuğun gelişim alanlarını olumlu anlamda etkiler ve çocuğa yeni kavramlar kazandırmaktadır (Gönen 1989, Gülpınar 2010). Anlatılan öykü veya hikâye çocuğun yaşına göre değişkenlik göstermektedir ve buna bağlı olarak sayfa sayılarının miktarı da değişebilmektedir. Örneğin 2,5- 3 yaş çocuk kitapları en fazla 16 sayfa iken; çocuğun yaşı arttıkça bu sayı, 5 yaş ve üstü çocuklar için 32 sayfaya çıkabilmektedir (Ural, 2019). Kitapların kolaylıkla taşınabilir ve kullanılabilir özellikte olması önem taşıyan bir diğer husustur (İnce Samur, 2016).

Kitabın kağıt özellikleri değerlendirildiğinde, tercih edilen kağıdın çocuğun yırtamayacağı

kalınlıkta olması, göz yorucu parlaklıkta kağıt kullanılmaması gerekmektedir (Ural, 2019). Kitabın kapak kısmında kitabın adı, yazar adı veya hangi yayına ait olduğu belirtilmelidir. Kitabın sağlamlılığı açısından ciltleme aşamasında yapıştırıcı ve iplik dikiş kullanılması gerekmektedir (Aytekin, 2016). Kitaptaki görseller canlı, eğlenceli, komik ve çocuğun ilgisini çekebilecek tatlılıkta olmalı; sayfanın büyük çoğunluğu görsellere ayrılmalıdır (Oğuzkan, 2013).

Bu nedenlere bağlı olarak çocuk kitapları hazırlık sürecinde çocuk merkezli yaklaşım dikkate alınmalı, kitabın niceliksel ve niteliksel yönleri çocuğun gelişim alanlarına uygun olarak planlanmalıdır (Arıcı, 2016). Araştırılan konu kapsamında pek çok çalışma yapılması araştırmayı yapan kişilerin kendi alanlarındaki gelişimleri değerlendirmelerini ve güncel gelişmeler hakkındaki bilişsel bilgilerini korumalarını zorlaştırmaktadır; bu bağlamda literatür taramalarında alanla ilgili gelişmeleri ortaya koyma noktasında detaylı incelemelerin yapılması yaygın bir yöntem olmaktadır (Erdem, 2011).

Hayatın içerisinde gelen bir insan ürünü olan sanatın, insanlığın var olduğundan beri ortaya çıktığı söylenebilir. Genel anlamda yapılan bir iş veya etkinlikte kullanılan teknik, bilgi ve kuralların bütününe sanat denir. Sanat etkinliği; insanın birtakım düşünce, hedef, duygu, durum veya olayların, tecrübeler aracılığıyla, yetenek ve hayal gücünü kullanarak ifade etmesi olarak tanımlanabilir. Herkesin yapabileceği işler sanat olamayacağı gibi, bunları icra edenlerin de sanatçı olarak kabul görmesi söz konusu değildir. Bu açıdan bakıldığında sanat: “ Zorluk yaşadıkça anlam kazanan, bakış açısıyla derinleşen, emeğe dayanarak ortaya çıkarılan ve olabileceğinin en iyisi olmayı hedefleyen etkinliktir.” şeklinde yorumlanabilir. Bu çalışmada 0-6 yaş çocuk kitaplarının niteliksel, niceliksel ve yapısal özelliklerinin incelenmesi, kitapta hangi özelliklerin üzerinde durulduğu ve çocuk kitaplarının iç/dış yapı özelliklerinin analiz edilmesi ve sonuçların araştırma sonunda ortaya çıkarılması, önerilerle birlikte ele alınarak bu çalışmanın problemi oluşturmaktadır.

Yöntem

“Çocuk Kitaplarının Sanatsal Açıdan İncelenmesi ” başlıklı çalışmada nitel araştırma yöntemi kullanılmıştır. Nitel araştırma, gözlem ve doküman analizi gibi veri toplama yöntemleri ile oluşturulan bir araştırma türüdür. Olayların ve olguların gerçekçi bir ortamda bütüncül bir şekilde incelenmesine yönelik süreci temsil eder, insan ve toplum davranışlarını inceler (Yıldırım ve Şimşek, 2018). Araştırmada 0-6 yaş çocuklarına yönelik 5 adet çocuk kitabı farklı yayınevlerinden rastgele olarak belirlenmiştir. Yapılan bu çalışmada 0-6 yaş çocuk

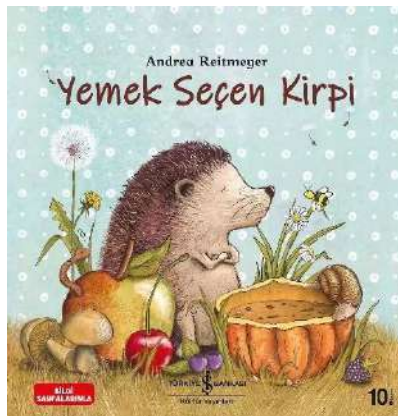
kitaplarının çocuğun gelişim alanlarına etkileri, sanatsal bakış açısıyla değerlendirilip yorumlanmıştır.

Çalışmada belirlenen 5 adet çocuk kitabının taşınması gereken niteliksel ve niceliksel özellikler, doküman analizi yapılarak ve çocuğun yaşını göz önünde bulundurarak değerlendirmiştir (Yıldırım ve Şimşek, 2018). Doküman analizi, belli bir amaca dönük olarak kaynakları bulma, okuma, not alma ve değerlendirme işlemleri olarak tanımlanabilmektedir (Karasar, 2005). Bu süreç ayrıca, araştırılması hedeflenen olgu ya da olgular hakkında birtakım bilgiler içeren yazılı materyallerin incelenmesi olarak da tanımlanmaktadır (Yıldırım ve Şimşek, 2015). Belirlenen araştırma konusu hakkında bilgi sağlayan her türlü yazılı metine doküman (belge) denilmektedir (Balcı, 2016). Doküman, alan yazında fiziksel veri olarak da adlandırılmakla birlikte kişilere, topluluklara veya kültürlerle ilişkin önemli bilgiler sunmaktadır (Baş ve Akturan, 2017). Doküman analizi çalışmalarında iki tür belge/doküman kullanılmaktadır: Bunlardan birincisi, incelenmesi istenen belirli bir olayı veya davranışı deneyimleyen kişiler tarafından ortaya konulan ve görgü tanıklarına atıfta bulunan belgelerdir. Diğer belgeler ise, olay yerinde bulunmayan fakat belgeleri düzenlemek için görgü tanıklarının ifadelerini almış veya bu ifadeleri okumuş kişiler aracılığıyla ortaya konulan belgelerdir (Bailey, 1994). Araştırma kapsamında incelenen kitapların okul öncesi çağındaki çocuklara uygunluğu, kitapların biçimsel ve içeriksel özellikleri, araştırmacı tarafından incelenmiştir.

Bulgular

Bu başlık altında incelenecek kitaplar; *Yemek Seçen Kirpi*, *Mutlu Suaygırı*, *Ay'ı kim çaldı*, *Çağlar Odasını Topluyor*, *Cebimdeki Mandalina Ağaçları* olarak belirlenmiştir.

Yemek Seçen Kirpi



Yazar : Andrea Reitmeyer, İş Bankası Kültür Yayınları (2022), sayfa sayısı 32, boyut 24,5x

24,5 cm

Küçük kirpi çilek yemeyi çok seviyor ve her gün çilek yemek istiyordu. Mantardan sebze meyvelere kadar çeşit çeşit yiyeceğe dönüp bakmıyordu bile. Anne babası farklı lezzetler denemesi için yavru kirpiyi bir türlü ikna edemiyordu. Acaba kirpiyi kim ikna edecek?

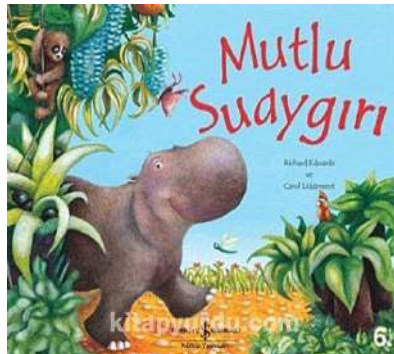
Bu kitabın ana dili Almancadır ve sonradan Türkçeye çevrilmiştir. 32 sayfadan oluşmaktadır. Kitabın kapak kısmında kullanılan açık tondaki renkler ve görsel canlılık, çocuğun dikkatini çekebilecek özellikte tasarlanmıştır. Görsellerin boyutu ve kitabın kapağındaki kirpinin duruşu, çocukta merak duygusunu harekete geçirebilir ve kitapta neler anlatıldığını sorgulamasını sağlayabilir. Bir kitabın kapağı çocuğu etkileyen ve dikkatini çeken en önemli noktalardan biridir.

Kitapta anlatılan olayların zaman akışı çocuğun zihnini karıştıracak veya olaylar arasında bağlantı kurmasını zorlaştıracak nitelik taşımamaktadır. Tırmığın (kirpi) sincapla olan diyalogu, çocuğun kahramanlara yönelik sempati duymasını sağlayabilir. Sincap ve kirpi arasındaki fiziksel farklılıklar çocuğun dikkatini çekebilir ve sorgulamasını sağlayan bilişsel beceri kazanmasına olanak tanıyabilir. Meyveler arasındaki renk, boyut, orantı gibi kavramları hikâyedeki görseller aracılığıyla anlamlandırabilir ve öğrendiği kavramları günlük yaşantısında da kullanabilir.

Yazıların puntosu, görsellerin yoğunluğuna kıyasla yeterli değildir ve bu durum çocuğun gözünü yormakla beraber, hikâyedeki olay geçişleri arasındaki bağlantıyı kurmasında zorluk yaratabilir.

Görsellerin ağırlıklı olarak kullanılması, renklerin ton farklılıkları ve çeşitliliği çocukta heyecan duygusunu harekete geçirebilir ve bu durum hikâyenin sonunda ne olabileceği noktasında tahminde bulunmasına olanak sağlayabilir. Sayfalar arasındaki renk geçişleri zaman zaman çocuğun hikâyeye odaklanmasına engel olabilir ve dikkatini dağıtabilir.

Mutlu Suaygırı



Yazar: Richard Edwards, İş Bankası Kültür Yayınları - Çocuk - Resimli Kitaplar, Baskı 2010, Dil:Türkçe, Sayfa sayısı 32.

Bir zamanlar, suaygırı olduğu için hiç mutlu olmayan küçük bir suaygırı varmış.

“Su aygırı olmak istemiyorum. Yo! Yo! Yo!

Zebra ya da bufalo lo lo lo,

Ağaçta şarkı söyleyen maymuuun

Su aygırı yerine maymuuun olsaaam...” Küçük Suaygırıyla birlikte şarkı söyleyip, tropik ormanlardaki macerasına katılmaya ne dersin?

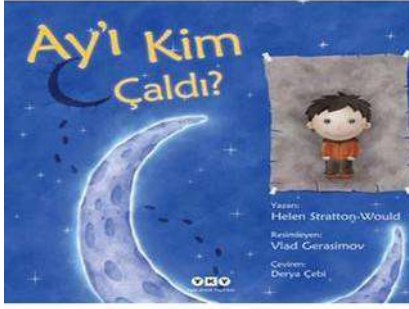
Eğlenceli kurgusuyla dikkat çeken bu kitap kendini tanıma, öz güven ve öz şefkat hakkında hayat dersleri veriyor.

Kitapta ele alınan temalar; birey ve toplum, doğa ve evren, duygular, kişisel gelişim, zaman ve mekan olarak ele alınmaktadır. Bu kitap 4-8 yaş aralığındaki çocuklar için uygundur. İşlenen alt temalara bakıldığında ise; bireysel farklılıklar, çevremiz, evimiz , farklılıklara saygı, hayvanlar, kendini tanıma, mutluluk, özsaygı, üzüntü, yetenek, yeterlilik gibi konular işlenmektedir. Kitabın kapak tasarımı çocuğa eğlenceli gelebilecek, merak uyandırabilecek çekicilikte planlanmış olup, çeşitli görsellerle ve renk seçimleriyle göz alıcı görünmektedir. Suaygırının fiziksel görüntüsü çocuğun dikkatini çekebilir ve bilişsel sorular sormasına neden olabilir.

Bu durum çocuğun farkındalık kazanması ve hayvanlar arasındaki farklılıkları ayırt edebilme becerisi kazanması açısından bilişsel gelişimine olumlu anlamda katkı sağlamaktadır. Kullanılan yeşil-sarı renkler, doğa kavramının bir yansıması olmakla beraber birbiriyle uyumludur. Hayvanlar arasında geçen diyaloglar çocuğun hayal gücünü, yaratıcı düşünme becerisini, yaşam alanı farklılıklarını ayırt edebilme becerisini kazanma gibi konularda çocuğa olumlu anlamda katkı sağlamaktadır.

Suaygırının yaşadıkları çocuğun “ kendini olduğu gibi sevmeye ve kabul etmeye” yaklaşımının, ne kadar önemli bir nokta olduğunu anlamasına olanak sağlamaktadır. Suaygırının geyiğin hayatını kurtarması; yardımlaşma, dayanışma, teşekkür etme gibi değerleri çocuğa kazandırma açısından oldukça önemli bir alan açmaktadır. Ormandaki diğer hayvanların suaygırıyla yaptıkları fiziksel farklılıklara dikkat çeken diyaloglar, çocuğun ayırt etme, bilişsel düzey ve gözlem yapma becerileri açısından başarılı bir şekilde kurgulanmıştır çünkü hikâyenin sonunda suaygırı, kendisini olduğu gibi kabul etmiş ve suaygırı olmanın mutluluğunu yaşamıştır.

Ay'ı Kim Çaldı?



Yazar: [Helen Stratton Would](#), 38. baskı / 2025, sayfa sayısı 40, 22 x 20.5 cm, Yapı Kredi Yayınları

“Ay'ı Kim Çaldı?”

Berk, geceleri gökyüzünü pırıl pırıl aydınlatan Ay'a hayrandır. Ay'a bakarak uykuya dalarken güzel hayaller kurar. En büyük hayali de astronot olmaktır. Ama bir gece, bir de bakar ki, gökyüzü bomboş, Ay'ın yerinde yeller esiyor. Büyük bir üzüntüye kapılan Berk, Ay'ı birilerinin çaldığını düşünüp aramaya koyulur. Berk gökyüzünü izlemeyi çok seven bir çocuktur; her gece çatı katındaki odasının çatı penceresinden gökyüzünü, özellikle de Ay'ı seyreder, astronot olma hayali kurarak uykuya dalar. Lakin “o” gece Ay gökyüzünde değildir. Şaşırır, merak eder ve araştırmaya karar verir; Ay ile birlikte yer yüzüne çıkan gececi hayvanlara soracaktır... Bahçeye çıkıp gececi hayvanlara “kibarca” Ay'ı görüp görmediklerini sorar. Kibarca sorar çünkü kimseyi kırmak istememektedir. Kitabın adındaki “çalmak” eylemini ve kahramanın bu eylemi düşünerek hayvanların yanına gitmesini bu vurgu yumuşatmaktadır. Yumuşatmaktan da ziyade değiştiriyor aslında. İfadeyi “Yok etmek, ortadan kaldırmak, kaybetmek” gibi anlamlara dönüştürüyor. Berk bahçedeki tüm gececi hayvanlara Ay'ı görüp görmediklerini sorar ama hiçbiri Ay'ın yerini bilmemektedir. Berk tam Ay'ı bulma umudunu kaybedecekken hayvanlardan biri Ay'ın nerede olduğunu bilebilecek başka bir hayvana yönelendir Berk'i. Kararlı bir çocuk olan Berk tabii ki de bu hayvanın yanına gider ve hem Ay'ın yerini, hem de çok önemli bir doğa durumunu öğrenir.

Kitabın kapak tasarımı incelendiğinde; ağırlıklı olarak kullanılan koyu tonlar ve kitabın kapağındaki mavi koyu mavi renk çocuğun gözünü yorabilir veya kitaba karşı ilgisiz kalmasına neden olabilir. Yazıların puntosu çocuğun görebileceği yeterliliktedir. Berk'in hayvanlarla olan diyalogları kurgusallık açısından, tek düzelik yaratmıştır ve bu durum çocuğun hayal gücünü sınırlamaktadır. Baykuş'un Berk' e verdiği bilgi, çocuğun bilişsel farkındalık kazanması ve

mevsim-zaman arasındaki bağlantıyı kurabilmesi açısından önem taşımaktadır. Çocuk bu gibi başka bir mantığa dayalı durumla karşılaştığında, bağlantı kurma ve açıklanan nedenleri sorgulama becerisi kazanmış olur.

Çağlar Odasını Topluyor



Yazar: Christian Tielmann, İş Bankası Yayınları, boyut 22 x 22 cm, 2020, sayfa sayısı 24)

Çağlar, resim yapmak istediğinde sulu boya takımını aradı, ama hiçbir yerde bulamadı. Üstelik odasını da dağıttı. O sırada en yakın arkadaşı Pelin ziyaretine geldi ve ona odasını toplarken yardım etmeye başladı.

Odadaki tüm eşyalar ve oyuncaklar bir dolaba sığacak mıydı acaba?

Oda toplamak konusunda faydası olacak öneriler bulabileceğiniz eğlenceli bir öykü... Kitapta ele alınan temalar: çocuk dünyası, kişisel gelişim, zaman ve mekan olarak işlenmektedir.

Alt temalar ise aile, dostluk, evimiz, odamız, oyun, oyuncak, öz denetim, sorumluluktur. Kitap 4-8 yaş grubu çocukları için hazırlanmıştır. Kitabın kapağı canlı, sevimli ve çocukta merak uyandırabilecek şekilde tasarlanmıştır. Anlatılan hikâyeye ev ortamında geçtiği için kitapta yer alan oyuncakların dağınıklığı, Çağlar'ın sulu boyaların nerede olabileceğine dair tahminde bulumasına yol açabilir ve bu durum sorgulayıcı bakış açısına olumlu anlamda katkı sağlar. Yazıların yoğunluğu ve diyalogların uzunluğu, çocuğu yorabilir ve kitaptan sıkılmasına neden olabilir. Sayfalardaki renk geçişlerinin çeşitliliği kitaba canlılık kazandırsa da, estetik anlamda kargaşa yaratmaktadır. Pelin'in çağlar'a odasını toplaması için yardım etmesi; yardımlaşma, işbirliği, sabırlı olma, çözüm arama, pratik olma, yaratıcı düşünme gibi becerilerin kazandırılması açısından önem taşımaktadır. Eşyaları tür veya renklerine göre sınıflandırma, ayırt etme becerisi gibi birtakım günlük hayat deneyimlere değinilmesi, kitaba anlam kazandıran bir yapı oluşturmaktadır.

Cebimdeki Mandalina Ağaçları



Yazar: Şermin Yaşar, Doğan Çocuk Yayınevi , **sayfa sayısı** 36, **ebat** 22,5 x 22,5, cm, 2022, Türkçe.

Ada'nın canı sıkılıyordu. Hem de çok! Oysa evdekilerin ne çok işi vardı. Oraya buraya koşturup duruyorlardı. Ada onlara yardım etmeyi çok istedi ama kimse onu dinlemedi. Bir gün yediği mandalinaların çekirdeklerini unutunca cebinde Ada hayallerini ekti bahçeye... Çocuk edebiyatının gülümseten kalem Şermin Yaşar doğanın cömertliğini bir çocuğun hayalleriyle harmanlıyor.

Kitabın içeriğinde, küçük olduğu gerekçesiyle hiçbir sorumluluk verilmeyen küçük bir kızın duyguları anlatılıyor. Ada sorumluluk alabileceğini düşünürken ailesinin onu sadece oyun oynarken düşünmesi Ada'yı yaralıyor. Ancak Ada, ailesinin düşüncesini değiştirmek için bahçıvanlık yapmaya başlıyor ve kendi meyvesini yetiştiriyor.

Kitabın içeriğinde hem sorumluluk duygusu hem de bir meyvenin nasıl yettiğini anlatıyor. Kitabın sonunda bir meyve ağacının nasıl yetiştirileceği güzel ve sade bir dille anlatılıyor. Okul öncesi çağı çocuklarının hem Türkçe hem de Fen alanında ilgi çekebilecek kadar güzel bir içerik mevcut bulunmaktadır. Ancak çocuk kitaplarında değerlendirmenin tek koşulu içerik değildir. Ön kapağın içerikle bağlantılı olması, kitabın içindeki resimlerin, içerikle bağlantılı ve büyük olması, yazıların az olması, öğretmenin ya da ebeveynin çocuğa resimleri gösterirken aynı zamanda kitabı okuması açısından yazıların boyutunun ideal olması, yazı çeşidi, gibi birçok bakımdan değerlendiriliyor. Kapaktaki resimde Ada'yı ve Ada'nın dışarıdaki fidanı izlediğini görüyoruz, bu duruma bağlı olarak hikâyenin içerikle bağlantılı olduğu söylenebilir. İçinde bulunan resimler yeterince büyük, renkli ve ilgi çekici olmaktadır. Yazıların boyutu ideal ve çok fazla yazı yoktur. Kitabın dili oldukça sadedir. Resimler de büyük olduğu için sınıf ortamında okunduğunda, topluca yapılacak bir etkinlik kitabı olabilecek özellik taşıyor. Arka kapağa geçildiğinde ise kitapla ilgili birkaç görsel bulunuyor. Ve basit bir tekerleme ile kitap özetleniyor. Sonuç olarak bu kitapta çocuklara uygun olmayacak herhangi bir şey bulunmamaktadır. Gerek sınıf ortamında öğretmenler tarafından, gerekse ebeveynler tarafından

veya çocukların kendi başlarına okuyabileceği türden resimleri ve yazıları ile uygun bir kitaptır. Aynı zamanda çocuklara sorumluluk verilmesi gerektiğini de anlatan kitap, doğru bir yere parmak basıyor. Eğer çocuklara küçük yaştan itibaren ev işlerini öğretirsek; çocuklar gelecekte kendi işlerini kendileri yapabilen, gerek el becerisi gerek ise zihinsel hareket becerileri gibi birçok yönden kendilerini geliştirmeleri için onlara daha çok alan tanımış oluruz.

Sonuç ve Tartışma

Bu çalışma, çocuk kitaplarının çocuk gelişimindeki çok boyutlu etkilerini incelemiş ve çocuk edebiyatının yalnızca dil gelişimiyle sınırlı olmadığı, bilişsel, duygusal, sosyal ve değerler eğitimi açısından da güçlü bir araç olduğu sonucuna ulaşmıştır. Özellikle erken çocukluk döneminde çocukların sanatla, hikâyeye ve görsel öğelerle etkileşim kurması, onların dünyayı anlama ve anlamlandırma biçimlerini şekillendirmektedir. Bu bağlamda çocuk kitapları, sadece bilgi aktaran değil, aynı zamanda çocuğun hayal gücünü, empati becerisini ve sosyal farkındalığını destekleyen çok yönlü materyaller olarak değerlendirilmelidir (Öztürk, 1993; Baynes, 1981). Okul öncesi dönem, bireyin yaşam becerilerini temel düzeyde kazandığı ve bu becerilerin yaşam boyu sürecek öğrenmelerin yapı taşlarını oluşturduğu kritik bir dönemdir. Bu dönemde çocuklar henüz soyut düşünme becerilerini tam olarak geliştiremedikleri, benmerkezci bir düşünce yapısına sahip oldukları ve neden-sonuç ilişkilerini kurmakta zorlandıkları için öğrenme süreçlerinde somut yaşantılara, görsel desteklere ve modellemeye ihtiyaç duymaktadırlar (Piaget, 1952; Arıcı, 2016). Bu nedenle çocuk kitapları; bilişsel, sosyal ve duygusal gelişimi destekleyici önemli araçlar arasında yer almakta; çocukların taklit etme, dinleme, kavrama ve ilişkilendirme gibi temel öğrenme becerilerini güçlendirmektedir (Oğuzkan, 2013). Sosyal gelişim açısından çocuk kitaplarında yer alan karakterler ve olay örgüleri, çocukların içinde yaşadıkları toplumun değerlerini, normlarını ve kültürel öğelerini yansıtarak onların sosyal farkındalık geliştirmelerine katkı sağlar. Kitaplardaki karakterlerin sergilediği olumlu ve olumsuz tutumlar aracılığıyla çocuklara değer aktarımı yapılabilir, kişiler arası ilişkiler konusunda farkındalık kazandırılabilir (Erdem, 2011). Aynı zamanda duygusal gelişim açısından da çocuklar, hikâyelerdeki karakterlerle duygusal bağ kurmakta ve bu sayede empati becerileri gelişmektedir. Bu durum, çocuğun yalnızca kendi duygularını tanımasını değil, başkalarının duygularını anlamasını ve duygusal regülasyon becerilerini artırmasını da sağlar (Aytekin, 2016). Çocuk kitapları, dil gelişimi açısından da büyük önem taşımaktadır. Özellikle hikâye kitapları çocukların kelime dağarcığını genişletmekte, yeni kavramları öğrenmelerini sağlamakta ve dil yapılarını daha doğru biçimde kullanmalarına yardımcı olmaktadır (Arıcı, 2016; Oğuzkan, 2013). Erken çocukluk döneminde dil becerilerinin gelişmesi, çocuğun hem iletişim becerilerini güçlendirmekte hem de özgüven gelişimini

desteklemektedir. Kitapları anlamaya başlayan çocuklar, kendi başlarına okuyabildikçe bağımsızlık duygusu geliştirmekte ve problem çözme becerilerinde ilerleme kaydetmektedirler (Aytekin, 2016).

Sonuç olarak, çocuk kitapları yalnızca bilgi aktaran materyaller değil; çocukların kişilik gelişimini, değer yargılarını, sosyal ilişkilerini ve duygusal farkındalıklarını etkileyen çok yönlü öğrenme araçlarıdır. Bu bağlamda, çocuk kitaplarının içerik, görsel düzenleme, dil yapısı ve pedagojik uygunluk açısından çocuğun gelişim düzeyine göre tasarlanması büyük önem taşımaktadır. Gelecekteki araştırmalarda, çocuk kitaplarının bilişsel ve duyuşsal alanlardaki uzun vadeli etkilerinin nicel ve nitel yöntemlerle değerlendirilmesi; disiplinlerarası yaklaşımlarla kitapların eğitimdeki rolünün daha derinlemesine incelenmesi önerilmektedir.

Öneriler

Çocuk kitaplarının seçimi ve hazırlanmasında, kitabın çocuğun yaşına ve gelişim düzeyine uygunluğunun temel kriter olarak ele alınması önem arz etmektedir. Küçük yaş grubu çocuklar için geliştirilecek kitapların sade bir dil kullanması ve büyük, dikkat çekici görsellerle desteklenmesi, hem çocuğun dikkatini çekmek hem de hikâyenin anlaşılabilirliğini artırmak açısından gereklidir. Bu doğrultuda, okuma becerisini yeni kazanan çocuklar için renkli ve büyük puntoyla yazılmış materyaller tercih edilmelidir. Daha ileri düzey okuma becerisine sahip çocuklar için ise, karmaşık olay örgüleri ve zengin kelime dağarcığı içeren kitapların hazırlanması önerilmektedir. Böylece, çocukların bilişsel ve sözel becerilerinin desteklenmesi sağlanabilir.

Araştırmacıların, çocukların ilgi alanlarına uygun temalar seçmelerinin okuma motivasyonunu artırdığına dikkat etmeleri gerekmektedir. Örneğin, hayvanlara ilgi duyan çocuklar için hayvan temalı kitapların hazırlanması, okuma alışkanlığı kazanmalarında etkili olabilir. Ayrıca, eğitsel içerikli kitapların çocuğun bilgi birikimini artırmasının yanı sıra merak duygusunu da teşvik ettiği göz önünde bulundurulmalıdır. Matematik veya fen gibi belirli alanlara ilgi duyan çocuklara yönelik bilimsel temalı hikâyeler geliştirilmesi, hem öğrenme hem de merakın desteklenmesi açısından faydalı olacaktır. Görsellerin çocuk kitaplarındaki rolü göz ardı edilmemelidir. Renkli ve canlı görseller, özellikle küçük yaş gruplarında kitabın çekiciliğini artırmakta ve hikâye kahramanlarının zihinde canlandırılmasını kolaylaştırmaktadır. Bu bağlamda, oyun temalı ve yönlendirici kitapların, çocukların yaratıcı düşünme becerilerinin gelişimine katkı sağladığı da dikkate alınmalıdır. Dil kullanımında ise, çocuğun gelişim düzeyine uygun, sade ve anlaşılır bir dil yapısının tercih edilmesi önerilmektedir. Karmaşık ve ağır dil kullanımının, çocukların kitaba olan ilgisini azaltabileceği göz önünde bulundurularak, kısa ve basit cümlelerle anlatımın desteklenmesi gerekmektedir. Son olarak, kitaplarda yer alan

mesajların olumlu içerikte olması; çocuğun duygusal, sosyal ve psikolojik gelişimine katkı sağlayarak olumlu davranışların kazandırılmasına yardımcı olmaktadır. Bu öneriler, çocuk kitapları üzerine yapılacak gelecekteki araştırmalarda rehberlik edebilir ve hazırlanan materyallerin çocukların gelişimsel ihtiyaçlarına daha iyi cevap vermesine katkı sağlayabilir.

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Orman Okulları Yaklaşımının Çocuğun Bütüncül Gelişim Üzerindeki Etkilerinin İncelenmesi ve Türkiye’de ve Dünyada Uygulanan Orman Okullarının Karşılaştırılması

Belgin Parlakyıldız

Uluslararası Kıbrıs Üniversitesi, Eğitim Fakültesi, Temel Eğitim Bölümü, KKTC,
e-posta: bparlakyildiz@ciu.edu.tr, Orcid No: 0000-0002-5094-1779

Onur Sarı

Uluslararası Kıbrıs Üniversitesi, Eğitim Fakültesi, Temel Eğitim Bölümü, KKTC,
e-posta: saonur.5313@gmail.com,

Oğuzhan Avcı

Uluslararası Kıbrıs Üniversitesi, Eğitim Fakültesi, Temel Eğitim Bölümü, KKTC,
e-posta: oguzhanavci141@gmail.com,

Özet

Orman okulları yaklaşımı, açık hava alanlarında ya da orman alanlarında gerçekleştirilen etkinlikler yoluyla çocukların bütüncül gelişim alanlarındaki (fiziksel, bilişsel, motor, sosyal ve duygusal gelişim) gelişimlerini ve becerilerini desteklemeyi hedefleyen oyun temelli ve çocuk merkezli okullar olarak tanımlanmaktadır. Orman okulları, çocuklara doğada bulunan gerçek materyallerle oyun oynamasını sağlamak ve deneyim yoluyla çevresini keşfetmesini ve esnek bir şekilde öğrenmesine olanak tanımaktadır. Orman okulu eğitiminde çocuklara uygulamalı deneyimler yoluyla ilgi alanlarını, becerilerini ve anlayışlarını geliştirmeleri için zaman ve doğal ortam sağlanmaktadır. Orman okulları okul öncesi dönemdeki çocukların doğayı öğrenme deneyimlerini, sürdürülebilir yaşam felsefesi kazanmalarını ve çevre sorunlarına duyarlı bireyler olarak yetişmelerini destekleyebilmektedir. Orman okulu, 0-6 yaş grubu çocuklar için orman ortamında el becerileri ve özgüven kazanmaları ve çeşitli becerilerini geliştirmeleri için süreçtir. Orman okulu eğitimi zorunlu olmamakla birlikte genellikle tam zamanlı gerçekleştirilmektedir. Bu çalışmanın amacı orman okullarının çocukların bütüncül gelişim üzerindeki etkilerini belirlemek, Türkiye’de ve dünyada uygulanan orman okulu yaklaşımının uygulanış şeklini karşılaştırma ve değerlendirme yapmaktır. Çalışmada nitel araştırma yöntemlerinden doküman analizi kullanılmıştır. Öncelikle alan yazın araştırmasında orman okulları ile ilgili çeşitli tez çalışmalarını ve makaleler incelenerek farklı bakış açısı getirilmeye çalışılmıştır. Bu çalışmanın bir başka boyutu ise, Türkiye’de ve dünyada faaliyet gösterilen orman okulları ile ilgili tez çalışmalarında ve makalelerde verilen istatistiksel verileri inceleyerek konu ile ilgili verilen somut örneklerle çalışmanın iyi bir şekilde pekiştirilmesi sağlanmıştır. Araştırmalardan elde edilen veriler ışığında bu çalışmayı destekler nitelikte bir değerlendirme yapılmıştır. Türkiye’de orman okulları yaklaşımını benimseyen okulların açılma

oranının artırılması ve orman okulları yaklaşımı ile oluşturulan eğitim programlarında bütüncül gelişimi destekleyen kazanımların artırılması önerilebilir.

Anahtar Sözcükler: Orman Okulları Yaklaşımı, Bütüncül Gelişim, Türkiye’de ve Dünyada Uygulanan Orman Okulları.

An Examination of the Effects of the Forest School Approach on Children's Holistic Development and a Comparison of Forest School Practices in Turkey and Around the World

Abstract

The forest school approach is defined as play-based and child-centered schools that aim to support the development and skills of children in holistic development areas (physical, cognitive, motor, social and emotional development) through activities carried out in open air areas or forest areas. Forest schools allow children to play with real materials found in nature and allow them to discover their environment through experience and learn flexibly. In forest school education, children are provided with time and a natural environment to develop their interests, skills and understanding through practical experiences. Forest schools can support preschool children's experiences of learning about nature, gaining a sustainable life philosophy and growing up as individuals who are sensitive to environmental problems. Forest school is a process for children aged 0-6 to gain manual skills and self-confidence in a forest environment and to develop various skills. Forest school education is not compulsory but is usually carried out full-time. The aim of this study is to determine the effects of forest schools on the holistic development of children and to compare and evaluate the implementation of the forest school approach in Turkey and the world. Document analysis, one of the qualitative research methods, was used in the study. First of all, various theses and articles on forest schools were examined in the literature research and a different perspective was tried to be brought. Another dimension of this study was to examine the statistical data given in the theses and articles on forest schools operating in Turkey and the world and to reinforce the study well with concrete examples given on the subject. In light of the data obtained from the research, an evaluation supporting this study has been made. It can be suggested that the rate of opening schools adopting the forest school approach in Turkey should be increased and the gains supporting holistic development in the education programs created with the forest school approach should be increased.

Keywords: Forest Schools Approach, Holistic Development, Forest Schools Applied in Turkey and the World.

Giriş

Orman okulu Yaklaşımı 1927’de ABD-Wisconsin’de ortaya çıkmıştır. Daha sonra Wisconsin-Medison Üniversitesi’nde orman okulları felsefesi geliştirilerek ilk orman okulları Laona, Wabeno ve Crandon’da kurulmuştur (Marshall, 2013). Orman okulları yaklaşımının uygulanması ise, ilk olarak İskandinavya bölgesinde ortaya çıktığı bilinmektedir. 1950’li yıllarda İskandinav ve Avrupa ülkelerinde orman okulları kavramı Danimarka’da iş yaşamına giren kadınların sayısının artması ile Ella Flatau’nun Yürüyüş Anaokulu’ nu kurması ile tanınmaya başlamıştır (Dilek, 2019). Orman okulu kavramının 1950’ lerde İskandinavya’ da doğarak Danimarka’da küçük çocuklar ile ormanda uygulamalara başlandığı bilinmektedir (Hargrave, 2003). Aynı zamanda 2002 yılında İngiltere’de ilk kez “Ulusal Orman Okulu Konferansı” düzenlenerek; bireylerin ormanda ya da ağaçlık alanda aktif katılımının sağlandığı, kendine güven ve karar verme becerilerinin desteklendiği bir uygulama olarak tanımlanmıştır (O’Brien ve Murray, 2006). Bu nedenle orman okulu, çocukların uzun bir süre düzenli olarak ormanda doğal çevre ile tanışmaları ve farklı etkinliklerle uygulamaları içermektedir (Doydu, 2024). Orman okullarının ortaya çıkış sebebi çocukları teknolojik ortamdan uzak tutmak ve çocukların bilgiyi doğal yollarla kendilerinin yapılandırmasını amaçlamaktadır. Orman okulları, orman alanlarda gerçekleştirilen etkinlikler yoluyla tüm gelişim alanlarında çocukların becerilerini desteklemeyi hedefleyen çocuk merkezli okullar olarak da tanımlanmaktadır (FSA, 2022). Dolayısıyla orman okulları yaklaşımı oyun merkezli ve çocuk merkezli bir yaklaşım olup çocukların fiziksel, bilişsel, ince motor, kaba motor, sosyal ve duygusal gelişim alanlarına ve becerilerine olumlu bir şekilde katkı sağlayan, çocuklara ormanlık alanlarda gerçek yaşamlarında karşılaşılabilecekleri durumlar karşısında problem çözme, analitik (çoklu) düşünme, işbirliği içerisinde çalışma gibi pek çok yaşam becerileri kazandırmayı amaç edinen okullardır. Orman okullarının dayandığı felsefe ise, çocukların öğrenmeyi kapalı ortamlardan çok dışarda gerçekleştirmeleridir. Başka bir ifade ile, sadece orman olmayıp çocukların açık bir ortamda doğayı kullanarak öğrenebilecekleri her ortam orman okulları olarak isimlendirilebilir (Nixon, 2015). Bir orman okulunda, keşfetme, oynama, inşa etme, yaratma, hayal kurma, dış çevreyi deneyimleme ve birbirleriyle etkileşim kurabilmek adına çocuklar duyularını kullanma özgürlüğüne sahiptir (Çetingöz, 2025). Orman okullarında gerçekleştirilen etkinlikler sayesinde çocuklar doğaya karşı farkındalık geliştirirler. Ayrıca bu etkinliklerle birlikte sosyal becerileri de olumlu yönde gelişerek, arkadaşları ile birlikte iletişim kurma

becerisini de geliştirirler. Orman okulu yaklaşımının ana teması deneyimleyerek esnek öğrenmeye olanak sağlamasıdır (Koyuncu, 2019). Yani çocuklar orman okulları sayesinde merak duygusunu ön planda tutarak, duyularını etkin bir şekilde kullanıp açık hava ortamındaki nesneleri inceleyerek öğrenme gerçekleştirirler.

2002 yılında İngiltere’de ilk Ulusal Orman Okulu Konferansı yapılmış ve orman okulu hakkında şu tanım benimsenmiştir: Orman okulu ormanda ya da ağaçlık alanda bireylerin aktif katılımının sağlandığı, kendilerine güven ve karar verme konusunda desteklendiği bir uygulama olarak tanımlanmaktadır (O'Brien ve Murray, 2006). Aynı zamanda çocukların kendi kendine sorumluluk almaları ve dayanıklılık açısından kendilerini olumlu yönde geliştirmelerine vurgu yapılmaktadır (Lindon, 1999). Orman okullarının bir başka amacı ise, ormanlık alanlarda karşılaştıkları sorunlara çözüm getirebilme yeteneğini yani problem çözme becerilerinin artmasını desteklemektir. Orman okullarında çocuklara ormanlık alanlarda ileriki yaşamlarında karşılaştıkları aktiviteleri; iple ağaçlara tırmanmak, ateş yakmak, kampta yemek pişirmek vb. uygulamaları yapabilmeleri için gerçek materyalleri kullanmaları, büyük ve küçük kas becerilerini etkin bir şekilde kullandırmayı da amaçlamaktadır. Örneğin, ateşte yemek pişirirken doğadaki canlıların yaşamına saygı duymayı, neden-sonuç ilişkisi kurmayı ve sorumluluk almayı öğrenmektedirler. Orman okullarında etkinlik programları sadece ateş yakma, barınak yapma veya ağaçlara tırmanmayı öğretmek olmayıp, uygulanan etkinliklerle yaparak-yaşayarak öğrenmeyi hedeflemektir (O'Brien, 2009). Orman okulları yaklaşımının çocuklara kazandırılması istenilen hedefler ve çocuklarda gelişen özellikler;

- Kendine ve çevresine karşı güven gelişimi,
- Sosyal ilişkilerde gelişme,
- Dil ve iletişim becerilerinin gelişimi,
- Motivasyon ve dikkat gelişimi,
- Fiziksel yeteneklerin gelişimi,
- Bilişsel ve duygusal yeteneklerin gelişimi şeklinde ifade edilmektedir (Koyuncu, 2009).

Orman okulları yaklaşımının toplam altı ilkesi bulunmaktadır. Orman Okulu’na göre bu ilkeler; etkinlikler ormanlık alanda veya doğal ortamda sık ve düzenli olarak planlanır, uygulanır ve değerlendirilir. Öğrenci ile doğal yaşam arasındaki ilişkiyi destekler. Kendine güvenen, bağımsız ve yaratıcı öğrencileri teşvik ederek onların bütünsel gelişimlerini olumlu yönde geliştirmeyi amaçlar. Öğrencilerin çevreye uygun risk alma becerileri için olanaklar sunar.

Orman okulları mesleki uygulamalarını sürekli olarak yenileyen, her konuda kendini geliştiren nitelikli öğretmenler tarafından yürütülür. Süreç odaklı öğrenci merkezli yaklaşım uygulanır.

Özetle, orman okulu ağaçlıklı doğal ortamda, orman eğitimi almış eğitimciler tarafından uygulanarak, öğrencinin merak, hayal gücü, uyum ve yaratıcı yönleri başta olmak üzere tüm gelişim alanlarını destekleyen bir süreçtir (Köseoğlu ve Barut, 2023). Orman okullarında orman eğitimi almış kişilere “Orman Lideri” denilmektedir. Orman liderlerini orman okullarında çocukların bütüncül gelişimini destekleyen ve çocuklara gerekli etkinlik uygulamalarını gerçek araç gereçler kullandırarak kazandırmayı hedefleyen öğretmen şeklinde düşünülmektedir.

Orman okullarında öğrenme yaklaşımları kapalı alandan daha çok açık hava alanlarında sürdürülmektedir. Olumsuz hava koşulları nedeni ile açık havada eğitim verilemeyeceği zamanda ise, çocuklar etkinliklerini barınaklarda yürütmektedirler (Sobel, 2015). Doğal ortamlarda ağaç dalları, yapraklar, taşlar vb. doğal materyallerle oynanan oyunlar çocuğun bulunduğu çevreyi tanımasına, benimsemesine ve doğa ile bütünleşmesini sağlamaktadır. Aynı zamanda oyunlar sayesinde çocuk hislerini ve düşüncelerini anlatıp gösterebilme fırsatı yakalamaktadır. Çocuk kendini tanıyıp, yeteneklerini ve becerilerini sergilemektedir (Atasoy, 2006). Öğrenme ortamının kaliteli olması, araştırma ve incelemeye önem verilmesi çocukların bütüncül gelişimine olumlu bir şekilde katkı sağladığı gibi onların bağışıklık sistemini güçlendirip özellikle duyuşsal becerilerini geliştirdiği belirtilmektedir. Bu uygulamaların bir diğere yönü de, çocukların dikkat sürelerini ve odaklanma yeteneklerini geliştirmelerine yardımcı olmalarıdır. Orman okullarında çocuklar kendilerini yağmurdan veya çevredeki olumsuz durumlardan korumak amacıyla doğadan ağaç dalları, yaprak, toplayarak kendilerine barınak oluşturmaktadırlar ve bu süreçte çocukların kaba motor becerilerine olumlu katkılar sağlamaktadır. Bir başka ifade ile orman okulları çocuğa bilgiyi doğrudan vermek yerine çocuğun kendisinin yapılandırmasını ister ve çocuk bu durumda birden fazla probleme çözüm bulmak zorunda kalır. Dolayısıyla orman okulları çocuklara problem çözme, eleştirel düşünme, neden-sonuç, sorgulama gibi çocuğun üst düzey yaşam becerilerini harekete geçirmektedir. Orman okullarında çocuklar farklı nesneler ve varlıklar görerek, kelime dağarcığı zenginleşir ve çocuğun zihninde yeni şemalar oluşturmaya olanak sağlamaktadır. Doğa ile vakit geçirmek, çocukların duyuşsal sağlıklarını iyileştirir ve stresle başa çıkmalarına yardımcı olur. Ayrıca, çocukların grup içinde işbirliği yapmaları, başkalarına saygı göstermeleri ve çevresel etik değerleri benimsemeleri gibi sosyal becerileri de gelişmektedir. Kazanılan bu beceriler, çocukların yaşamlarının ileriki yıllarında başarılı ve uyumlu bireyler olmalarına yardımcı olacaktır (Demirer, 2023). Orman okulları çocukların hem küçük hem de büyük gruplar olarak

işbirliği içerisinde çalışmalarına fırsat sunmaktadır böylece çocuklar arasında paylaşma, yardımlaşma, empati gibi sosyal becerilerinin de gelişiminde önemli bir yer tutmaktadır. Orman okullarında çocuklar doğada hava koşullarına bağlı olarak hangi havada ne giyeceğini hangi durumlarda kendisini koruması gerektiğini öğrettiği gibi çocukların öz bakım becerilerine de olumlu yönde katkılar sağlamaktadır.

Orman okullarında esnek bir programlama anlayışı vardır. Öğretmenler çocukların istek ve ihtiyaçları doğrultusunda eğitim programının içeriğini ortamın koşullarına göre farklı etkinlikleri düzenleyip değiştirebilirler (Ozan, 2021). Yani orman okulları yaklaşımını benimseyen okulların kullandığı program “*çerçeve program*” özelliğinde olup programa sonradan eklemeler ve düzenlemeler yapılabilir. Orman okulunda yapılandırılmış oyuncaklar yoktur; doğal ortam her türlü ihtiyacı karşılamaktadır. Bu nedenle çocuklar, çevrenin özelliklerini dönüştürmek için hayal güçlerini kullanmak zorundadırlar (Tovey, 2007). Bu noktada çocuklar kendi hayal güçlerini kullanarak oyunlar oynayıp etkinlikler yapabildikleri için bilişsel gelişimleri olumlu bir şekilde desteklenmektedir.

Orman okulları yaklaşımını benimseyip eğitim programlarını buna göre şekillendiren, açık hava alanlarında veya ormanlık alanlarda eğitim vermeye özen göstermeye çalışan ve çocuklara gerçek yaşamlarında ve ileriki süreçlerinde karşılaşacakları aktiviteleri gerçek materyaller kullanarak kazandırmaya çalışmaktadır. Bu bağlamda çalışmanın amacı, orman okulları yaklaşımının çocukların bilişsel, motor, dil, sosyal ve duygusal gelişimlerinin etkisini literatürde var olan makale ve tez çalışmalarını inceleyip detaylı bilgiye ulaşmak ve Türkiye’de ve dünyada var olan orman okullarının nasıl eğitim verdiğini açıklayan araştırma çalışmalarını incelemektir.

Yöntem

Araştırmada nitel araştırma yöntemi olan doküman analizi tekniği uygulanmıştır. Doküman analizi, belli bir amaca dönük olarak kaynakları bulma, okuma, not alma ve değerlendirme işlemlerini kapsamaktadır (Karasar, 2005). Bir başka ifade ile doküman analizi, bilgisayar tabanlı ve internet erişimli materyallerin incelenmesi ve değerlendirilmesi sürecinde gerçekleşen bir dizi işlemidir (Bowen, 2009). Bu süreç ayrıca, araştırılması hedeflenen olgu ya da olgular hakkında bilgi içeren yazılı materyallerin incelenmesi olarak da tanımlanmaktadır (Yıldırım ve Şimşek, 2013). Doküman analizi yöntemi ile birlikte orman okulları yaklaşımının bütüncül gelişime etkilerini makale ve tez çalışmalarını incelenerek derinlemesine araştırma yapıp bilgilere ulaşılmıştır. Aynı şekilde doküman analizi tekniği Türkiye’de ve dünyada var

olan orman okullarının genel özelliklerinin, benzerlik ve farklılıklarının karşılaştırılması amacı ile de kullanılmıştır.

Bulgular ve Yorumlar

Gelişim Alanlarının İncelenmesi:

Bilişsel Gelişim:

Dilek (2019) 'e göre orman okulu uygulamalarının çocukların kendine güven ve bir işi bitirme konusundaki kararlılıklarında gelişimi hızlandırdığı görülmüştür. Açık hava alanlarında veya ormanlık alanlarda yapılan etkinlikler sayesinde çocukların karar verme, özgür olarak düşünebilme, problem çözme, yaratıcı fikirler ortaya koyma, eleştirel düşünme gibi bilişsel becerileri olumlu bir şekilde gelişim göstermektedir. Çocukların açık hava alanlarında yaptıkları etkinlikler ile birlikte dikkat ve motivasyonlarında pozitif anlamda bir artış yaşanmaktadır. Aynı zamanda çocukların doğada karşılaştıkları olaylar ve durumlar hakkında grup etkinliklerinde bulunarak, akranları ile işbirliği içerisinde karşılaştıkları sorunlara çözümler ürettikleri gözlemlenmiştir. Bu durumun çocukların bilişsel gelişimini olumlu yönde etkilediği görülmüştür (Dilek, 2019). Böylelikle çocukların grup içerisinde yaratıcı düşünerek kendilerine olan özgüvenleri de artmaktadır. Farklı hava koşulları ve zorlu durumların çocukların yaratıcılıklarını ve bakış açılarını daha zenginleştireceği düşünülmektedir.

Sosyal ve Duygusal Gelişim:

Yetişkinler ile akranların işbirliği içerisinde olması beraberinde sosyal becerilerin gelişimine de olanak sağlamaktadır (Murray ve O'brian, 2005). Orman okullarında açık hava alanlarında veya ormanlık alanlarda çocukların gerçek yaşamda yaptıkları etkinlikler ile işbirliği içerisinde çalışmaları pek çok sosyal becerilerinin olumlu yönde geliştiği görülmektedir. Özgür bir alanda bağımsız davranma, özgüven ve kendine inanma gelişimini desteklediği görülmüştür (Murray ve O'brian, 2005). Orman okullarında grup içerisinde yapılacak çalışma esnasında mantıklı fikirler üreten çocuğun düşüncelerinin diğer grup üyeleri tarafından kabul edilişi görüldüğü zaman çocuğun kendisinde özgüven duygusu artış göstermektedir. Bu durumda çocuğun bu alandaki sosyal becerisi de gelişmektedir. Orman okulunun yapısından kaynaklanan zorluklar ve doğayla mücadele gerektiren etkinlikler çocukları daha çok akranlarıyla iş birliği kurmaya, takım çalışması yapmaya, doğayla olumlu ilişki kurmaya ve saygı göstermeye yönlendirmiştir. Yapılan uygulamalar sayesinde çocukların doğayla ve canlılarla olumlu bağ kurduğu görülmektedir (Dilek,2019). Böylece çocuklar orman

okullarında sevgi ve saygı gibi olumlu duygusal becerileri de kazanmış olurlar. Orman okullarında çocukların grup çalışmasında iletişim becerileri gelişerek karşısındaki akranının duygularını fark etme, kendini ve karşısındaki kişinin karakter özelliklerini fark etme gibi sosyal ve duygusal becerileri gelişim göstermektedir. Yapılan bir araştırmada, doğada oynamanın ruh sağlığını geliştirdiğini, çocuklar ve yetişkinlerde psikolojik sağlığın iyileşmesinde kritik bir rol oynadığını belirtmişlerdir (Lester ve Maudsley, 2006). Orman okulları sosyal ve duygusal alanda çocukların kendi duygularını göstermeleri ve kendini ifade etme becerilerine olumlu katkı sağlayarak iyileştirdikleri söylenebilir.

Motor Gelişim:

Orman okulu uygulamaları açık ve doğal ortamlarda motor beceriler gerektiren etkinliklerden oluşmaktadır. Çocuklar bu ortamda ağaçlara tırmanma, yerde yuvarlanma, zıplama-kuşma hareketleri yaparak oyunlar oynamaktadırlar (Dilek, 2019). Orman okullarında yapılan bu aktivitelerle birlikte çocukların büyük kas becerileri olumlu bir şekilde gelişim göstererek kaba motor becerilerinin kapasitesinde de artış görülmektedir. Yine yapılan bir araştırmada, çocuklarda serbest hareketin özellikle ince motor gelişimini sağladığı gibi vücutlarının daha iyi kontrol edilmesine de olanak sağladığı belirtilmiştir (Maynard, 2007). Çocuklar orman okulu ortamında bahçe ve gündelik yaşam aletlerini aktif şekilde kullanmışlardır. Bu becerileri aletlerle ilk tanıştıklarında zayıf olsa da kullanım sıklıkları arttıkça becerilerinde gelişme olduğu gözlemlenmiştir. Bahçe aletleriyle yaptıkları kazı etkinliklerinin ince motor gelişimlerine, taşıma etkinliklerinin ise kaba motor becerilerini geliştirdiği düşünülmektedir (Dilek, 2019). Orman okullarında çocuklar ağaçlara ip bağlamayı, kazma ve kürek gibi gerçek materyalleri bilinçli bir şekilde kullanmayı öğrenirler. Bu anlamda ince ve kaba motor becerilerin de olumlu yönde gelişim gösterdiği söylenebilir.

Dil Gelişimi:

Orman okulunun dinamik yapısının çocukların daha fazla merak duymasını, daha fazla soru sormasını sağladığı görülmektedir. Çocuklar bu sayede dil becerilerini daha aktif kullandıkları ve geliştirdikleri düşünülmektedir (Dilek, 2019). Orman okulları sayesinde çocuklar orman alanlarında yeni nesneler, canlı ve cansız varlıkları gözlemleyerek çocukların kelime dağarcığı zenginleşir, cümle kurma becerisi artar ve düzgün ve akıcı bir şekilde konuşma becerisi gelişim göstermektedir. Ayrıca orman okulundaki çocukların işbirliği içerisinde çalışarak grup içerisinde yaratıcılık ve analitik düşünme becerilerini kullanarak etkili ve karşılıklı konuşma becerileri gelişim göstermektedir. Orman okullarında çocuklar çevrelerini

sürekli olarak keşfederek kendilerince şema oluşturmaktadır (Murray ve O'brian, 2005). Görsel, duygusal ve sözel dil becerilerinin de olumlu yönde gelişim gösterdiği düşünülebilir.

Dünyada Uygulanan Orman Okulları

Danimarka:

Orman okulu yaklaşımının uygulanması ilk olarak İskandinav ülkelerinde başlamıştır. İskandinav bölgesinde bu yaklaşımı uygulayan ilk ülke ise Danimarka'dır. Ella Flatau'nun "Yürüyüş Anaokulu" isimli anaokulu Danimarka'da kurulan ilk orman anaokuludur. 1950'lerde orman okulu yaklaşımını Danimarka'nın uygulamasının ardından diğer İskandinav bölgesi olan İsveç de uygulamaya başlamıştır.

İsveç:

1957 yılında orman okulunun fikir babası olarak kabul edilen İsviçreli Goesta Frohm tarafından "Skogsmulle" kavramı ortaya atılmıştır. Bu kavramla çocuklara; doğa, su, dağlar ve kirlilik hakkında bilgi vermek amaçlanmıştır. "Skogsmulle" kelime anlamı olarak skog=orman, mulle ise, çocuklara doğa sevgisini öğreten düşsel bir karakterdir. 1987 yılında Gösta Frohm, Skogsmulle Vakfı'nı kurarak, çocuklara doğa sevgisini ve saygısını aşılamayı amaçlamıştır. İsveç'te ilk orman okulu 1985 yılında Siw Linde tarafından kurulmuştur. Linde, 80'lerde Skogsmulle okullarında hafta sonları eğitim lideri olarak görev yapmış aynı zamanda Skogsmulle yaklaşımını çocuk yuvalarına uygulama yollarını düşünmüştür (Amus, 2013). "I Ur Och Skur" (Yağmur ya da ışık) adıyla okul kuran Linde, başlangıçta devlet fonu bile alamamıştır ancak öğrencilerin velileri, oyun malzemeleri ile barınaklar inşa ederek destekte bulunmuşlardır. 1985'ten itibaren 180'den fazla "I Ur Och Skur" okulu kurulmuş ve giderek yaygın hale gelmiştir. Bu okullar da aynı ilkelerle yönetilmekte olup, farklı yöntemlerle çalışmaktadır (Öztürk, 2024).

Kanada:

2012 yılında Marlene, Kanada'daki orman okulları hareketini başlatarak, orman okullarına destek, eğitim ve akreditasyon ağı oluşturmaya çalışmıştır. Marlene'in başlattığı bu hareket, Kanada'nın birçok eyaletine yayılmıştır (Sarigül, 2020). Kanada'da bulunan bir orman anaokulu özellikle aile katılımı etkinlikleri ile dikkat çekerken, çocukların gelişim ve yaşlarına uygun eğitim programı düzenleyerek, çocukların zengin öğrenme deneyimleri kazanmalarını sağlamayı amaçlamaktadır. Okulda yapılan; orman yürüyüşleri, çocuklara tanınan oyun oynama özgürlüğü, doğayla birlikte sınırsız etkinliklerle dikkat çeken okul, bulunduğu bölgede

“Mükemmel Genç Çocuklar” ödülünü de almıştır (Friendly Forest Preschool, 2024). Boileau ve Dabaja’ya göre (2020) Kanada’da orman okulu uygulaması çalışmalarında orman okulunun çocukların gelişimi üzerindeki etkisi ile ilgili toplamda altı temaya ulaşılmıştır. Bu temalar doğanın daha iyi takdir edilmesi ve çevre bilinci, sorgulamaya dayalı öğrenme, genişletilmiş hayal gücü ve yaratıcılık, artan sosyal beceriler ve işbirliği, özgüven ve öz saygının geliştirilmesi ve psiko-motor becerilerin ve sağlığın iyileştirilmesidir. Buradan da anlaşılaçağı üzere Kanada orman okullarında uygulanan etkinliklerin çocukların bütüncül gelişim alanlarına olumlu yönde katkılar sağladığı düşünölebilir.

Amerika Birleşik Devletleri (ABD):

Orman okulları yaklaşımı kuramının 1927 yılında ilk olarak Amerika’nın Wisconsin eyaletinde ortaya çıktığı bilinmektedir. 1920’lerin başlarında Kuzey Wisconsin’de, ağaçlandırma projelerinin bir parçası olarak orman okulları ortaya çıkmıştır. Her okula ağaçlandırma için bir arazi ayrılmıştır. Bu ağaçlandırılmış alanlar daha sonra okul ormanı olarak kullanılmıştır. Bu sayede çocuklara ormancılık ve çevre bilinci öğretilmeye çalışılmıştır. Wisconsin’de 2007 yılına kadar 346 okulun özel okul ormanı bulunmaktaydı. Modern orman okullarında ise etkinlikler genellikle açık hava sınıflarında gerçekleştirilmektedir (Sarıgül, 2020). Amerika’daki orman okulları çocuk merkezli, bilgiye kendisinin yapılandırmasını amaçlayan bir yaklaşımı benimsemektedir.

Birleşik Krallık (İngiltere ve Güney Galler):

İngiltere:

Orman Okulu Somerset, Bridgewater Koleji’nden bir grup anaokulu öğretmeni tarafından 1993 yılında İngiltere’ye tanıtılmıştır. Danimarka’da bulunan bir Orman Okulu’nu ziyaret eden öğretmenler, bu eğitim modelini İngiltere’de uygulamak istemişlerdir. Öğrencileri gözlemleyen eğitimciler her öğrencinin yetenek ve becerilerini dikkate alarak eğitim programlarını düzenlemeye başlamışlardır (Doydu, 2024). Harris (2017)’e göre İngiltere’deki orman okullarında öğrencilere toplamda sekiz tema öğretilmeye çalışılmaktadır. Bu temalar ise doğa eğitimi, doğaya katılım, hayal gücü, ormanla ilişki, başkalarıyla ilişkiler, ormanla bağlantılı öğrenmeler ve program, keşif ve deneylerdir.

Güney Galler:

Pavey (20006)’e göre Güney Galler’de orman okullarının çocuklar üzerindeki etkilerini incelediğı çalışmasında gelişim geriliğı bulunan otizmlili, işitme, görme, dil ve konuşmaya

yönelik problemleri olan çocukların kendilerine özgü fikirler geliştirdiği ve kendi yöntemlerini oluşturulmasına fırsat sağlandığı görülmüştür. Orman okulu uygulamalarının; davranışsal problemlerini olumlu yönde etkilediği, fiziksel ve duygusal etkileşime olanak sağladığı, çocukların öğrenme ortamında bağımsız olmasına katkı sağladığı tespit edilmiştir. Güney Galler’de orman okullarında öğrencilerin bütüncül gelişim alanlarına olumlu yönde katkı sağladığı yapılan araştırmalar ile saptanmıştır.

Türkiye:

Orman okullarının bulunduğu şehirler ise Tablo 1 de gösterilmiştir.

Tablo 1. Türkiye’de Güncel Olarak Akredite Edilmiş Orman Okullarının Yerleri ve Sayıları

<u>Şehir</u>	<u>İlçe</u>	<u>Orman Okulu Sayısı</u>
İstanbul	Çekmeköy-Tuzla ve Beykoz	3
İzmir	Çiğli-Aliaga- Torbalı- Bayraklı ve Bornova	5
Ankara	Yenimahalle ve Keçiören	3
Zonguldak	-	1
Denizli	-	1
Kocaeli	Körfez	1
Ordu	Altınordu ve Fatsa	2
Muğla	Menteşe ve Marmaris	2
Konya	Meram ve Selçuklu	2
Balıkesir	Bandırma	1
Antalya	Lara	1
Amasya	Merzifon	1
Adana	Çukurova	1

Aydın	Efeler	1
Şanlıurfa	Kara Köprü	1
Düzce	-	1

(Orman Okulları, 2016)

Türkiye’de orman okulu ile ilgili projeler geliştirilmektedir. Özel kurum, kuruluşlar, MEB bünyesinde yer alan okullar ve üniversiteler orman okulu yaklaşımının geliştirilmesi ve uygulanabilirliğini arttırmak adına çalışmalar yürütmektedirler. Bunların en başında ekolojik köy ve orman okulu projeleri yer almaktadır (Doydu, 2024). Türkiye’de uygulanan ilk orman okulu 2018 yılında kurulan Mersin’in Tarsus ilçesinde yer alan “*Tarsus Orman Okulu*” dur. Bunun dışında Türkiye’nin pek çok farklı illerinde devlet veya özel kurum olarak faaliyet gösteren orman okulları yer almaktadır. Orman Okulu’na göre (2016) şu anda güncel olarak Türkiye’de akredite olmuş orman okulları sayısı toplamda 32’dir.

Tartışma Sonuç ve Öneriler

Araştırmada elde edilen veriler ışığında orman okulu yaklaşımının çocuğun bütüncül gelişim alanlarına ormanlık alanlarda veya açık hava alanlarında gerçek ve doğal materyallerle yapılan etkinliklerin olumlu anlamda katkı sağladığı belirlenmiştir. Bilişsel gelişim alanında işbirliği içerisinde yapılan orman aktivitelerinin çocukların problem çözme, karar verme, analitik düşünme, eleştirel düşünme ve yaratıcı fikirler üretebilme gibi bilişsel süreçlerini etkin hale getirdiği sonucu elde edilmiştir. Psiko-motor gelişim alanında çocukların ağaçlara tırmanma, barınakların yapımı sırasında kullanılacak olan materyalleri kullanabilme, kazma ve kürek gibi gerçek materyalleri kullanma sonucunda çocukların kaba ve ince motor becerilerinin gelişiminin arttığı sonucuna varılmıştır. Dil gelişim alanında çocukların doğa ortamında ve açık hava alanlarında yapılan etkinlikler sırasında grup üyeleri ile birlikte fikir üretirken karşılıklı konuşma, dinleme, hayal gücündeki var olan düşünceleri açıklayabilme gibi en üst düzey yaşam becerilerinin olumlu bir yönde arttığı belirlenmiştir. Çocukların deneyimleri ile birlikte kelime dağarcığının zenginleştiği, düzgün ve akıcı cümle kurup konuşabilme becerilerini kazandığı sonucuna varılmıştır. Sosyal ve duygusal gelişim alanında ise, çocukların grup etkinlikleri içerisinde işbirliği ve takım çalışmaları aracılığı ile hem yetişkinler hem de birbirleri ile olan etkileşimleri artmaktadır. Orman okullarında verilen görevler sayesinde çocukların sorumluluk alma ve girişimci bir kişiliğe sahip olmalarına temel oluşturabileceği kanısına varılmıştır.

Genel olarak Türkiye’de ve dünyada uygulanan orman okulları öğrenmeyi doğada ve açık hava alanlarında gerçekleştiren ve eğitim öğretimin merkezine çocuğu koyan, bilgiyi öğrencinin etkinlik süreci içerisinde kendisinin eski öğrenmeleri ile harmanlayarak yeni bilgi oluşturmasını amaçlamaktadır. Türkiye ve dünyanın birçok ülkesinde uygulanan orman okullarının, sonuçtan çok sürece önem verdiği, oyun yolu ile öğrenmeyi, keşfetmeyi ve sınırlı düzeyde risk almayı savunan uzun vadeli programlar olarak yaşantımıza girmiştir. .

Orman okullarının varlığını ve geliştirilmesini destekleyebilecek öneriler ;

- Türkiye’de orman okulları yaklaşımını benimseyen okulların açılma oranının artırılması için proje çalışmalarının hızlandırılması,
- Orman okulları yaklaşımı ile oluşturulan eğitim programlarında bütüncül gelişimi (fiziksel, bilişsel, motor, sosyal ve duygusal gelişim) harekete geçiren kazanımların artırılması,
- Orman liderlerinin yetiştirilmesi için eğitici kurumların yaygınlaştırılması,
- Orman okullarının çocuğun bütüncül gelişimine etkisini açıklayan ve önemine vurgu yapan eğitici kaynakların ivedilikle yaygınlaştırılması,
- Orman okullarının farkındalığını artırmak amacıyla topluma kitle iletişim araçları ile birlikte farkındalık çalışmalarının düzenli bir şekilde başlatılması,
- Orman okulları için okul öncesi döneminde olan çocukların ebeveynleri ile bu konu hakkında bilinçli farkındalık toplantı, seminerlerinin gerçekleştirilmesi, yaygınlaştırılması ve olumsuz tutumlarının kırılması sağlanmalıdır.

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Okul Öncesi Eğitiminde Teknoloji Kullanımına İlişkin Öğretmen Görüşleri

Dilay Vehbiye Aydın

Uluslararası Kıbrıs Üniversitesi, Sağlık Bilimleri Yüksek Okulu Çocuk Gelişimi, KKTC,

e-posta: vaydin@gmail.com

Belgin Parlakyıldız

Uluslararası Kıbrıs Üniversitesi, Eğitim Fakültesi, Temel Eğitim Bölümü, KKTC,

e-posta: bparlakyildiz@ciu.edu.tr, Orcid No: 0000-0002-5094-1779

Uzm. Irmak Parlakyıldız

e-posta: irmak_parlakyildiz@hotmail.com, Orcid No: 0000-0001-8439-6118, KKTC

Özet

Araştırmada erken çocukluk dönemi okul öncesi eğitim kurumlarında görev yapan öğretmenlerin teknoloji kullanımına ilişkin görüşleri ele alınmaktadır. Öğretmenlerin hangi teknolojik araçları daha sık kullandıkları, ekran sürelerinin ne aralıkta olması, ne ifade ettiği ve teknolojinin eğitim sürecinde etkili olup olmadığını nasıl değerlendirdikleri incelenmektedir. Araştırmanın çalışma grubunu, KKTC Lefkoşa’da 3 anaokulunda görev toplam n=15 öğretmen oluşturmaktadır. Öğretmenlerden 13’ü kadın, 2’i erkektir. 3 yaş grubunda 3 öğretmen, 4 yaş grubunda 4 öğretmen ve 5 yaş grubunda 8 öğretmen eğitim vermektedir. Araştırmada nitel yöntem kullanılarak veriler içerik analizi ile değerlendirilmiştir. Anket soruları 3 uzman kanısına sunularak onaylatılmış buna göre öğretmenler ile görüşmeler yapılmıştır. Ayrıca, öğretmenlerin teknolojiye yönelik tutumları da araştırmanın temel odak noktalarından biridir. Okul öncesi eğitimde teknolojik araçların etkili bir şekilde kullanılması, çocukların öğrenme süreçlerine olumlu katkılar sunabilir. Özellikle çocukların teknolojiye duyduğu ilginin yüksek olması, teknolojik araçların motivasyonu artırıcı bir unsur olarak değerlendirilebileceğini göstermektedir. Bununla birlikte, bilgisayarların ve diğer teknolojik araçların okul öncesi eğitimde kullanımı konusunda farklı görüşler bulunmaktadır. Teknolojinin bilinçli şekilde kullanılması durumunda yararlı olduğu kabul edilirken, bilinçsiz ve kontrolsüz kullanımının olumsuz sonuçlar doğurabileceği de bilinmektedir. Okul öncesinde en çok kullanılan teknolojik araçların neler olduğu, çocukların ekran sürelerinin anlamı, teknolojinin bilişsel ve sosyal gelişim üzerindeki etkileri ile eğitime katkıları ele alınmaktadır. Bu bağlamda öğretmenlerin en çok bilgisayar ve projeksiyon kullandıklarını, teknolojiyi genellikle Türkçe dil etkinlikleri, müzik ve sinema içeriklerinde tercih ettiklerini göstermektedir. Teknoloji kullanımında ekran süresi, içerik uygunluğu ve çocukların gelişim düzeyine dikkat çekilse de, bazı öğretmenlerin yeterince etkin kullanmadığı görülmüştür. Teknolojinin bilişsel ve dil gelişimini desteklediği, ancak psiko-motor ve sosyal gelişim üzerinde sınırlayıcı etkileri olabileceği ifade edilmiştir.

Öğretmenlerin çoğu teknolojinin öğretmenin yerini alamayacağını belirtmiş, aile iş birliği ve bilinçli kullanımın önemini vurgulamıştır.

Anahtar sözcükler: Okul öncesi dönem, teknoloji, öğretmen.

Teachers' Views on the Use of Technology in Preschool Education

Abstract

The research examines the views of teachers working in early childhood preschool education institutions on the use of technology. It examines The study group consists of n=15 teachers working in 3 kindergartens in Nicosia, TRNC. 13 of the teachers are female and 2 are male. 3 teachers provide education in the 3-year-old group, 4 teachers in the 4-year-old group and 8 teachers in the 5-year-old group. Qualitative method was used in the study and the data was evaluated with content analysis. Which technological tools teachers use more frequently, how long screen time should be, what it means, and how they evaluate whether technology is effective in the education process. The survey questions were presented to 3 experts for approval and interviews were conducted with teachers accordingly. In addition, teachers' attitudes towards technology are one of the main focuses of the research. Effective use of technological tools in preschool education can make positive contributions to children's learning processes. The high interest of children in technology in particular shows that technological tools can be considered as a motivational factor. However, there are different views on the use of computers and other technological tools in preschool education. While it is accepted that technology is beneficial when used consciously, it is also known that unconscious and uncontrolled use can have negative consequences. The most commonly used technological tools in preschool, the meaning of children's screen time, the effects of technology on cognitive and social development and its contributions to education are discussed. In this context, it is shown that teachers use computers and projectors the most, and that they generally prefer technology in Turkish language activities, music and cinema content.

Although attention is drawn to screen time, appropriateness of content and children's developmental level in the use of technology, it has been observed that some teachers do not use it effectively enough. It has been stated that technology supports cognitive and language development, but it can have limiting effects on psychomotor and social development. Most teachers stated that technology cannot replace the teacher and emphasized the importance of family cooperation and conscious use.

Keywords: Preschool, technology, teacher.

Giriş

Teknoloji, yaşamın her alanında önemli bir yer tutarak eğitim süreçlerini değiştirmiştir. Özellikle okul öncesi dönemde, çocukların öğrenme süreçlerine dahil edilen teknolojik araçlar, eğitimin niteliğini artırma ve gelişimlerine katkı sağlama gücüne sahiptir. Teknolojiyi etkin kullanabilen öğretmenler, çocukları eğitim etkinlik programlarına katarak doğru ve etkili bir şekilde yönlendirebilecektir (Beşli, 2007.,Gülen ve Kaya, 2023). Bu araştırma, okul öncesi dönemde teknoloji kullanımının çocukların gelişim süreçlerine olan etkilerini, eğitimde önemli bir yer tuttuğunu ve sağlıklı bir biçimde nasıl uygulanabileceğini incelemeyi amaçlamaktadır. Ayrıca, çalışmanın temel soruları arasında, teknoloji kullanımının nasıl bir etki oluşturduğu ve eğitimcilerin bu konuda alması gereken önlemleri kapsamaktadır. Son yıllarda teknoloji çocuğun yaşamının ayrılmaz bir parçası olarak devam etmektedir. Çocuklar doğal çevrelerinde cep telefonu, televizyon, akıllı tablet, bilgisayar gibi teknolojik araçlar ile karşılaşmakta ve basit olarak kolayca kullanmayı öğrenmektedirler (Erdoğan, 2014). Tüm bu araçlar çocukların günlük yaşamlarını, aile ve çevreleri ile olan iletişimlerini, eğlence arayışlarını ve öğrenmelerini etkileyebilmektedir. Dolayısıyla yetişkinler, çocukların teknolojik araçların kullanımını engellemek yerine bu araçları çocukların öğrenmelerini destekleyici olarak kullanmalarını sağlamak yönünde çaba göstermelidirler. Çocukların etkileşimli öğrenmeleri için teknoloji yararlı bir araç olduğundan, eğitici amaçlarla sınırlı ve doğru kullanıldığında çocukların gelişimlerini ve kalıcı öğrenmeleri desteklemektedir.

Okul Öncesi Eğitim Ortamlarına Teknolojinin Kaynaştırılması

Okul öncesi eğitiminden başlayarak, teknolojinin çocuklar için faydalı olabilecek şekilde kullanımının süreç içinde yaygınlaştırılması farklı kurumlar tarafından da desteklenmektedir. Örneğin, Amerikan Pediatri Akademisi iki yaşından büyük çocuklar için sosyal medyanın eğitimsel faydaları olduğunu; çocukların gelişim alanlarını desteklediğini ve okula hazır bulunuşluklarını arttırdığını vurgulamıştır. Aynı zamanda High Scope Vakfı ve Amerikan Ulusal Çocuk Eğitimi Derneği (NAEYC) çocuklara uygun teknoloji kullanımını anlatan durum bildirgeleri yayınlamışlardır. Bu bildirgelere göre, teknolojik araçların çocukların bütüncül gelişim alanlarını destekleyecek ve öğrenmelerini sağlayacak şekilde bilinçli kullanılarak, uygun teknolojik uygulamalar olarak tanımlanmaktadır. Çocuğun yaşamda gelişimine uygun teknolojik araç kullanımı; çocukların yaşları, gelişim düzeyleri, bireysel ilgi ve ihtiyaçları, içinde yaşadıkları sosyal çevre ve kültüre karşı duyarlıdır (Erdoğan, 2014). Dolayısıyla her

zaman teknoloji çocukların ilgisini çekerek, onları uzun süre oyalamaktadır. Bu sebeple, bilinçsiz aile ve öğretmenler için kolaylık olarak da görülmektedir. Özellikle çocuklar evde ve okulda uzun süre hareketsiz sadece izlemeye bağlı olarak televizyon, cep telefonu, video ya da bilgisayar oyunlarına terk edilmektedir. Bununla ilgili çözümlerden ilki de ekran sürelerinin çocuğun yaş ve gelişim düzeyine uygun şekilde ev ve okul ortamlarında programlı bir şekilde düzenlenmesidir.

Ekran Süresi

Günümüzde okul öncesi dönemde çocukları cep telefon, televizyon, video, akıllı tablet, bilgisayar gibi farklı teknolojik araçları her yerde kullanmaktadırlar. Bu araçlarla bir günde ne kadar süre geçirdikleri önemli bir husustur. Alan yazın tarandığında, Amerikan Pediatri Akademisi iki yaş altındaki çocukların ekrana bakarak izlemesini sakıncalı bulmaktadır. İki yaşından büyük okul öncesi dönemi çocuklarının ise, günde bir iki saatten daha uzun süre ekran izlememesini özellikle vurgulamaktadır. Ayrıca, okul öncesi eğitim kurumlarında çocukların ekran izleme süresinin otuz dakika ile bir saatten uzun olmaması tavsiye edilmektedir. Okulda teknolojiyi kullanırken, çocuğun ekran karşısında geçirdiği zamanın yanı sıra bu zamanın niteliği de önem teşkil etmektedir. Dolayısıyla aktif olmayan psiko-motor becerilerinin yanında teknoloji kullanımı çocukları sadece pasif olarak uzun süre ekranı izlemeye yönleltmekte ve çocuk için insanlarla iletişim sürecini azaltmaktadır. Kısaca, uzun süreli aktif olmayan teknoloji kullanımının çocukluk çağı obezite, davranış ve dikkat bozuklukları ve dil gelişiminde gerilikler ile ilişkili olduğu saptanmıştır (Erdoğan, 2014).

Fayda Zarar Dengesi

Teknoloji daha bilinçli ve amaçlı kullanıldığında çocuklar için faydalı olabileceği gibi, doğru kullanılmadığında olumsuzlukları da beraberinde getirmektedir. Bu yüzden okulda teknolojik araçlar kullanılırken, çocukların zarar görmemesi için önlemler alınmalıdır. Araştırmalar, çocuğun uygulama esnasında uzun süre pasif kaldığı teknolojinin yararlı olmadığı, çocuğun gelişimini olumsuz etkilediğini ortaya koymuştur. Ekran izleme süresi bebeklerde dil gelişimini etkilerken, okul öncesi çağı çocuklarında ise şişmanlık, dikkat eksikliği, uyumsuz farklı davranışlar ve uyku problemleri arasında ilişki bulunmuştur (Erdoğan, 2014). Bununla beraber, hareketli, çocuğun yaratıcılığını ve problem çözme becerilerini destekleyen, işbirliği, akran iletişimi doğrultusunda teknoloji kullanımının çocukların bütüncül gelişimini desteklediği için yararlı olduğu ortaya çıkmıştır. Ayrıca, çocuğun uyguladığı etkinlik programlarına ve internetin içeriğine dikkat edilmesi gerekmektedir. Çocuk, şiddet, cinsellik, küfür, ayrımcılık, saygısızlık

gibi olumsuz davranışları içeren teknoloji ile yüz yüze gelmemelidir. Özetle öğretmenler, programları daha önceden inceleyerek sağlanabilecek gerekli tüm tedbirleri almalıdırlar.

Teknoloji Destekli Eğitim Ortamı Düzenleme

Okul öncesi eğitimi kurumlarında teknolojik araç ve gereçler aile ve öğretmenlerin istekleri doğrultusunda karar verilerek kullanılırlar. Özellikle çocuklara kazandırılması planlanan hedeflere yönelik, teknolojik araçların sınıfta kullanılacağı belirlenmelidir. Bu bağlamda çocukların uygulamada zorlanacağı teknolojik araçlar tercih edilmemeli, uygun olanlara öncelik verilmelidir. Bilgisayar sınıf dışı ya da sınıf içinde ekranı birden fazla çocuğun görebileceği yarım ay şeklinde yerleştirilmelidir. Öğretmen bu zaman diliminde çocukları düşüncelerini ifade etmeleri için teşvik etmelidir. İlk defa teknolojik araçlarla sınıfta karşılaşan ya da tam tersi bu araçları evde sürekli kullanan çocuklar daha uzun süreli süreç geçirmek isteyebilirler. Bu sebeple bilgisayar alanının ne zaman, ne kadar süre ve nasıl kullanılacağına ilişkin kuralların belirlenmesi faydalı olacaktır. Çocuklardan gelen isteklere bağlı olarak bilgisayar kullanma süresi belirlenebilir aynı zamanda alarm, kum saati vb. araçlardan çocukların bilgisayar süresini düzenlemek için yararlanılabilir (Erdoğan, 2014).

Teknolojiyi Eğitim Programlarına ve Etkinliklere Kaynaştırma

Kaynaştırma süreci, teknolojinin sınıf içi etkinlikleri destekleyici ve hedefleri gerçekleştirmeye yönelik kullanılmasını kapsamaktadır. NAEYC durum bildirgesinde teknolojinin fiziksel ve uygulamalı eğitim programına kaynaştırılması önerilmektedir (Erdoğan, 2014). Teknoloji sınıfta fiziksel olarak yer alarak ve çocukların aktif olarak kullanımlarına açık olmalıdır şeklinde düşünülebilir.

Serbest Zaman Etkinliği ve Teknoloji

Serbest zaman etkinlikleri teknolojiyi çocukların kendi, ilgi ve gelişim düzeylerine uygun olarak kullanabilecekleri bir etkinlik olarak düşünülebilir. Adı üzerinde serbest zaman etkinliğinde, bilgisayar oyunları ve çocuk uygulamaları okul öncesi eğitimi çalışmaları arasında bir seçenek olarak sunulabilir. Çocuklar bilgisayar alanında kendi gelişimlerini destekleyen farklı içerikte oyun programlarını kullanabilirler. Özellikle, çocuklara lego, yap-boz, çizim programları gibi oyunlar sunulabilir. Çocuklar fotoğraf makinası, video, kamera ile düşünce, evcilik, blok gibi istekleri doğrultusunda farklı ilgi köşelerinde oluşturdukları çalışmaları kaydedilebilirler. Ayrıca cep telefonu, fotoğraf makinası gibi günlük yaşamda sıklıkla kullanılan

teknolojik araçlar çocukların evcilik vb. oyunlarını desteklemek amacı ile kullanılabilir. Öğretmenlerin de etkinlikler süresince teknolojik araçların kullanımında kendi gözlemlerini de işe koşturarak çocuklara ihtiyaç duydukları anda yardımcı olması önemli bir yer tutmaktadır (Erdoğan, 2014).

Türkçe -Dil Etkinliği ve Teknoloji

Okul öncesi dönemde teknolojinin en etkin olarak kullanılabileceği etkinliklerden biri Türkçe –dil etkinliğidir. Özellikle öykü, rond, kukla anlatırken araçların kullanılması, çocukların dikkatini, ilgilerini sürdürmelerini sağlamakta ve öyküyü anlamalarına yardımcı olacaktır. Ayrıca, ses çıkaran, görüntü ve etkileşim özelliklerine sahip olan elektronik kitaplar da çocukların gelişimlerine olumlu katkılar sağlamaktadır. Kısaca, öğretmenin yardımı ve çocukların yaratıcılıkları bir araya getirilip pek çok öykü etkinlikleri teknoloji yardımı ile yapılabilir (Erdoğan, 2014).

Matematik Etkinliği ve Teknoloji

Erken çocukluk döneminde çocuklar günlük yaşamda olduğu gibi okul öncesi öğrenme ortamlarında da çok sayıda matematiksel deneyim edinirler. Matematik etkinliklerinde eşleştirme, sıralama, sayı-şekil kavramları, sayma, toplama, çıkarma gibi beceriler teknoloji yardımıyla çocuklara kazandırılabilir. Bilgisayar destekli programların çocukların şekil kavramını öğrenmesinde daha fazla avantajlar sağladığı ortaya konmuştur (Erdoğan, 2014).

Akıllı tahtada aktif edilen matematik eğitimi uygulamaları sırasıyla çocukların kalkıp yapabilecekleri şekilde ayarlanabilir veya opak-projeksiyona yansıtılan oyun programları ile grup etkinlikleri yapılabilir. Böylece çocuklar teknolojiyi eğitici yönden aktif kullanabilirler. İyi bir gözlem yeteneğine ve bilgisine sahip bir okul öncesi öğretmeni, çocukların çeşitli deneyimlerini gözlemleyerek onların matematiksel gelişim ve öğrenmelerini belirler ve çocukların zayıf ve güçlü yönlerini tespit ederek öğrenme yaşantılarını ona göre planlayabilir (Buldu, 2010).

Fen Etkinliği ve Teknoloji

Fen etkinlikleri, küçük yaşlardan itibaren çocukların çok yönlü düşünebilmelerine, problem çözme becerilerini kazanmalarına, merak duygularını ve yaratıcılıklarını geliştirmelerine, yaparak yaşayarak bütün duyuları ile öğrenerek dünyayı keşfetmelerine olanak sağlamaktadır (Tahta, 2010). Fen etkinliklerinde teknoloji de çocuklara araştırma fırsatları sunar. Öğretmenlerin eşliğinde yapılacak olan araştırmalarda çocuklar fenle ilgili meraklarını

keşfederek öğrenir. İnternet aracılığıyla sanal hayvanat bahçelerini ve müzeleri ziyaret edebilecekleri uygulamalar öğrenebilirler. Belgesel programları izleyerek hayvanlar hakkında bilgi edinme avantajı kazanabilirler. Ayrıca çocuklar teknoloji ile fen etkinliklerini; dijital kamera ve fotoğraf makinası ile yaptıkları deneyleri, gözlemlerini, inceleme gezilerini kaydetme ve tekrar izleyerek bu deneyimlerden yeniden öğrenmelerine olanak sağlamaktadır.

Teknolojinin Kullanılmasında Öğretmenin Rolü

Öğretmen teknolojinin eğitiminde kullanılmasında çok önemli bir yere sahiptir. Teknolojinin çocuğun gelişimine uygun şekilde kullanılması, öğretmenlerin öğrenme ortamına getirdikleri uygun teknolojik araç-gereç malzeme ve etkinlik programı hazırlama becerileri ile ilişkilidir. Başka bir ifade ile teknoloji, eğitimi ve bilgili öğretmenlerin doğru programlarla uygulayarak hazırladığı takdirde çocukların akademik becerilerinde güzel kazanımlar elde etmesine katkı sağlamaktadır.

Okul öncesi eğitimi öğretmenlerinin teknolojiyi var olan programa kaynaştırmak için; teknoloji ile ilgili sistemli eğitim almaları, kaynaştırma için önceden plan tasarımı yapmaları gerekenlerin belirlenmesi, kendilerinin teknolojiye yönelik olumlu bakış açısı ve tutumlarının cesaretlendirilmesi önerilmektedir.

Okul öncesi eğitimde teknolojinin entegre edilmesi, öğretmenlerin eğitim süreçlerini zenginleştirirken çocukların öğrenme deneyimlerini de geliştirmektedir. Teknolojinin etkin bir şekilde kullanılması, öğretmenlerin yeterliliklerini artırmakta ve geliştirmelerine olanak tanımaktadır. Amerika, Avustralya ve Avrupa ülkelerinde öğretmenlere yönelik hazırlanan yönergeler, öğretmenlerin teknoloji kullanımını destekleyici en iyi uygulamaların paylaşılmasını sağlamaktadır. Bu tür yönergeler, öğretmenlerin teknolojiyi nasıl daha etkili bir şekilde entegre edebileceklerine dair somut örnekler sunarak, öğretmenlerin kendilerine olan güvenlerini artırmakta ve öğretim süreçlerine yenilik katmaktadır. Türkiye’de ise 2024 okul öncesi eğitim programında teknoloji ile ilgili uygulamalara dair güncellemelerin olmaması, öğretmenlerin bu alandaki gelişimlerini kısıtlayabilir. Eğitim programlarının güncellenmesi, öğretmenlerin teknoloji ile ilgili bilgi ve becerilerini artırmalarına yardımcı olacak öneri ve örneklerle desteklenmelidir (Erdoğan, 2014). Bu bağlamda, öğretmenlerin teknolojiye yönelik tutumlarının değiştirilmesi ve olumlu bir yaklaşım kazanmaları için seminerler, atölyeler ve sürekli mesleki gelişim fırsatları sunulmalıdır. Aynı zamanda, çocukların teknolojiyle etkileşimlerinin sağlıklı bir şekilde yönlendirilmesi, öğretmenlerin bu konuda bilgi sahibi olmasını ve teknolojiyi eğitici bir araç olarak kullanmalarını gerektirmektedir. Öğretmenlerin,

çocukların gelişimini destekleyici teknoloji kullanımı konusunda bilinçlenmeleri, hem kendi mesleki gelişimleri hem de çocukların öğrenme süreçleri için kritik öneme sahiptir

Teknoloji ve Aile Katılım Çalışmaları

Teknoloji, okul ve aile arasındaki işbirliğini güçlendiren önemli bir araç olarak eğitim sisteminde büyük bir yer tutmaktadır. Özellikle okul öncesi eğitimde, öğretmenler teknoloji sayesinde ailelerle daha etkili bir iletişim kurabilir ve ebeveynleri çocuklarının eğitim sürecine daha aktif şekilde dahil edebilir. Bilgisayar, akıllı telefon ve internet gibi teknolojik araçların aileler tarafından daha etkin kullanılması, bu işbirliğini daha da kolaylaştırabilir. Aile katılım çalışmalarının genel amacı, aileler ve okulun ortak hedefler doğrultusunda bir araya gelerek çocukların eğitimine dair sorumlulukları paylaşmasını sağlamaktır. Örneğin, çocukların katıldıkları etkinliklerin fotoğraf ve videolarının ailelerle paylaşılması, ebeveynlerin çocuklarının eğitim sürecini daha yakından takip etmelerini sağlar. Aileler, evde kullanabilecekleri teknolojik araçlar hakkında bilgilendirilerek, bunları çocukları ile nasıl verimli kullanabilecekleri konusunda desteklenebilir (Erdoğan, 2014). Bu sayede ebeveynler, çocuklarının teknolojiyi bilinçli ve doğru bir şekilde kullanmasına yardımcı olabilir. Ayrıca, okulda yapılan etkinliklerin ailelerle paylaşılması, çocukların öğrendiklerini evde de pekiştirmelerine yardımcı olur ve evde belirlenen teknoloji kurallarının okulda uygulanan kurallarla uyumlu olması, çocukların bu kuralların önemini kavramasını sağlar.

Teknoloji bireyler için her zaman önemli bir alan olmuştur. Teknoloji yaşamımızın her alanını kapladığı gibi eğitim ve öğretim sürecini de etkilemektedir (Öner, 2020). Özellikle çocuklar, eğitim-öğretim ortamına ilk adım attıkları andan itibaren birçok teknolojik gelişmeyle karşı karşıya gelmektedir (Demir, 2015). Bu araştırmanın genel amacı, okul öncesi yıllarında çocukların teknoloji kullanımında avantaj ve dezavantajlarını, gelişimsel etkinlerini görmek, ebeveyn ve toplum bilinci oluşturmak, öğretmen tutumlarını incelemek, karşılaştıkları sorunları da ele alarak, bu sorunlara yönelik çözüm önerileri sunmaktır. Bu amaçlar doğrultusunda aşağıdaki sorulara cevap aranacaktır; Eğitimde teknolojik araç kullanımına ilişkin öğretmen görüşleri nelerdir? Öğretmenlerinin okul öncesi eğitim programında teknolojik araç-gereç kullanımına ihtiyaç duyduğu etkinlikler nelerdir? Okul öncesi öğretmenlerinin eğitim uygulamalarında teknolojik araç-gereçlere ayırdıkları ekran süresi nedir?

Yöntem

Bu araştırma, derinlemesine bir görüş belirlemek amacıyla nitel bir araştırma olarak tasarlanarak okul öncesi dönemdeki çocukların eğitiminde teknoloji kullanımına ilişkin

öğretmen görüşlerine yer verilmiştir. Bu nedenle yarı yapılandırılmış görüşme formu kullanılmıştır. Nitel araştırma, bir alana yönelik derinlemesine bilgi toplamayı gerektiren araştırma biçimidir (Yıldırım ve Şimşek, 2021). Veri toplama aracı olarak hazırlanan kişisel bilgi formu üç uzman kanısına sunularak onaylatılmış buna göre görüşmeler yapılmıştır. Araştırmanın çalışma grubunu, KKTC Lefkoşa’da 3 anaokulunda görev toplam n=15 öğretmen oluşturmaktadır. Öğretmenlerden 13’ü kadın, 2’i erkektir. 3 yaş grubunda 3öğretmen, 4 yaş grubunda 4 öğretmen ve 5 yaş grubunda 8 öğretmen eğitim vermektedir. Araştırmada nitel yöntem kullanılarak veriler içerik analizi ile değerlendirilmiştir.

Tablo 1. Katılımcılara İlişkin Tanımlayıcı Bilgiler

	Cinsiyet	Yaş	Mezun Olduğunuz Bölüm	Kıdem Yılı	Öğretmeni Olduğunuz Sınıfın Yaş Grubu
Ö1	Kadın	32	Çocuk Gelişimi ve Eğitimi	2021	3 yaş
Ö2	Kadın	24	Okul Öncesi Öğretmenliği	2023	4 yaş
Ö3	Kadın	22	Sosyal Hizmet	2024	3 yaş
Ö4	Kadın	23	Özel Eğitim Öğretmenliği	2024	5 yaş
Ö5	Kadın	24	Okul Öncesi Öğretmenliği	2023	5 yaş
Ö6	Kadın	28	Çocuk Gelişimi ve Eğitimi	2022	5 yaş
Ö7	Kadın	44	Okul Öncesi Öğretmenliği	2003	5 yaş
Ö8	Kadın	23	Çocuk Gelişimi ve Eğitimi	2024	5 yaş
Ö9	Kadın	25	Okul Öncesi Öğretmenliği	2023	4 yaş
Ö10	Erkek	28	Okul Öncesi Öğretmenliği	2022	4 yaş
Ö11	Kadın	25	Çocuk Gelişimi ve Eğitimi	2022	5 yaş
Ö12	Kadın	35	Okul Öncesi Öğretmenliği	2018	5 yaş
Ö13	Erkek	30	Okul Öncesi Öğretmenliği	2020	4 yaş
Ö14	Kadın	30	Okul Öncesi Öğretmenliği	2020	5 yaş
Ö15	Kadın	23	Sosyal Hizmet	2023	3 yaş

Çalışma Grubu

KKTC Lefkoşa ilçesinde görev yapan 13 kadın 2 erkek olmak üzere toplam 15 okul öncesi öğretmeni olarak belirlenmiştir. Öğretmenlerin 8’i 22-25 yaş aralığında, 7’si ise 28-44 yaş

aralığındadır. Öğretmenlerin 4'ü çocuk gelişimi ve eğitimi mezunu, 2'si sosyal hizmet mezunu, 1'i özel eğitim öğretmenliği mezunu, 8'i ise okul öncesi öğretmenliği mezunudur. Öğretmenlerin 1'i 22 yıllık, 14'ü ise 1-7 yıllık kıdem yılına sahiptir. Öğretmenlerin çalıştığı öğrenci yaş grupları incelendiğinde ise; 3 yaş grubunda 3, 4 yaş grubunda 4, 5 yaş grubunda 8 öğretmen eğitim vermektedir. Araştırma grubu belirlenirken Lefkoşa ilçesini genellemek amacı ile tesadüfi örnekleme yöntemi kullanılmıştır. Çalışma 2025 eğitim öğretim yılında yüz yüze görüşmeler yoluyla yapılmıştır. Öğretmenler önceden çalışma ile ilgili bilgilendirilmiş olup kişisel verilerinin hiç bir yerde açıkça paylaşılmayacağı bildirilmiştir.

Veri Toplama Araçları

Araştırmada veri toplama amacı ile yarı yapılandırılmış görüşme formu kullanılmıştır. Elde edilen forma uzman görüşü ile uygulanarak son şekil verilmiştir. Form 19 sorudan oluşmaktadır. Formda demografik bilgiler (cinsiyet, yaş, kıdem yılı, bölümü, öğretmenin çalıştığı yaş grubu). Sınıfta teknolojik araçlardan hangilerini, ne sıklıkla, hangi amaçla ne kadar süre ile hangi tür etkinlikte kullandıklarını ve bu kullanım sonrası ise çocukların hangi gelişim alanlarını olumlu/olumsuz etkilediği, sağlıklı ve güvenli olup olmadığı ve çocukların öğrenme hızına etkisi sorulmuştur. Veriler yüz yüze görüşmeler ile de gerçekleştirilerek desteklenmiştir. Toplamda 40 dakika süren görüşmeler yalnız bu çalışma için kullanılmıştır. Etik kurallar çerçevesinde öğretmenlerin kişisel bilgilerine yer verilmemiş olup öğretmen görüşleri “Ö” harfi ile gösterilerek (Ö1-Ö2) görüşmelerdeki sıraya göre numaralandırılmıştır.

Verilerin Analizi

İçerik analizi ile katılımcılardan elde edilen verilerden kategori veya temalar çıkarılmıştır. Elde edilen kategori ve kodların geçerlik güvenirliği için (Miles ve Huberman 1974) tarafından geliştirilen uyum yüzdesi formülü kullanılmıştır. Formüle göre araştırmacı ve uzman tarafından yapılan analiz sonucu uyum yüzdesi %95 tespit edilmiştir. Literatür incelendiğinde %70 üzerinin güvenilir ve geçerli olduğu söylenebilir (karasar 2001).

Bulgular ve Yorumlar

Tablo 2. Hangi araç ve gereçleri okulunuzda kullanıyorsunuz?

Kategori	Tema	Belirtme Sıklığı	Yüzde
Kullanılan araç ve gereçler	Bilgisayar	9	60%
	Projeksiyon	6	40%

Akıllı tahta	2	13.33%
Televizyon	2	13.33%
Hoparlör	2	13.33%
Telefon	1	6.67%

Tablo 2’de görüldüğü üzere sınıf içinde kullanılan araç gereçler incelendiğinde 6 tema elde edilmiştir. Belirtilme sıklığı dikkate alındığında en çok bilgisayar ve projeksiyon kullanıldığı söylenebilir. Bunu takiben akıllı tahta, televizyon, hoparlör ve telefon kullanımının mevcut olduğu görülmektedir. Bu bağlamda öğretmenlerin en çok bilgisayar ve projeksiyon kullandıklarını, teknolojiyi genellikle Türkçe dil etkinlikleri, müzik ve sinema içeriklerinde tercih ettiklerini göstermektedir.

Tablo 3. Ne sıklıkla kullanıyorsunuz?

Kategori	Tema	Belirtilme Sıklığı	Yüzde
Kullanım Sıklığı	Hergün	10	66.67%
	Haftada 1 Gün	3	20%
	Haftada 2 Gün	2	13.33%

Tablo 3’de görüldüğü üzere teknolojik aletleri sınıf içinde kullanım sıklığı incelendiğinde 3 tema elde edilmiştir. Belirtilme sıklığı dikkate alındığında her gün kullanıldığı söylenebilir. Bunu takiben haftada 1 gün ve haftada 2 gün kullanımının mevcut olduğu görülmektedir.

Tablo 4. Ekran süresi genellikle kaç saat ile sınırlıdır?

Kategori	Tema	Belirtilme Sıklığı	Yüzde
Ekran Süresi	1 saat	9	60%

Yarım saat	3	20%
40 dakika	2	13.33%
20 dakika	1	6.67%

Tablo 4’de görüldüğü üzere sınıf içinde ekran süresi incelendiğinde 4 tema elde edilmiştir. Belirtilme sıklığı dikkate alındığında en çok 1 saat olduğu söylenebilir. Bunu takiben yarım saat, 40 dakika ve 20 dakika kullanıldığı görülmektedir.

Tablo 5. Ne kadar etkin kullanmaktasınız?

Kategori	Tema	Belirtilme Sıklığı	Yüzde
Etkin Kullanım	Günlük etkinlik esnasında	8	53.33%
	Çok etkin kullanmıyorum	7	46.67%

Tablo 5’de görüldüğü üzere etkin kullanım incelendiğinde 3 tema elde edilmiştir. Belirtilme sıklığı dikkate alındığında en çok günlük etkinlik esnasında kullanıldığı söylenebilir. Bunu takiben çok etkin kullanmıyorum yanıtı verilmiştir. Teknoloji kullanımında ekran süresi, içerik uygunluğu ve çocukların gelişim düzeyine dikkat edilse de, bazı öğretmenlerin yeterince etkin kullanmadığı görülmüştür.

Tablo 6. En çok hangi etkinliklerde kullanıyorsunuz?

Kategori	Tema	Belirtilme Sıklığı	Yüzde
En çok kullanılan etkinlikler	Türkçe dil etkinlikleri	6	40%
	Müzik dinlerken	6	40%

Sinema etkinliklerinde	5	33.33%
Dans etkinliklerinde	4	26.67%
Fen etkinliklerinde	3	20%
Kavram öğretimi	3	20%

Tablo 6’da görüldüğü üzere en çok kullanılan etkinlikler incelendiğinde 6 tema elde edilmiştir. Belirtilme sıklığı dikkate alındığında en türkçe dil etkinlikleri ve müzik dinlerken kullanıldığı söylenebilir. Bunu takiben sinema, dans, fen etkinliklerinde ve kavram öğretiminde yanıt verilmiştir. Öğretmenlerin görüşlerine göre, dil gelişimi açısından yararlarına bakıldığında kelime dağarcığını, konuşma becerilerini ve anlam yeteneklerini arttırdığını fark etmiş olabilirler.

Tablo 7. Nelere dikkat ediyorsunuz?

Kategori	Tema	Belirtilme Sıklığı	Yüzde
Dikkat edilen noktalar	Ekran süresine	9	60%
	Yaş ve gelişim düzeyine uygunluğuna	9	60%
	Eğitici içerik olması	4	26.67%
	Ekran görüş mesafesi	3	20%
	İlgi çekici olması	1	6.67%

Tablo 7’de görüldüğü üzere dikkat edilen noktalar incelendiğinde 5 tema elde edilmiştir. Belirtilme sıklığı dikkate alındığında ekran süresi, yaş ve gelişim düzeyine uygunluğu en çok

verilen yanıtlardan olmuştur. Bunu takiben eğitici içerik olması, ekran görüş mesafesi, ilgi çekici olması önemsenmiştir.

Tablo 8. Karşılaştığınız sorunlar nelerdir?

Kategori	Tema	Belirtilme Sıklığı	Yüzde
Karşılaşılan sorunlar	Ekran kapanınca sorun çıkaran çocuklar	10	66.67%
	Sorun yaşanmıyor	3	20%
	Dikkat dağınıklığı	2	13.33%

Tablo 8’de görüldüğü üzere karşılaşılan sorunlar incelendiğinde, 3 tema elde edilmiştir. Belirtilme sıklığı dikkate alındığında en çok ekran kapanınca sorun çıkaran çocuklar yanıtı bulunmaktadır. Bunu takiben sorun yaşanmıyor ve dikkat dağınıklığı cevapları gelmektedir.

Tablo 9. Öğrencilerin ilgi ve dikkat dereceleri nasıldır?

Kategori	Tema	Belirtilme Sıklığı	Yüzde
İlgi ve dikkat dereceleri	Çok fazla	10	66.67%
	Orta düzey	5	33.33%

Tablo 9’da görüldüğü üzere ilgi ve dikkat dereceleri incelendiğinde 2 tema elde edilmiştir. Belirtilme sıklığı dikkate alındığında çok fazla yanıt bulunmaktadır. Bunu takiben orta düzey cevabı gelmektedir.

Hangi gelişim alanları desteklendiği konusunda bir görüş alındığında ise en çok bilişsel ve dil gelişimi cevapları verildiği görülmektedir. Genellikle problem çözme, görsel hafıza, ilgi ve dikkat derecelerini geliştirmeye yönelik etkinlikler amaçlı kullandığı görüldüğü için aslında bilişsel gelişime bu yönlerde yararlı olduğu düşünülmektedir.

Tablo 10. Öğrenme ve öğretme süreçlerinde ne gibi yararları bulunur?

Kategori	Tema	Belirtilme Sıklığı	Yüzde
Öğrenme ve öğretme sürecindeki yararları	Görsel hafızada kalıcılık sağlar	11	73.33%
	Öğrenmeyi keyifli hale getirir	3	20%
	Çeşitlilik sağlar	2	13.33%

Tablo 10’da görüldüğü üzere öğrenme ve öğretme sürecindeki yararları incelendiğinde 3 tema elde edilmiştir. Belirtilme sıklığı dikkate alındığında en çok görsel hafızada kalıcılık sağlandığı görülmektedir. Bunu takiben öğrenmeyi keyifli hale getirir ve çeşitlilik sağlar yanıtları gelmektedir. Öğretmenlerle yapılan görüşmeler öğrenme ve öğretme süreçlerinde teknoloji yararlarına ilişkin bazı yorumlar göze çarpmaktadır.

Ö11; *Çocuklar ile sözel olarak veya oyun yolu ile öğrettiğim kavramların müzik veya ekran üzerinde de desteklenmesi sözel ve görsel hafızalarına büyük etki sağladığından daha çabuk kavrayabilmektedirler.*

Tablo 11. Önerileriniz nelerdir?

Kategori	Tema	Belirtilme Sıklığı	Yüzde
Öneriler	Aile iş birliği ile evde rastgele kullanımı azaltmak	7	46.67%
	Çocuklara uygun eğitsel kullanım sağlamak	6	40%
	Bilinçli ve sınırlı kullanım sağlamak	5	33.33%

Tablo 11’de görüldüğü üzere öneriler incelendiğinde 3 tema elde edilmiştir. Belirtilme sıklığı dikkate alındığında en çok aile iş birliği ile evde rastgele kullanımı azaltmak cevabı verilmiştir. Bunu takiben çocuklara uygun eğitsel kullanım, bilinçli ve sınırlı kullanım sağlamak cevapları

gelmektedir. Öğretmenlerle yapılan görüşmeler sonucunda teknoloji kullanımına yönelik önerilere ilişkin bazı yorumlar göze çarpmaktadır.

Ö1; *‘Teknoloji çağındayız ve çocukları ekrandan uzak tutmak neredeyse imkansız hale gelmiştir, önerim şudur ki; çocukların ekran sürelerinin sınırlandırılması kesinlikle olmalıdır. İzlediği içerikler, kullandıkları programlar ebeveynler tarafından kontrol edilmelidir ve eğitici içeriklere yönlendirmelidirler.’*

Ö14; *Bağımlı çocuklar yerine faydalı çocuklar yetiştirmeliyiz bu yüzden evde boş zaman geçirmesi veya uslu durması için çocuklara telefon veren ailelerle iş birliği kurmak lazım.’*

Tablo 12. Hangi gelişim alanlarını desteklediğini düşünüyorsunuz?

Kategori	Tema	Belirtilme Sıklığı	Yüzde
Desteklenen gelişim alanları	Bilişsel gelişim	11	73.33%
	Dil gelişimi	9	60%
	Hepsi	4	26.67%
	Psikomotor gelişim	2	13.33%
	Duygusal gelişim	2	13.33%

Tablo 12’de görüldüğü üzere desteklenen gelişim alanları incelendiğinde 5 tema elde edilmiştir. Belirtilme sıklığı dikkate alındığında bilişsel gelişim ve dil gelişimi en çok desteklenen alanlar olmuştur. Bunu takiben hepsi, psikomotor ve duygusal gelişim cevapları verilmiştir. Öğretmenlerin genellikle problem çözme, görsel hafıza ve dikkat geliştirmeye yönelik etkinlikler amaçlı kullandığı görüldüğü için aslında bilişsel gelişime bu yönlerde yararlı olduğu düşünülmektedir. Dil gelişimi açısından yararlarına bakıldığında ise kelime dağarcığını, konuşma becerilerini ve anlam yeteneklerini arttırdığını fark etmiş olabilirler.

Tablo 13. Hangi gelişim alanlarını olumsuz düşünüyorsunuz?

Kategori	Tema	Belirtilme Sıklığı	Yüzde

Olumsuz etkilenen gelişim alanları	Psikomotor gelişim	6	40%
	Sosyal gelişim	6	40%
	Bilişsel gelişim	4	26.67%
	Olumsuz etkilemez	3	20%

Tablo 13’de görüldüğü üzere olumsuz etkilenen gelişim alanları incelendiğinde 4 tema elde edilmiştir. Belirtilme sıklığı dikkate alındığında psikomotor ve sosyal gelişim en çok olumsuz etkilenen alanlar olmuştur. Bunu takiben bilişsel gelişim ve olumsuz etkilemez yanıtları verilmiştir. Farklı açıdan bakıldığında ise, teknoloji kullanımı esnasında çocukların yeterince hareket etme fırsatı bulamadığından kaynaklı olduğu düşünülmektedir.

Tablo 14. Çeşitliliğin öğretmen üzerinde değişimi ne olur?

Kategori	Tema	Belirtilme Sıklığı	Yüzde
Çeşitliliğin öğretmen üzerindeki değişimleri	Yenilikler sağlar	9	60%
	Pratikliği artırır	6	40%

Tablo 14’de görüldüğü üzere çeşitliliğin öğretmen üzerindeki değişimleri incelendiğinde 2 tema elde edilmiştir. Belirtilme sıklığı dikkate alındığında yenilikler sağlar ve pratikliği artırır yanıtları verilmiştir. Çeşitliliğin öğretmen üzerinde değişimi ne olur? sorusunda ise, öğretmenlerden yenilikler sağladığı ve pratikliği arttırdığı şeklinde yorumlar alınmıştır. Gelecekte teknolojinin öğretmen yerine geçebilme durumu ile ilgili istenilen görüşlerde ise 15/13 oranında hayır, öğretmenin yerini tutamaz şeklinde bir yanıt alınmıştır. Öğretmenlere bunun nedeni sorulduğunda ise öğretmenin sadece bir eğiticiden ibaret olmadığını, çocuğa karşı merhamet, sevgi, empati, yaratıcılık, anne şefkati, rehberlik etmek, değer kazandırmak, sosyal ve duygusal alanda oldukça gelişim sağladığı şeklinde yorumlarda bulunmuşlardır. Geçebilir yorumunda bulunan öğretmenlerden 1’i herhangi bir gerekçe sunmazken, 02, şu şekilde ifade etmiştir; *geçebilir, teknoloji çok gelişiyor ve yararlı olursa evde öğretime geçilebilir*

fakat bu çocukların sosyal anlamda gerileme yaşamasına sebep olur.’ Bu yorum ise aslında zorunlu olarak geçilen pandemi sürecindeki çevrimiçi eğitim zamanlarını bizlere hatırlatmış olmaktadır.

Tablo 15. Gelecekte teknoloji öğretmen yerine geçebilir mi?

Kategori	Tema	Belirtilme Sıklığı	Yüzde
Gelecekte teknolojinin öğretmen yerine tutamaz	Hayır, öğretmenin yerini tutamaz	13	86.67%
geçebilme durumu	Evet, öğretmenin yerine geçebilir	2	13.33%

Tablo 15’de görüldüğü üzere gelecekte teknolojinin öğretmen yerine geçebilme durumu incelendiğinde 2 tema elde edilmiştir. Belirtilme sıklığı dikkate alındığında; *hayır öğretmenin yerini tutamaz* en çok verilen yanıt olmuştur. Bunu takiben *evet öğretmenin yerine geçebilir* cevabı verilmiştir.

Öğretmenlerle yapılan görüşmeler sonucunda gelecekte teknolojinin öğretmen yerine geçebilme durumlarına ilişkin bazı yorumlar göze çarpmaktadır.

Ö3; *‘eğitim sadece bilgi aktarmak değil, çocuğa dokunmak, rehberlik etmek, empati kurmak, değer kazandırmak gibi insani boyutları içerir. Bu yönleriyle öğretmenin varlığı vazgeçilmezdir. Teknoloji öğretmeni tamamlar yerine geçemez. Örneğin sosyal, duygusal, ilişkiyi teknoloji kuramaz yani kısacası teknoloji öğretmen önüne geçemez, ama destekler, geliştirir, dönüştürür ama ilerleyen zamanlarda öğretmen ve teknolojinin el ele çalışacağı bir sistem olacaktır.’*

Ö7; *çok hızlı gelişen teknoloji ve bilim dünyası bazen beni korkutuyor. Cihazların donanım ile gelişmesi insanlarda tembelliğe, hazır konma isteğine ve yaratıcı fikirler üretmemelerine sebep olacaktır diye düşünüyorum.*

Tartışma Sonuç ve Öneriler

Araştırmada okul öncesi öğretmenlerinin öğrenme etkinliklerinde teknoloji kullanımı ile ilgili görüşleri incelendiğinde, öğrenme etkinliklerinde teknoloji kullanımında en fazla kullanılan araçların bilgisayar ve projeksiyon olduğu görülmüştür. Araştırma kapsamına alınan kurumlar arasında anlamlı bir farklılaşma görülmemektedir. Öğretmenlerin teknolojiyi sınıf içerisinde ne sıklıkla bu aletleri kullandığına bakılacak olursa da 15/10’unun her gün kullandığı görülmektedir. Ekran süresinin genellikle kaç saat ile sınırlı olduğu bakıldığında ise 1 saatlik bir süre kullanıldığı göze çarpmaktadır. Bunun sadece günde 1 saat olması gerekli bütün kaynaklarda mevcuttur fakat bu kullanım sadece okulda değil, evde de devam ediyorsa bu

ekran süresi okul öncesi dönem çocukların gelişimi açısından risk faktörü taşıdığı düşünülmektedir. Ne kadar etkin kullandığı konusunda alınan görüşlerde ise aslında birçok öğretmenin günlük etkinlikler esnasında kullandığı söylenmektedir. Geriye kalan öğretmenlerin ise açık bir dille çok etkin kullanmadığını yazması da açıkçası teknoloji kullanımının öğretmenler içinde bir nevi bu konuda bilgilendirilmesi gerektiği hakkında bir kanıya varmamızı sağlayabilir. En çok kullanılan etkinliklerin hangileri olduğuna bakıldığında ise Türkçe dil etkinlikleri, müzik dinletmek amaçlı ve sinema etkinliklerinde olduğu görülmüştür. Öğretmenlerin bu aletleri kullanırken dikkat ettikleri noktalar ise şu şekilde sıralanmıştır; ekran süresi, yaş ve gelişim düzeyine uygunluğu, eğitici içerik olması ve ekran görüş mesafesi. Bu konuda ise aslında ekran süresinin büyük önem taşıdığı, gelişimsel ihtiyaçlarına uygun olması ve içerik seçiminin destekleyici unsurda olması çok büyük önem taşımaktadır. Fiziksel açıdan önemli olan görüş mesafesi ise çocukların göz sağlığına da dikkat edilmesi gerektiğini vurgulamaktadır. Bu bağlamda aslında öğretmenler bu kriterlerin çocuklara verebilecek zararlarının farkında olabilecek durumda olduğu dikkat çekmiştir. Teknoloji kullanımı esnasında karşılan sorunlardan en fazla yanıt aldığımız konu ise çocukların ekran kapanınca sorun çıkarmaları olmaktadır, bunun ise aslında çocukların evde bilinçsiz kullanım sonucunda aslında bu aletlere bağımlılık gösterdiğini gözle görülür şekilde ilişkilendirebiliriz. Öğrencilerin ilgi ve dikkat dereceleri sorulduğunda ise ‘çok fazla’ yanıt göze çarpmaktadır. Bunu da yine aslında teknolojiye bağımlı bir nesil yetiştiği konusunda dikkate alabiliriz. Öğrenme ve öğretim süreçlerindeki yararlarına bakıldığında ise öğretmenlerin görsel hafızada kalıcılık sağlaması şeklinde ifade etmeleri, doğru ve etkin bir kullanım sağlandığı takdirde aslında soyut bir kavramı görselleştirme, somutlaştırma ile destekleyerek birçok eğitici kavram ve konu öğretiminde katkı sağlayabildiği görülmüştür. Öneriler arasında da anlamlı bir farklılık görülmemiştir.

Öğretmenlerin görüşlerine ilişkin öneriler

Aile iş birliği ile evde rastgele ve verimsiz kullanmayı azaltmak, çocuklara uygun eğitsel kullanım sağlamak, bilinçli ve sınırlı kullanım sağlamak. Bu yanıtlar doğrultusunda ise aslında teknoloji çağında çocukları ekrandan uzak tutmamamız gerektiğini, doğru yönlendirmeler yapmayı, aile ile iş birliği kurmayı ve belirli sınırlama ölçütlerini dikkate almamız gerektiği vurgulanmaktadır.

Hangi gelişim alanları desteklendiği konusunda bir görüş alındığında ise en çok bilişsel ve dil gelişimi cevapları verildiği görülmektedir. Öğretmenlerin genellikle problem çözme, görsel hafıza ve dikkat geliştirmeye yönelik etkinlikler amaçlı kullandığı görüldüğü için aslında bilişsel gelişime bu yönlerde yararlı olduğu düşünülmektedir. Dil gelişimi açısından yararlarına

bakıldığında ise kelime dağarcığını, konuşma becerilerini ve anlam yeteneklerini arttırdığını fark etmiş olabilirler. Hangi gelişim alanlarını olumsuz etkilediği sorulduğunda ise, psikomotor ve sosyal gelişim cevaplarının belirtilme sıklığı eşit oranlarla verilmiştir. Bu bağlamda ise teknoloji kullanımı esnasında çocukların yeterince hareket etme fırsatı bulamadığından kaynaklı olduğu düşünülmektedir. Sosyal gelişim konusunda ise aslında tam bağımlı bir ekran sunuluyorsa ve çocuklardan geri dönüt alınmadan ve konular yorumlandırılmadan ilerleme kaydediliyorsa çocuklara zarar verici nitelikte olduğu görülmüştür.

Çeşitliliğin öğretmen üzerinde değişimi ne olur? sorusunda ise, öğretmenlerden yenilikler sağladığı ve pratikliği arttırdığı şeklinde yorumlar alınmıştır. Gelecekte teknolojinin öğretmen yerine geçebilme durumu ile ilgili istenilen görüşlerde ise 15/13 oranında hayır, öğretmenin yerini tutamaz şeklinde bir yanıt alınmıştır. Öğretmenlere bunun nedeni sorulduğunda ise öğretmenin sadece bir eğiticiden ibaret olmadığını, çocuğa karşı merhamet, sevgi, empati, yaratıcılık, anne şefkati, rehberlik etmek, değer kazandırmak, sosyal ve duygusal alanda oldukça gelişim sağladığı şeklinde yorumlarda bulunmuşlardır. Geçebilir yorumunda bulunan öğretmenlerden 1'i herhangi bir gerekçe sunmazken, 2, şu şekilde ifade etmiştir; *geçebilir, teknoloji çok gelişiyor ve yararlı olursa evde öğretime geçilebilir fakat bu çocukların sosyal anlamda gerileme yaşamasına sebep olur.* ' Bu yorum ise aslında zorunlu olarak geçilen pandemi sürecindeki çevrimiçi eğitim zamanlarını bizlere hatırlatmış olmaktadır. Bu kısa zaman diliminde ise gelişimsel riskleri beraberinde getirdiği, psikomotor, sosyal, dil ve bilişsel gelişim alanında yetersizlik sağladığı, duygusal açıdan okul ortamının sağladığı güvenli bağlanmadan mahrum kalan çocukların duygusal düzenleme konusunda zorluklar yaşandığı, ekran bağımlılığının ve dikkat dağınıklığının arttığı gözlemlenmiş ve birçok makalede yapılan araştırmalar ile desteklenmiştir. Bu süreçte erken tanı konması gereken çocukların bazıları pandemide yeterince gözlemlenemediği için tanı sayısında da 2022 ve sonrası oldukça artış gözlemlenmiştir.

Çocukların evde teknolojiyi rastgele kullanmalarını engellemek için ailelerle iş birliği yapılmalı, ebeveynler ekran süresi ve içerik seçimi konusunda bilinçlendirilmelidir. Okul ortamında teknolojik araçlar pedagojik amaçlarla, planlı ve sınırlı sürelerde kullanılmalı; ekran süresi çocukların yaş ve gelişim düzeyine uygun olarak belirlenmelidir. Kullanılan içeriklerin eğitici, gelişim alanlarını destekleyici nitelikte olması sağlanmalı, amaca hizmet etmeyen içeriklerden kaçınılmalıdır. Öğretmenlerin teknoloji kullanımına yönelik bilgi ve becerilerini artırmak için hizmet içi eğitimler düzenlenmelidir. Teknolojinin öğretmenin yerini alması değil, öğretim sürecini desteklemesi gerektiği unutulmamalı, öğretmen- teknoloji iş birliği ön plana çıkarılmalıdır. Ayrıca, teknoloji kullanımının çocukların psikomotor ve sosyal gelişimini

olumsuz etkileyebileceği göz önünde bulundurularak, etkinlikler çeşitlendirilmeli ve bu gelişim alanlarını destekleyecek uygulamalara da yer verilmelidir.

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Türkiye'de Tek Ebeveyn Kadınların Sorunları ve Çözüm Önerileri: Bir Alanyazın İncelemesi

Emre Can Kara

Ondokuz Mayıs Üniversitesi Lisansüstü Eğitim Enstitüsü Sosyal Hizmet Bölümü, TÜRKİYE,

e mail: emrecrbr7@gmail.com, Orcid No: 0009-0001-1593-539X

Aynur Arslan

Ondokuz Mayıs Üniversitesi Sağlık Bilimleri Fakültesi Sosyal Hizmet Bölümü, TÜRKİYE

e-posta: aynur.arslan@omu.edu.tr, Orcid No: 0000-0002-3654-2157

Özet

Tek ebeveynli ailelerin ülkemizde karşılaştıkları problemlerin tespiti birçok yönden önem taşımaktadır. Bunun başlıca nedenlerinden biri söz konusu grubun maruz bırakıldığı birçok dezavantajlılığın olmasıdır. Bu araştırmanın amacı, aile kurumunun dönüşümü ile ortaya çıkan tek ebeveynli ailelerde özellikle bekar annelerin karşı karşıya kaldığı sosyoekonomik sorunlara ilişkin yayınlanmış nitel ve nicel çalışmaları incelemektir. Böylece konuya ilişkin genel bir çerçeve çizilmesi ve bütüncül bir bakış açısı geliştirilmesi hedeflenmiştir. Sistematiik alanyazın taraması yöntemi kullanılan çalışmada Türkiye’de yapılan araştırmalar incelenmiştir. Çevrimiçi ortamda Yöktez, Dergipark ve Trdizin veri tabanlarında 01.01.2001-01.01.2024 tarihleri arasında “tek ebeveynli aileler”, “tek ebeveyn anne”, “parçalanmış aile”, “tek ebeveynli”, “yalnız anne” ve “bekar anne” anahtar kelimeleri kullanılarak yapılan taramada 26 çalışma incelenmeye uygun bulunmuştur. Çalışmaların 14’ü makale, 7’si yüksek lisans tezi ve 5’i doktora tezidir. 22 çalışma nitel, 4 çalışma nicel yöntemle yapılmıştır.

İncelenen çalışma sonuçlarına göre, tek ebeveyn olan kadınların en yoğun karşılaştıkları problemler arasında ekonomik yetersizlik, zaman yönetimi zorlukları ve artan bireysel sorumluluklar öne çıkmaktadır. Kadınların çoğunlukla yarı zamanlı, mevsimlik veya geçici işlerde çalıştığı, kamusal istihdam olanaklarına sınırlı erişimin bulunduğunu görülmektedir. Boşanma sonrasında kadınlar, ekonomik yapılarını yeniden inşa etmek durumunda kalmakta; yetersiz nafaka miktarları ve tahsil sürecindeki güçlükler, kadınların maddi haklarına erişimini ciddi şekilde kısıtlamaktadır. Ayrıca, çocuk bakım hizmetlerinin yetersizliği, kadınların işgücüne katılımını engelleyen önemli bir faktör olarak değerlendirilmektedir. Çalışmalar, bekar annelerin yaşam koşullarını iyileştirmeye yönelik ücretsiz ve yaygın gündüz bakım evlerinin artırılması, kadınların istihdamını destekleyici düzenlemelerin hayata geçirilmesi, tek ebeveynli kadınlara yönelik vergi indirimleri, uygun maliyetli konut projeleri ve sosyal güvenlik ağlarının güçlendirilmesi önerilerini sunmaktadır. Ayrıca, bu grubun psikolojik ve

sosyal ihtiyalarını karřılamaya y6nelik psiko-sosyal destek mekanizmalarının yaygınlařtırılması ve toplumsal farkındalık kampanyaları aracılıēıyla tek ebeveynli kadınlara y6nelik ayrımcı tutumların azaltılması gerekliliēi vurgulanmaktadır. Sonu olarak, T6rkiye’de tek ebeveynli aile yapısı ierisinde yařamını s6rd6ren kadınların ciddi sosyoekonomik ve psikolojik zorluklarla m6cadele ettiēi yapılmıř olan alıřmalarda g6r6lmektedir. Bu baēlamda, ok boyutlu ve kapsayıcı sosyal politika yaklařımlarına duyulan ihtiya hem bireysel hem de toplumsal refah aısından kritik bir 6neme sahiptir.

Anahtar Kelimeler: Tek ebeveyn kadın, tek ebeveyn aile, bořanma, sosyal politika.

Problems and Solutions for Single Parent Women in T6rkiye: A Literature Review

Abstract

Identifying the problems faced by single-parent families in our country is significant in many respects. One of the main reasons for this is the numerous disadvantages experienced by this particular group. The aim of this study is to review published qualitative and quantitative research focusing on the socioeconomic problems faced by especially single mothers in single-parent families, which have emerged as a result of the transformation of the family institution. In this way, the study aims to provide a general framework on the subject and to develop a holistic perspective. Using a systematic literature review method, research conducted in Turkey has been examined. A search was conducted in the online databases Y6KTez, Dergipark, and TRDizin using the keywords “single-parent families,” “single mother,” “broken family,” “single-parent,” “lone mother,” and “unmarried mother” within the period from 01.01.2001 to 01.01.2024. As a result, 26 studies were found to be suitable for inclusion. Of these, 14 were articles, 7 were master's theses, and 5 were doctoral dissertations. Twenty-two of the studies used qualitative methods, while four used quantitative methods.

According to the findings of the reviewed studies, the most frequently encountered problems by women who are single parents include economic hardship, time management difficulties, and increased individual responsibilities. It is observed that women are mostly employed in part-time, seasonal, or temporary jobs and have limited access to public employment opportunities. After divorce, women are often required to rebuild their economic structure, and inadequate alimony amounts and difficulties in the collection process severely restrict their access to financial rights. In addition, the insufficiency of childcare services is considered a significant barrier to women's participation in the workforce. The studies offer several policy

recommendations aimed at improving the living conditions of single mothers, such as the expansion of free and widespread daycare centers, the implementation of regulations supporting women's employment, tax reductions for single-parent women, affordable housing projects, and the strengthening of social security networks. Furthermore, the necessity of expanding psycho-social support mechanisms to meet the psychological and social needs of this group and reducing discriminatory attitudes toward single-parent women through public awareness campaigns is emphasized.

In conclusion, the studies show that women living in single-parent family structures in Turkey face serious socioeconomic and psychological challenges. In this context, the need for multidimensional and inclusive social policy approaches is of critical importance for both individual and societal well-being.

Keywords: Single parent woman, single parent family, divorce, social policy.

Giriş

Toplumun temel yapı taşı olan aile, üyelerinin gereksinimlerini karşılayarak insan neslinin devam etmesini sağlayan ana etmendir Anne, baba ve çocuklardan oluşan klasik aile formu farklı sebeplerle değişime uğrayarak zaman içerisinde tek ebeveynli aileye dönüşebilmektedir. Ebeveynlerden biriyle kalan çocuklardan oluşan aile olarak adlandırılan tek ebeveynli ailelerde çocuğun sorumluluğunun anne veya babanın üzerinde olması gereklidir. Eşin hayatını kaybetmesi, boşanma veya ayrı yaşama gibi çeşitli nedenlerle oluşan tek ebeveynli ailelerin en yaygın oluşma nedeninin boşanma olduğu araştırmalarda gözlemlenmektedir.

Evlilik; toplumumuzda kadın ve erkeğin bir nikah ile aile kurmalarının temellerinin atılmasıdır. Fakat ilerleyen zamanda farklı nedenler ile evlilikler bitmektedir ve aileler parçalanmaktadır. Bu tip durumlarda kadınlar ya da erkekler çocuklarına tek başlarına bakarak yaşamlarını sürdürmektedirler. Özellikle ülkemiz gibi ataerkil toplumlarda tek ebeveyn olan kadınların bu durumla başa çıkmaları erkeklere kıyasla daha zorlu bir konumdadır. Geçmişten günümüze kadar kadınlar üzerinde yaratılan baskı, aile kurumu ile meydana getirilmektedir. Bu tür toplumlarda ailede kurulan ataerkil ilişkide erkeklik, kadınlıktan daha üstün olarak belirlenmiştir (Şahin ve Karataş, 2023). Baba ve eş arasındaki bu güç tesliminde, kadının kendi yaşamında bir otorite olmasının önüne engeller koyulmaktadır. Boşanmayla beraber ise aile içinde meydana gelen güç değişimi artık daha çok kamusal alanda kadınların karşısına çıkmaktadır.

Türkiye’de ve dünyanın birçok ülkesinde boşanma davalarında velayetin anneye verilmesi tek ebeveynli ailelerin çoğu zaman anne ve çocuklardan oluşmasına neden olmaktadır. Tek ebeveynli ailelerde ebeveyn eksikliği sebebi ile ailede olan tek ebeveyn, olmayan ebeveynin sorumluluklarını yerine getirmeye çalışmakta, ekonomik, sosyal ve psikolojik olarak daha fazla görev ve sorumluluk almaktadır. Tek ebeveynli ailelerin gün geçtikçe artmasıyla, bu tip ailelerde yaşanan güçlükleri ve problemleri aşmayı ya da etkilerini hafifletmeyi amaçlayan sosyal politika önerilerini içeren araştırmalar da literatür de önemli bir konuma gelmiştir (Demir ve Çelebi, 2017).

Tek ebeveynli ailelere yönelik literatürde birçok araştırma olmasına rağmen tek ebeveyn kadınlara yönelik çalışmalar yeterli sayıda değildir. Özellikle de tek ebeveyn olan kadınların yoksulluğuna yönelik çalışmalara çok sık rastlanmamaktadır. Yoksulluğa yönelik çalışmalarda kadınların daha fazla yoksulluk riski ile karşı karşıya olduğu tespit edilmiş, ancak tek ebeveynli olan kadınlara yönelik olarak ampirik çalışmalara sınırlı olarak rastlanılmıştır. Bu çalışma toplum tarafından ihmal edilen bekar annelerin karşılaştıkları problemleri ve çözüm önerilerini ortaya koymayı amaçlamaktadır. Kadından; annelik görevlerini yerine getirmesi, yaşlı bakımını üstlenmesi, ev işlerini yapması, enformel biçimde çalışması gibi toplumsal cinsiyet rollerinin yaratmış olduğu görevler beklenmektedir. Bu süreçte kadın, sosyal güvencesizliğe ve kötü çalışma koşullarına maruz kalmaktadır. Aynı zamanda “bekar olduğu için”, “boşanmış olduğu için”, “yalnız kadın olduğu” için toplumsal dışlanmaya maruz kalmaktadır (Güngör, 2022).

Bu çalışmanın amacı çalışan yoksul kategorisinde önemli yer tutan ve yeni bir sosyal risk grubu olarak adlandırılan bekar annelerin durumunu ortaya koymak ve çözüm önerisi sunmaktır.

Araştırmanın Problemi

Toplumun, çekirdek aile yapısını ideal olarak görmesi nedeniyle, tek ebeveynli aileler eksik veya “dağılmış” aile yapısı şeklinde değerlendirilmekte ve bu durum söz konusu ailelerin toplum içinde başarısız olarak algılanmasına yol açmaktadır. Kadınların perspektifinden ele alındığında, boşanmış ya da dul kadınlara yönelik toplumsal tepkiler ve yerleşik önyargılar, kadınların utanma, duygusal çöküntü yaşama, acı çekme ve kaygı duyma gibi psikososyal sıkıntılarla karşı karşıya kalmalarına neden olmaktadır. Toplumda “dul” etiketiyle anılan kadınlar, sosyal yaşamdan dışlanmakta ya da kendilerini bilinçli biçimde soyutlamayı tercih etmek zorunda kalmaktadır. Ayrıca bu kadınlar çevreleri tarafından çoğu zaman cinsel bir obje olarak algılanmakta ya da merhamet gösterilmesi gereken bireyler olarak etiketlenmektedir.

Toplumsal cinsiyet rollerinin etkisiyle, bakım sorumluluğunu üstlenen tek ebeveyn konumundaki kadınların, geleneksel aile modelini yeniden oluşturma çabası içine girdikleri ve ailenin otorite figürü olan “baba” rolünün eksikliğini telafi etmeye yönelik stratejiler geliştirdikleri gözlemlenmektedir (Afyonoğlu, 2021). Bu çalışmada, Türkiye’de toplumsal cinsiyet normlarına dayalı aile anlayışının, tek ebeveyn olarak yaşamını sürdüren kadınlar üzerinde sosyal baskı oluşturduğu, bunun bir sonucu olarak stres düzeylerinin arttığı ve toplumun beklentilerine uyum sağlamak adına aile içinde otoriteyi yeniden inşa etme çabalarının ortaya çıktığı gibi meseleler incelenmektedir.

Bununla birlikte, ataerkil yapıya sahip toplumlarda toplumsal cinsiyet eşitsizliklerinin sosyal politika uygulamalarına da yansıdığı görülmektedir. Tek ebeveynli aileler, yeterli düzeyde sosyal destek ve istihdam olanaklarından yararlanamamaları nedeniyle sosyal sistem içerisinde dezavantajlı bir konuma itilmektedir. Nitekim Buz ve Sevin’in (2018) gerçekleştirdiği araştırma, Sosyal ve Ekonomik Destek (SED) programından yararlanan hane yapılarının büyük çoğunluğunu tek ebeveynli ve çoğunlukla annelerden oluşan ailelerin oluşturduğunu ortaya koymaktadır (Afyonoğlu, 2021). Bu bulgu, kadınların çoğunlukla düzenli geliri olmayan işlerde istihdam edildiğini ve çocuk bakım sorumluluklarının yanı sıra, mesleki beceri kazanma ve sürdürülebilir bir meslek edinme konusunda ciddi yapısal engellerle karşı karşıya kaldıklarını göstermektedir.

Araştırmanın Amacı

Bekar annelerin karşılaştıkları problemlerin saptanması bu araştırmanın ana hattını oluşturmaktadır. Ayrıca tek ebeveyn olan kadınların ihtiyaçlarına odaklanan özel politikaların hayata geçirilmesi, bekar annelerin refahının artırılması ve tek ebeveyn kadınlar için politikalarının iyileştirilmesi adına atılabilecek adımların belirlenmesi bu çalışmanın hedeflerini oluşturmaktadır.

Tek başına kalmanın yalnızca ebeveyn ve çocuklarda bıraktığı olumsuz etkilere odaklanmaktan ziyade tek ebeveyne sahip olan ailelerin karşılaştıkları problemlerle baş etmek adına gerekli çözüm yolları üretilmelidir. Çünkü tek ebeveyn kadınların problemleriyle baş edebilmeleri için çözüm üretilmeli ve bu yönde yardım ve destek sağlanması bu kadınların hayat kalitesinin yükselmesine, özgüvene sahip olan kişiler olarak hayatlarına devam etmelerine ve hem sosyal hem de psikolojik yönden önemli miktarda katkı sağlayacaktır.

Bu araştırma, tek ebeveyn olan karşılaştıkları maddi ve manevi zorluklar, çocuk bakımında karşılaşılan zorluklar ve tek ebeveyn olmanın psikolojik etkileri gibi çeşitli engelleri

ortaya çıkarmaktadır. Araştırma, finansal zorluklardan psikolojik ve duygusal sonuçlara kadar bu kadınların karşılaştığı zorluklara dair bir açıklama ortaya koymaktır.

Araştırmanın Soruları

- 1- Türkiye’de tek ebeveynli kadınlar ile ilgili akademik çalışmaların dağılımı nasıldır?
- 2- Türkiye’de tek ebeveynli kadınlar ile ilgili akademik çalışmalarda hangi yöntem kullanılmıştır?
- 3- Türkiye’de tek ebeveynli kadınlar ile ilgili akademik çalışmalarda annelerin meslekleri nedir?
- 4- Türkiye’de tek ebeveynli kadınlar ile ilgili akademik çalışmalarda kullanılan veri toplama araçları hangileridir?
- 5- Türkiye’de tek ebeveynli kadınların karşılaştıkları sorunlar akademik çalışmalarda nasıl ele alınmıştır, çözüm önerileri nelerdir?
- 6- Türkiye’de tek ebeveynli kadınların karşılaştıkları sorunlar sosyal hizmet bakış açısıyla nasıl ele alınmalıdır?

Yöntem

Araştırmanın Modeli

Yapılan bu araştırmada sistematik alanyazın taraması yöntemi kullanılmıştır. Sistematik alanyazın taraması, araştırmada yer alan sorunu çözüme kavuşturmak hedefiyle literatürde yer alan akademik kaynakların detaylı şekilde incelenmesinden sonra, önceden belirlenmiş olan ölçütlere göre filtrelenmesi ve son haliyle çalışmaya dâhil edilen kaynakların analiz edilerek raporlaştırılmasıdır.

Araştırma Örneklemi

Araştırmanın örnekleminin belirlenmesinde; Yöktez, Dergipark ve Trdizin veri tabanlarında tek ebeveynli aileler, tek ebeveyn anne, parçalanmış aile, “tek ebeveynli”, “yalnız anne” ve “bekar anne” anahtar kelimeleri kullanılarak aratılmıştır. Yapılan tarama neticesinde elde edilen araştırmaların kaynakçaları da taranmış ve bu sürecin sonunda 26 çalışma incelenmeye uygun bulunmuştur.

Veri Toplama Süreci

Bu araştırmada incelemeye alınmış olan makale ve tezler araştırmacı tarafından belirlenmiş olan kapsam içi ve kapsam dışı ölçütlere göre değerlendirilmiştir. Gerçekleştirilen bu araştırma için belirlenen kapsam içi ölçütler şu şekildedir;

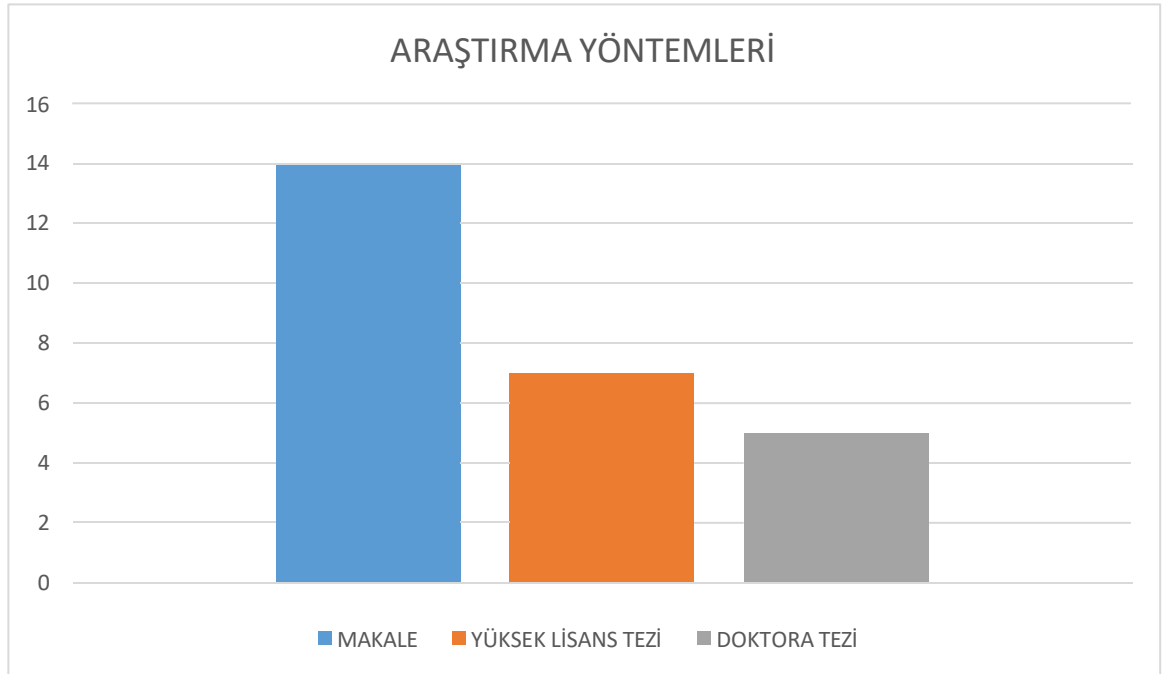
- Tek ebeveynli ailelere yönelik olması,
- Çalışma grubunu tek ebeveyn olan kadınların oluşturması veya tek ebeveyn bireylere yönelik çözüm önerileri getirmiş olması,
- Araştırma Makalesi veya tez çalışması olması,
- Erişime açık olması.

Gerçekleştirilen bu araştırma için belirlenen kapsam dışı ölçütler şu şekildedir;

- Türkiye dışında yaşayan kadınlar hakkında yapılan çalışmalar,
- Derleme çalışmaları,
- Bildiri raporları,
- Yayın dili Türkçe dışındaki çalışmalar.

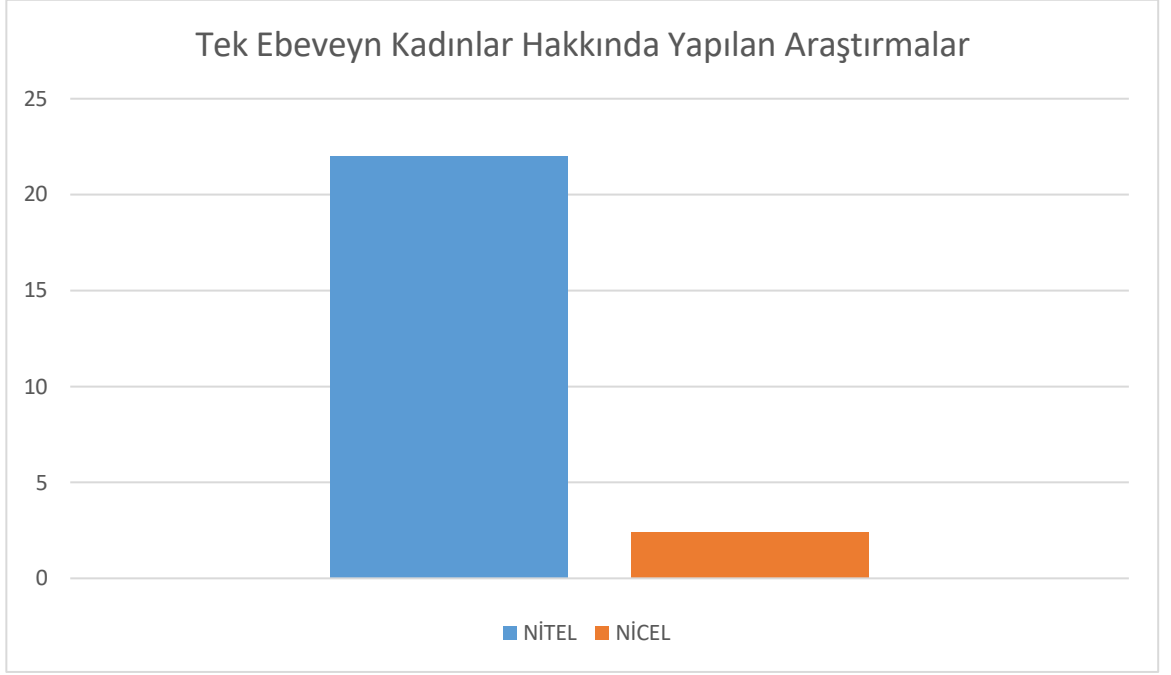
Bulgular

Ülkemizde tek ebeveynli kadınlar ile ilgili yapılan çalışmalarda literatürde ‘Tr Dizin, Dergi Park ve Yöktez’ tabanlarında yapılan araştırmalar sonucunda makale ve tez ağırlıklı bilimsel yazıların alanda öne çıktığı görülmektedir.



Alanyazında tek ebeveyn olarak bakım veren kadınlarla ilgili birçok çalışma yapılmıştır. Bu çalışmalarda daha fazla kişiye ulaşabilmek adına nicel araştırma yöntemleri tercih edilirken bu problemlerin detayına inebilmek için nitel araştırma yöntemleri kullanılmıştır. Ancak genel

olarak nitel araştırma yöntemlerinin bu konu bağlamında daha fazla tercih edildiği bu çalışmanın çıktılarından biridir.



Ülkemizde maalesef tek ebeveyn olan annelerin iş hayatına katılmalarında karşılırları ciddi engeller çıkmaktadır. Bu sebeptendir ki yapılan araştırmalarda kadınların büyük çoğunluğunun part time-geçici işlerde çalıştıkları, çok azının kamuda istihdam edildiği, bir kısmının günlük temizlik işlerine gittikleri veyahut mevsimlik olarak çalıştıkları saptanmıştır. Geriye kalan kadınların büyük çoğunluğu ise ev hanımı olarak yaşamlarını sürdürmektedirler.

Ülkemizde tek ebeveynli ailelere yönelik yapılan çalışmalarda birden fazla veri toplama aracı kullanılmıştır. Araştırma konusuna dahil olan 26 çalışmanın veri toplama araçları dağılımı şu şekildedir;

AMAÇLI ÖRNEKLEM	2
ANKET ÇALIŞMASI	3
BETİMSSEL ANALİZ	2
DERİNLEMESİNE GÖRÜŞME	4

DERLEME	2
GENEL TARAMA	2
OLGU BİLİMİ(FENOMONOLOJİ)	3
YARI YAPILANDIRILMIŞ GÖRÜŞME	8

Ülkemizde tek ebeveyn olan kadınların karşılaştıkları en büyük problem ekonomik problemler olarak karşımıza çıkmaktadır. Kadınlar farklı nedenlerle ebeveynlik rollerini yalnız başlarına üstlenmek durumunda kaldıklarında ciddi bir ekonomik yoksunluk ile karşı karşıya kalmaktadırlar.

Tek ebeveyn anneler; genellikle ekonomik zorluklar yaşadıkları hem iş hem de çocuklar ile tek başına ilgilenmek zorunda kalmaları nedeniyle genellikle hayal kırıklığı ve öfke duygusuna sahiptirler. Boşanma sonrasında ise; bireyin ekonomik durumunu yeniden şekillendirmesi ve sosyal destek ağını yeniden örgütlemesi gibi zorluklar ve ihtiyaçlar ön plana çıkmaktadır (Demirel, 2021)

Normal şartlarda karşılaşılan problemlerle baş etmeye çalışan ailelerin tek ebeveynli aile örgütlenmesinde daha da zorlandıkları bilinen bir gerçektir. Bu süreçte daha belirgin hale gelen ve farklılaşan zorluk çocukların bakımı, büyütülmesi ve ihtiyaçlarının karşılanması şeklinde ön plana çıkmaktadır. Genel olarak tek ebeveynlerin karşılaştıkları olası sorunlar: sosyal destek eksikliği, ekonomik, psikolojik, hukuksal ve çocukla ilgili zorluklar olarak sınıflandırılmaktadır.

Tek ebeveyn birey açısından karşılaşılan zorlukların çeşitlendiğini ifade etmek mümkündür. Aile ve Sosyal Hizmetler Bakanlığı'nın, AEP çerçevesinde Tek Ebeveynli Ailelere yönelik yaptığı çalışmada (2018), Tek ebeveyn annelerin karşılaştıkları en önemli zorluklar:

- Maddi sıkıntılar,
- Zamanın yetersizliği,

- Artan rol ve sorumluluklar,

Kadınların iş hayatına katılmalarında ayrımcılığa maruz kalmaları, sosyal dışlanma ile mücadele etmeleri kadınların karşılaştıkları sorunlardandır. Çalışmayan kadınlar için eşleri hayatını kaybettiyse ve sigortası varsa ondan faydalanmaktalar ancak eşlerinin sigortası yoksa bu kez de babalarının (eğer varsa) sigortalarından faydalanma hakları bulunmaktadır. Fakat bu durum için de uygun değilse kendileri ve çocukları sosyal güvenlik sisteminin dışında kalmaktadırlar.

Boşanma durumunda belirlenen nafakaların çok düşük olması ve bu nafakaların tahsilat izlenmesinin yapılmaması çoğu zaman kadınların hakları olan paradan mahrum bırakmaktadır.

Bir diğer ciddi sorun ise tek ebeveyn kadınların ‘kolay kadın’ olarak görülmeleri, çevreleri tarafından rahatsız edilmeleri ve damgalanmaya maruz kalmalarıdır.

Tek ebeveyn olan anneler çocuklarının bakımını tek başlarına üstlenmek durumunda kaldıklarında kendi kariyerlerine öncelik verememekte ve kendilerini gerçekleştirememektedirler.

Tek ebeveyn olan annelerin sosyal hayatın dışına itilmeleri ve boşanma sürecinde olan kadınların bu maliyeti karşılayamamaları karşılaşılan problemlerdir.

Bu tür sorunlara yönelik getirilebilecek çözüm önerilerinin başında tek ebeveyn olan annelerin bakım yükünü hafifletecek çalışmalar yapılması. Gündüzlü ve ücretsiz bakım evi sayısının artırılması. Böylece annelere hayata katılmaları için gerekli zaman sağlanacaktır. Ayrıca kadınların istihdam edilmesine yönelik politikalar gerçekleştirilmelidir. Tek ebeveyn kadınlara için eğitim durumlarına ve ilgi alanlarına yönelik iş alanları oluşturulmalıdır. Böylece kadınların sosyal hayata katılmaları sağlanacak, kendi ayakları üzerinde durmaları için fırsat sunulacak ve gerekli güçlendirmeler yapılmış olacaktır.

Ülkemiz vergiler açısından dünyada yer alan ülkeler arasında en fazla vergi alan devletlerin arasında girmiş durumdadır. Ne var ki zaten geçinmekte zorlanan kadınlar için bir de bu vergiler ile uğraşmak çok zorlayıcıdır. En azından tek ebeveyn anneler için çeşitli vergi indirimlerine gidilmesi onların hayatlarını kolaylaştıracaktır.

Türkiye’de ev fiyatları ve kira fiyatları çok uçuk noktalara ulaşmıştır. Çocuklarına bakım veren kadınlar için bu alanda bir uygulama gerçekleştirilebilir. Kolay ev sahibi olmanın veya kiralarının karşılanması için projeler geliştirilmelidir.

Tek ebeveyn olan kadınların yaşam doyumlarının artırılması, yalnız olmadıklarının fark edilmesi ve tekrar sosyal sistemin içine dahil olmaları için danışma merkezleri kurulmalı ve buralarda bu kişilere uzmanlar tarafından destek verilmelidir.

Tek ebeveynli ailelerin karşılaştığı sosyal ve ekonomik zorluklar, günümüzde giderek artan bir toplumsal mesele haline gelmiştir. Bu bağlamda, sosyal hizmet disiplini, söz konusu aile yapısının ihtiyaçlarına yanıt verebilecek temel meslek alanlarından biri olarak öne çıkmaktadır. Sosyal hizmet uygulamalarında danışan güçlendirme yaklaşımı, bireyin kendi yaşamındaki sorunları en iyi tanıyan ve bu sorunlara yönelik çözüm üretme kapasitesine sahip aktif bir özne olduğu varsayımına dayanmaktadır (Afyonoğlu ve vd, 2021). Bu yaklaşım doğrultusunda, sosyal hizmet uzmanları, tek ebeveynli bireylerin yaşam koşullarına müdahale ederken, onların çözüm önerilerini dikkate almakta ve karşılıklı iş birliği çerçevesinde ilerlemeyi esas almaktadır.

Tek ebeveynli ailelerin gereksinimleri zaman içinde çeşitlenmekte ve karmaşıklaşmaktadır. Yapılan araştırmalar ve mevcut literatür incelendiğinde, bu ailelerin özellikle ekonomik sorunlar noktasında çok boyutlu destek mekanizmalarına ihtiyaç duyduğu görülmektedir. Bu doğrultuda, mevcut ekonomik destek modellerinin kapsamının genişletilmesi, nafaka ve miras gibi hukuki sorunlara yönelik mevzuatın gözden geçirilerek yeniden yapılandırılması gerekmektedir.

Özellikle tek ebeveyn konumundaki annelerin istihdam olanaklarının artırılması, hem kamu sektörü hem de özel sektör düzeyinde geliştirilecek politikalarla desteklenmelidir. Bu kapsamdaki düzenlemeler, kadınların ekonomik bağımsızlıklarını güçlendireceği gibi, toplumsal cinsiyet eşitliği açısından da önemli katkılar sağlayacaktır. Öte yandan, istihdam edilen tek ebeveynlerin çocuk bakımına ilişkin yüklerini hafifletmek amacıyla, kamu kurumları ve özel kuruluşlar tarafından sağlanan ücretsiz kreş ve gündüz bakım hizmetlerinin yaygınlaştırılması büyük önem taşımaktadır. Bu tür hizmetlerin artırılması, hem ebeveynlerin iş gücüne katılımını destekleyecek hem de çocukların erken yaşta güvenli bir gelişim ortamına erişmesini mümkün kılacaktır.

Tek ebeveyn kadınların psiko-sosyal problemlerine yönelik; psiko-sosyal destek hizmetlerinin yaygın hale getirilmesi ve erişilebilir kılınması çok önemlidir. Bu bağlam doğrultusunda aile mahkemelerinde görev yapan sosyal çalışmacıların ailelere yönelik verdikleri eğitimlerin de artırılması gerekmektedir. Yeni oluşan aile sisteminde farklılıkların kabul edilmesi için seminerler düzenlenmeli ve ihtiyacı olan gruplarla grup çalışmaları gerçekleştirilmelidir. Tek ebeveyn olan annelerin özellikle çocuklarının eğitimi hususunda

desteğe ihtiyaç duydukları gözlemlenmiştir. Bu durumda okul sosyal hizmetinin daha yaygın hale getirilerek, disiplinler arası iş birliği ile hem maddi hem de manevi olarak çocukların eğitimi desteklenmelidir.

Tek ebeveyn annelerin maruz kaldığı toplumsal dışlanma ve damgalanma gibi problemlerin ortadan kaldırılmasına yönelik bilinç artırıcı ve savunuculuk çalışmaları gerçekleştirilmesi önerilmektedir.

Tartışma

Türkiye’de tek ebeveyn olarak hayatına devam eden kadınlar hakkında yapılan araştırmalar bizlere; kadınların sosyal, ekonomik, hukuksal ve toplumsal alanlara kadar her alanda ciddi sorunlar ile karşı karşıya kaldıklarını göstermektedir. Hali hazırda iki ebeveyn tarafından çocuklarına verilmesi gereken bakımı tek başlarına üstlenmek durumunda kalan anneler çocuk bakımının yanı sıra hayatta kalabilmek adına bir savaşın içerisine dahil olmaktadır. Bu tür ebeveynlik rollerini yerine getirmeye çalışan kadınlar kendilerini var etme konusunda ve yaşam doyumları konusunda kendilerini ikinci plana atmak durumunda kalmaktadırlar. Ne sebeple olursa olsun tek başlarına çocuklarına bakım veren annelerin iş hayatına katılabilmeleri için çevresi ve devlet politikaları tarafından destek görmeleri elzemdir. Çünkü bu annelerin ekonomik koşullarını daha iyi bir hale getirebilmeleri için maddi destek görmekten çok düzenli bir gelire ihtiyaçları bulunmaktadır. Bu sebeple de çocuklarının bakımları ile devlet desteği ile birlikte yapılmalı ve annelere çalışabilmek adına bir fırsat sunulmalıdır. Bu amaç doğrultusunda sosyal bir devlet olmanın getirdiği sorumluluklar dahilinde tek ebeveyn olan kadınlar için iş olanakları oluşturulmalı ve kendilerine uygun bir çalışma hayatı sosyal politikalar ile sağlanmalıdır. Bu durum öylesine önem arz etmektedir ki yeterli yaşam doyumuna ulaşamayan kadınlar yalnızlaşır ve toplumdan uzaklaşırlar. Bu durumun önüne geçilmelidir. Aksi halde sağlıklı bir aile ortaya çıkmak durumunda kalacaktır.

Parçalanmış aileler genellikle sosyo-ekonomik güçlükler yaşamakta olduğu araştırma neticesinde saptanmıştır. Sosyal hizmet mesleği çerçevesinde olan mikro seviyede müdahale ile tek ebeveyn kadınların zorluk ile karşılaştığı süreçte bu problemlerin üstesinden gelebilmelerini sağlamak için öncelikle ekonomik ihtiyaçlarının karşılanması gereklidir. Bu durum ise makro seviyede bir uygulama ile gerçekleştirilebilir. Aile, Çalışma ve Sosyal Hizmet Bakanlığı tarafından ekonomik olarak güçlük yaşayan ailelere Sosyo-ekonomik Destek (SED) yardımları bağlanmaktadır. Bu desteklerin iyileşmesini sağlamak, bu araştırmanın önerilerdendir (Genç, 2019).

Parçalanmış ailelere yönelik psiko-sosyal hizmetlerin tek bir çatı altında toplanarak, aile sağlığının psiko-sosyal boyutunun göz önünde bulundurulması ve bu hususta verilecek hizmetlerin topluma ulaşılabilirliğini artırma doğrultusunda ilgili proje, politikalar oluşturulabilir ve her ailenin faydalanabileceği bir birim kurulabilir. Şu an Sağlık Bakanlığı projesiyle oluşturulan Sağlıklı Hayat Merkezleri gibi merkezler kurularak ya da bu projede ailelere özel birim oluşturup iyileştirme yapılabilir. Bu birimlerde ailelerin ihtiyaçları belirlenerek, kendi kararını alması konusunda yardımcı olunabilir, aile üyelerinin kapasite ve güçlü yönleri vurgulanarak güçlenmelerine destek olunabilir, grup çalışmaları yapılarak aile üyeleri ilişkisi hususlarında aile üyelerinin farkındalık kazanmaları sağlanabilir, bölgedeki okul ve rehberlik araştırma merkezleri, yerel yönetimler ile iş birliği halinde çalışılarak ailelerin gereksinimleri tespit edilebilir ve çözüm yolları bulunabilir (Genç, 2019).

Sonuç

Türk toplumunda tek ebeveyn olan kadınların tek başlarına kaldıklarında erkeklerle eşit haklara sahip olmadığı ve eşit koşullarda yaşamadığı bir gerçektir. Bu eşitsizlik kadın ve erkek arasındaki fiziksel farklılıktan değil de tamamen toplumun yalnız kalan kadınlara yönelik algısı nedeniyle meydana gelmektedir. Yalnız kalan annenin statüsü, eğitimi ve ekonomik durumu ne olursa olsun toplumumuzda ne yazık ki kadına bakış açısı her zaman cinsiyet endeksli olmuştur.

Ülkemizde son zamanlarda yer edinen ve kullanılmaya başlanan “Tek Ebeveyn” sözcüğü, toplumsal yaşam eşitsizliğinin bir örneğidir. Tek başlarına bakım veren kadınlar hayatlarında yeni bir ilişki ve bu ilişkilerde denge şekillerini, zor ve çalkantılı bir süreç geçirerek toplumsal alanda yer almaya başlıyor. Boşanma ya da vefat sonrası yaşanan maddi ve sosyal statü kaybı, kadınları iş hayatının içine sürüklemekte ve iş hayatında takdir edilen bir personel olma, beğenilme gibi duyguların yalnız kalan kadınlarda özgüven, özsaygı ve motive olma seviyelerini artırmaktadır. Toplumun boşanmış kadınlarla empati kurması ve onların problemlerine karşı duyarlı hale gelmesi ile tek ebeveyn kadınların yaşadıkları sosyal dışlanma ve ayrımcılık azalacaktır (Karaca, 2019).

Tek ebeveynli ailelerin ülkemizde karşılaştıkları problemlerin tespiti birçok yönden önem taşımaktadır. Bunun başlıca nedenlerinden biri söz konusu grubun maruz bırakıldığı birçok dezavantajlılığın olmasıdır. Evliliğin toplumsal bir norm olduğu Türkiye’de, boşanmaya yönelik olumsuz bakış açısı ve baskılayıcı bir tavır olduğu yadsınamaz bir gerçektir. Ülkemizde her ne kadar kadınların yaptıkları evlilikler (kendi tercihleri ile yapılan evlilikler) geçmişe göre değişim göre değişim göstermiş olsa da evlilik birliği içinde kadının yeri hala kırılgandır.

İstenmeyen evliliklere maruz kalma ya da istenmeyen evliliğin devam ettirilmesi yönündeki baskıların devam ettiği bilinmektedir (Gönülaçan, 2022).

Bu araştırmanın sonucu bizlere; tek ebeveyn olan kadınların çektikleri sıkıntılarının çoğu zaman benzer olduğunu ve bunlara yönelik çözüm politikalarının var olduğunu göstermiştir. Ancak burada özellikle Aile ve Sosyal Hizmetler Bakanlığı'na büyük sorumluluk düşmektedir. Sosyal hizmet mesleğinin ana kavramlarından olan fırsat eşitliği ilkesi ile tek ebeveyn annelerin bakım yükümlülükleri hafifletilmeli, iş olanakları sağlanmalı ve gereksinimleri karşılanmalıdır.

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Kanser Hastalarının İyi Oluş D zeyini Arttıran Fakt rler ve Yaşam Kalitesine Etkisi

Serpil Duran

Kıbrıs Sağlık ve Toplum Bilimleri Üniversitesi, Sağlık Bilimleri Fak ltesi, Hemşirelik Bölümü, KKTC, e-mail: serpil.duran@kstu.edu.tr , Orcid No: 0000-0001-9019-0458

Dilek  z elik

Kıbrıs Sağlık ve Toplum Bilimleri Üniversitesi, Sağlık Bilimleri Fak ltesi, Hemşirelik Bölümü, KKTC, e-mail: dilek.ozcelik@kstu.edu.tr, Orcid No: 0000-0003-0664-298X

 zet

Bu  alışma derleme t r nde olup, kanser hastalarının iyi oluş d zeyini artıran fakt rler ele alınarak farkındalık kazandırmayı ama lamaktadır. Literat r taraması kapsamında PubMed, Scopus ve Google Scholar veri tabanlarında 2015–2024 yılları arasında yayımlanmış a ık eriřimli, klinik, randomize kontroll  ve sistematik derleme  alışmalarına ulařılmıştır. Kanser, bireyin fiziksel saėlıėının yanı sıra ruhsal, sosyal ve manevi alanlarda da ciddi etkilere neden olan bir hastalıktır. Yapılan  alışmalarda, hastaların sosyal destek sistemlerinin g  lendirilmesinin, psikolojik danıřmanlık hizmetleriyle ruhsal y k n azaltılmasının, semptom y netimi ile g nl k yaşam kalitesinin artırılmasının  nemli olduėu bulunmuřtur. Ayrıca, saėlık personelinin empati temelli iletiřimi, hasta merkezli bakım anlayıřı ve multidisipliner yaklařımın, hastaların s rece uyum saėlamasında ve tedaviye aktif katılım g stermesinde etkili olduėu saptanmıştır. Mindfulness temelli uygulamalar, egzersiz programları, manevi destek yaklařımları ve gevřeme teknikleri gibi tamamlayıcı y ntemlerin, hastaların stres, kaygı ve depresyon gibi olumsuz duygularla bařa  ıkmalarına yardımcı olduėu g r lm řt r. Bu uygulamalar, bireyin iyi oluş d zeyine katkıda bulunmaktadır. Sonu  olarak, kanser hastalarının yalnızca fiziksel a ıdan deėil; psikososyal, manevi ve duygusal y nlerden de desteklenmeleri gerekmektedir. İyi oluş d zeyini artırmaya y nelik b t nc l yaklařımların saėlık hizmetleri kapsamında yer alması, bireyin yaşam kalitesini y kselterek, hastalıkla bař etme g c n  artıracaktır. Bu doėrultuda saėlık profesyonellerinin iyi oluşu destekleyen kanıta dayalı yaklařımları klinik uygulamalarda kullanması b y k  nem tařımaktadır.

Anahtar Kelimeler: Kanser, İyi Oluş, Psikososyal Destek, Yaşam Kalitesi

Factors Enhancing the Well-Being of Cancer Patients and Their Impact on Quality of Life

Abstract

This study is a review and aims to raise awareness by addressing the factors that enhance the well-being of cancer patients. Within the scope of the literature review, open-access, clinical, randomized controlled, and systematic review studies published between 2015 and 2024 were accessed through the PubMed, Scopus, and Google Scholar databases. Cancer is a disease that significantly affects not only the physical health of an individual but also their mental, social, and spiritual well-being. Studies have found that strengthening patients' social support systems, reducing emotional burden through psychological counseling services, and improving quality of daily life through symptom management are important. Additionally, it has been identified that empathy-based communication by healthcare personnel, a patient-centered care approach, and a multidisciplinary approach are effective in helping patients adapt to the process and actively participate in treatment. Complementary methods such as mindfulness-based practices, exercise programs, spiritual support approaches, and relaxation techniques have been shown to help patients cope with negative emotions such as stress, anxiety, and depression. These practices contribute to the individual's level of well-being. As a result, cancer patients need to be supported not only physically but also psychosocially, spiritually, and emotionally. The inclusion of holistic approaches aimed at increasing well-being within healthcare services will improve the individual's quality of life and enhance their ability to cope with the disease. In this regard, it is of great importance for healthcare professionals to use evidence-based approaches that support well-being in clinical practice.

Keywords: Cancer, Well-being, Psychosocial Support, Quality of Life

Giriş

Kanser, vücuttaki bazı hücrelerin kontrolsüz bir şekilde çoğalarak vücudun diğer bölgelerine yayılması ile oluşan bir hastalıktır (Dünya Sağlık Örgütü [DSÖ], 2025). Global Cancer Observatory (GLOBOCAN) verilerine göre; 2022' de 19.9 milyon yeni kanser vakası ve 9.7 milyon kanser ölümü meydana gelmiştir (Bray, 2024; DSÖ, 2025). Türkiye' de 2020 yılında her 4 kişiden 1' inin kanser olduğu ve kanserin ölüm nedenleri arasında ikinci sırada yer aldığı görülmektedir (Türkiye İstatistik Kurumu [TÜİK], 2023; Türkiye Kanser İstatistikleri, 2025). Bu nedenle kanser dünya çapında önde gelen ölüm nedenlerinden birisi olmuştur. Kuzey Kıbrıs' da ise Sağlık Bakanlığı Kanser Kayıt Projesi verilerine göre; 2012- 2016 yılları arasında 3663 yeni tanı almış kanser vakalarının olduğu görülmektedir.

İyi oluş, psikolojide farklı yönler açısından ele alınan bir kavramdır (Bernay vd., 2016). Felsefi kullanımı, bir kişinin yaşamının onun açısından ne kadar iyi olduğu fikrine dayanmaktadır. Bir kişinin iyi oluşu, onun için “iyi olan” her şeydir. İyi oluş sağlıkla ilgili konularda genellikle bireyin “iyi olma hali” yani olumlu yanları, tatmini, mutluluğu, iyi zihinsel ve fiziksel sağlığı ile ilişkilendirilmektedir (Crisp, 2001; Bernay vd., 2016). Kanser hastalarının iyi oluş ve yaşam kalitelerini arttırmak için; onkolojik rehabilitasyon ile kanser hastaları bütüncül yaklaşımla ele alınmalıdır (Genç vd., 2018; Piraux vd., 2020). Bu makale derleme türünde hazırlanmış olup; kanser hastalarının iyi oluş düzeyini artıran faktörler ele alınarak farkındalık kazandırmayı amaçlamaktadır.

İyi oluş düzeyi ve yaşam kalitesini arttıran faktörler

İnsan bedenden ve ruhtan oluşan bir varlıktır. Hasta hastaneye yattığı andan itibaren sağlık hizmetlerinde hem beden hem de ruhun desteklendiği bütüncül bir sağlık hizmeti almaya gereksinim duymaktadır (Kumaş, 2024). Onkolojik rehabilitasyon ile kanser hastaları bütüncül yaklaşımla ele alınarak fiziksel ve biyopsikososyal yönleri olumlu yönde geliştirilerek hastaların yaşam kaliteleri artırılmaktadır (Piroux vd., 2020). Onkolojik rehabilitasyon ile kanser tedavi sürecinde ve kanser sonrası dönemde semptomları (ağrı, bulantı, depresyon, uyku sorunları gibi) azaltmak, iyi oluş düzeyi ile yaşam kalitesini arttırmak için farmakolojik yöntemler ve nonfarmakolojik yöntemlere yer verilmektedir. Kanser hastalarında semptomların yönetiminde en çok kullanılan non farmakolojik yöntemler egzersiz, deri stimülasyonu (transkutan elektriksel sinir stimülasyonu-TENS), sıcak veya soğuk uygulama, masaj, akupunktur, refleksoloji gibi fiziksel metotlar; gevşeme egzersizleri, hayal kurma, dikkati başka yöne çekme, müzikterapi, aromaterapi gibi bilişsel- davranışlar ve zihin-beden terapi teknikleridir (Beyliklioğlu ve Arslan, 2018; Birling vd., 2021; Çoban ve Binici, 2023; Genç vd., 2018; Kim vd., 2022; Matis vd., 2020; Piraux vd., 2020; Tarrasch vd., 2018; Uysal vd., 2017; Xiao vd., 2018; Zhang vd., 2022;)

Onkolojik rehabilitasyonun en önemli adımlarından birisi egzersizdir (Piroux vd., 2020). Herhangi bir miktarda fiziksel aktivite ve egzersiz yapmak, tüm yaşlarda ve tüm yetenek düzeylerindeki insanlar için yararı bulunmaktadır (Bull, 2020). Egzersiz, kanser hastalarında ve kanserden kurtulanlarda ağrı, yorgunluk, yaşam kalitesi, kardiyopulmoner fonksiyon, kas kütlesi ve gücü ile psikolojik durumun iyileşmesine katkı sağlayan en önemli müdahalelerden birisidir. Hastaların gereksinimleri, tercihleri, fiziksel ve psikolojik durumları göz önünde bulundurularak egzersize yönlendirilmeleri önemlidir (Piroux vd., 2020). Egzersiz hastaların yorgunluk ve stres düzeylerini azaltarak uyku, fiziksel fonksiyon ve ruh hali üzerinde olumlu

etkileri olduđu; yaşam kalitesini arttırdığı ve sadece fiziksel değil, psikolojik olarak da olumlu etkisi olduđu bir çok çalışmayla kanıtlanmıştır. Bu doğrultuda egzersiz yapan hastalarda semptom şiddeti azalmakta ve iyilik hali ile yaşam kalitesi artmaktadır. (Bull, 2020; Piraux vd., 2020).

TENS uygulamasının kanser tedavisi sırasında, kanseri tedavi edici etkisi yoktur. TENS uygulaması kapı kontrol teorisine etki ederek ağrıyı azaltmakta ve vücutta endorfini uyarak ağrı kesici etki yapmaktadır (Çoban ve Binici, 2023). Kolorektal kanser tanısı alan hastalarla yapılan bir çalışmada; ayak refleksolojisinin hastaların ağrı düzeyini azalttığı ve yaşam kalitesini olumlu yönde etkilediği görülmüştür (Uysal vd., 2017). Radyasyon tedavisi alan meme kanserli hastalarda, tedavinin sonlanmasının ardından 4 hafta boyunca refleksoloji uygulandığında uygulanmayan kontrol grubuna göre yorgunluk düzeylerinin azaldığı, uyku ve yaşam kalitesinde anlamlı bir artış kanıtlanmıştır (Tarrasch vd., 2018). Akupunktur uygulamasının ise kanser hastalarında uyku sorunları çözümünde olumlu etkileri olduđu ve uyku kalitesini arttırdığı; stres, anksiyete ve yorgunluk gibi problemleri azalttığı görülmüştür (Cruz vd. 2024; Zhang vd., 2022).

Meme kanserli hastalar üzerinde yapılan bir çalışmada uygulanan aromaterapi ve müzik tedavisinin strese duyarlılığı, kaygıyı ve ağrıyı azalttığı; meme kanserli kadınlar ile yapılan farklı bir çalışmada ise meme cerrahisi öncesi kullanılan lavanta yağının hastaların anksiyete düzeylerini azalttığı saptanmıştır (Beyliklioğlu ve Arslan, 2018; Xiao vd., 2018). Crosby ve arkadaşları (2018)'nın meme kanserli hastalar üzerinde yaptığı aromaterapi uygulaması duygusal işlevsellik, yorgunluk ve depresyon iyileşmesini olumlu yönde arttırmıştır. Fiziksel uygulamaların yanı sıra hastaların psikolojik sağlığını iyileştirmeye yönelik, zihin-beden terapilerinin kullanımı da yaygın olarak görülmektedir. Zihin- beden terapileri; mindfulness, nefes egzersizleri ve gevşeme egzersizlerini uygulamalarını içermektedir. Bu egzersizler yoga, qi gong ve tai chi gibi geleneksel uygulamaları ve mindfulness temelli stres azaltma eğitimi, progresif kas gevşeme egzersizleri gibi modern terapileri içerir (Birling vd., 2021). Zihin-beden terapileri genel olarak vücutta kortizol salınımını azaltarak otonom sinir sisteminin dengelenmesini sağlamaktadır (Matis vd., 2020). Bu terapiler kanser hastalarında uyku kalitesini iyileştirebilir fakat bu terapilerin uykusuzluğa eşlik eden depresyon, anksiyete gibi psikolojik problem yaşayan kanser hastalarında etkililiğini anlamak amacıyla daha fazla çalışmaya ihtiyaç vardır (Birling vd., 2021). Mindfulness egzersizlerinin kanser hastalarında uykusuzluk semptomlarını azalttığını bildiren çalışmalar mevcuttur (Kim vd., 2022).

Ayrıca kanser hastalarında tanı aldıkları andan itibaren bilinmezlik, bilgi eksikliği gibi nedenlerden dolayı psikolojik problemleri artar. Hastaların spiritüel iyi oluş düzeyleri arttıkça, psikolojik dayanıklılık düzeylerinin de arttığı görülmektedir. Manevi değerlere yönelen kanser hastaların spiritüel iyi oluşlarının daha yüksek olabileceği düşünülmektedir (Ölmez ve Karadağ, 2022). Cici ve arkadaşları (2025)' nın çalışmasında spiritüel iyi oluş düzeylerinin yüksek olduğu belirlenen hastaların manevi iyilik hali arttıkça kan basıncı ve solunum hızının azaldığı saptanmış ancak ağrıyla bir ilişki bulunmamıştır. İnal ve Gürsu (2018)' nun araştırmasında ise; kanser hastaları süreçle baş etmede dini ve maneviyatın ilk sıralarda yer aldığını belirtmişlerdir. Kanser ile başa çıkmada kullanılan dini referanslar arasında; dua etmek, Kur'an okumak, tevekkül, rıza, Allah' a sığınmak gibi dini yöntemlere başvurdıklarını söylemişler; sosyal çevreden ve manevi danışmandan destek aldıkları görülmüştür. Bu çalışmada kanser hastalarının çoğu manevi inancın iyileşmelerine yardımcı olabileceği inancına sahiptir. Kanser hastalarında bütüncül bakımında önem taşıyan manevi değerlerle ilgili uygulamaların artırılması önemlidir.

Sonuç ve Öneriler

Sonuç olarak; onkolojik rehabilitasyon ile bütüncül destek sağlanarak, kanser hastalarının yalnızca fiziksel açıdan değil; psikososyal, manevi ve duygusal yönlerden de desteklenmeleri gerekmektedir. İyi oluş düzeyini artırmaya yönelik bütüncül yaklaşımların sağlık hizmetleri kapsamında yer alması, bireyin yaşam kalitesini yükselterek, hastalıkla baş etme gücünü artıracaktır. Bu doğrultuda sağlık profesyonellerinin iyi oluşu destekleyen kanıta dayalı yaklaşımları, klinik uygulamalarda hasta bakımı ve hasta yakınlarına destek sırasında kullanması büyük önem taşımaktadır.

Kanser hastalarında, kanser tedavi süreci ve kanseri atlattıktan sonra sağkalımı arttırmak ve mortaliteyi azaltmak; semptomları en yüksek fayda ile yönetebilmek; hasta yakınlarında süreçte olumlu etkisini arttırmak; yaşam kalitesi ve iyi oluş düzeylerini arttırmak için onkolojik rehabilitasyon yaklaşımının kanser hastalarıyla ilgilenen sağlık profesyonelleri tarafından uygulanması önerilir.

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Yabancı Uyruklu Öğrencilerin Okul Yaşamında İyi Oluş Düzeyini Etkileyen Faktörler

Dilek Özçelik

Kıbrıs Sağlık ve Toplum Bilimleri Üniversitesi, Sağlık Bilimleri Fakültesi, Hemşirelik Bölümü, KKTC

e-mail: dilek.ozcelik@kstu.edu.tr, Orcid No: 0000-0003-0664-298X

Serpil Duran

Kıbrıs Sağlık ve Toplum Bilimleri Üniversitesi, Sağlık Bilimleri Fakültesi, Hemşirelik Bölümü, KKTC

e-mail: serpil.duran@kstu.edu.tr , Orcid No: 0000-0001-9019-0458

Özet

Küreselleşme ile birlikte yükseköğretim kurumlarında yabancı öğrenci sayısı her geçen gün artmaktadır. Yeni bir kültüre, dile ve eğitim sistemine uyum süreci, yabancı öğrencilerde akademik başarı kadar psikolojik ve sosyal iyi oluş üzerinde önemli etkiler yaratmaktadır. Bu çalışma, yabancı öğrencilerin okul yaşamında iyi oluş düzeylerini etkileyen bireysel, akademik, sosyal ve çevresel faktörleri ele almıştır. Literatür taranarak, 2015–2024 yılları arasında PubMed, Scopus ve Google Scholar veri tabanlarında yayımlanan çalışmalara ulaşılmıştır. Bulgular, yabancı öğrencilerin iyi oluşunu etkileyen faktörlerin; dil yeterliliği, kültürel uyum, sosyal destek, ayrımcılık deneyimleri, akademik stres, ekonomik kaygılar ve barınma koşulları olduğunu göstermektedir. Ayrıca, üniversite ortamında kültürel kapsayıcılığın sağlanması, danışmanlık hizmetlerine erişim, arkadaşlık ilişkilerinin desteklenmesi ve anlamlı sosyal katılım fırsatları, öğrencilerin psikolojik sağlamlıklarını güçlendirip okul yaşamından doyum almalarını artırmaktadır. Araştırmalarda, sosyal izolasyon ve yalnızlık yaşayan öğrencilerde depresyon, anksiyete ve akademik başarısızlık riskinin daha yüksek olduğu görülmüştür. Buna karşın, üniversite yönetimleri ve akademik danışmanlar tarafından sunulan psikolojik danışmanlık, kültürlerarası etkileşim programları ve öğrenci kulüpleri gibi destekleyici yapılar, öğrencilerin uyum süreçlerini kolaylaştırıp iyi oluşlarını artırmaktadır. Sonuç olarak, yabancı öğrencilerin iyi oluş düzeylerinin yükseltilmesi, kurumsal bir sorumluluk olarak ele alınmalı; çok boyutlu destek mekanizmaları oluşturulmalıdır. Bu bağlamda, hem akademik hem de psiko-sosyal destek sistemlerinin bütüncül olarak güçlendirilmesi önerilmektedir.

Anahtar Sözcükler: İyi Oluş, Okul Yaşamı, Sosyal Destek, Uyum, Yabancı Uyruklu Öğrenci

Abstract

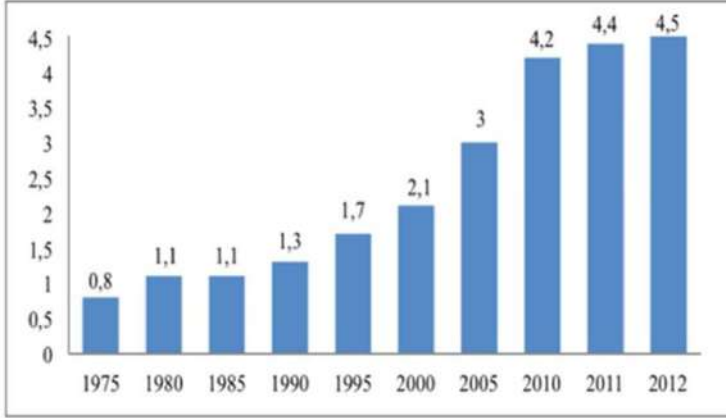
With globalization, the number of international students in higher education institutions continues to increase steadily. The process of adapting to a new culture, language, and educational system significantly affects international students' psychological and social well-

being, as well as their academic success. This study explores the individual, academic, social, and environmental factors that influence international students' well-being within the context of school life. A comprehensive literature review was conducted, focusing on studies published between 2015 and 2024 in the PubMed, Scopus, and Google Scholar databases. The findings indicate that key factors influencing the well-being of international students include language proficiency, cultural adaptation, social support, experiences of discrimination, academic stress, financial concerns, and housing conditions. Moreover, ensuring cultural inclusivity within university settings, access to counseling services, support for peer relationships, and opportunities for meaningful social engagement contribute to enhanced psychological resilience and greater satisfaction with university life. Research shows that students experiencing social isolation and loneliness are at higher risk for depression, anxiety, and academic failure. Conversely, supportive structures such as psychological counseling, intercultural exchange programs, and student clubs—offered by university administrations and academic advisors—facilitate the adaptation process and improve students' overall well-being. In conclusion, enhancing the well-being of international students should be addressed as an institutional responsibility. It is essential to establish multidimensional support mechanisms. In this regard, it is recommended that both academic and psychosocial support systems be strengthened holistically and comprehensively.

Keywords: Well-being, School Life, Social Support, Adaptation, International Students.

Giriş

Ekonomik ve kültürel küreselleşmeyle eş zamanlı olarak, yurtdışında eğitim fırsatları, eğitim fırsatları arayan üniversite öğrencileri için giderek daha çekici hale gelmiştir. Ve bu durum çeşitli ülkelerde yabancı uyruklu öğrencilerin sayısının artmasına neden olmuştur (Mardaliyeva,2022). Küreselleşmenin eğitim alanında gerçekleştirdiği değişimin sonucu uluslararası öğrenci dolaşımının boyutları artmıştır. Uluslararası öğrencilerin gittikleri ülke ekonomilerine sağladıkları katkılar yanında sağladığı prestij ve sermayeyi oluşturan taraf olmanın sağladığı sosyokültürel avantajlar da dolayısıyla tüm ülkeleri bu gelişmeden pay alma çabası içerisine girmesine neden olmuştur (Yardımcıoğlu,2017). Yılmaz vd.(2021) yapmış olduğu çalışma; 1975-2000 yılları arasındaki 25 yılda 1,3 milyon artış gösteren uluslararası öğrenci sayısı 2000 yılından sonra neredeyse beş yılda bir milyon artmıştır. 2005 yılında üç milyon olan uluslararası öğrenci sayısı 2012 yılında 4,5 milyona ulaşmıştır.



Şekil 1. Yükseköğretimde uluslararasılaşmadaki büyüme (1975-2012, milyon). Paris OECD kaynağından uyarlanmıştır.

KKTC uyruklu öğrenci sayısı, 2018-2019 döneminde 12 bin 508, 2019-2020 döneminde 12 bin 255, 2020-2021 döneminde 13 bin 427, 2021-2022 döneminde 13 bin 914 olarak kayıtlara geçti. TC uyruklu öğrenci sayısı, 2018-2019 döneminde 54 bin 875 iken, 2019-2020 döneminde bu sayı 50 bin 274'e, 2020-2021 döneminde 46 bin 561'e, 2021-2022 döneminde de 43 bin 101'e düştü. Buna karşın 2018-2019 döneminde 35 bin 318 olan yabancı uyruklu öğrenci sayısı, 2019-2020 döneminde 41 bin 349'a, 2020-2021 döneminde 43 bin 120'ye, 2021-2022 döneminde ise 51 bin 280'e yükseldi (KKTC Milli Eğitim Bakanlığı, 2023).

Yabancı uyruklu öğrencilerin Ülke tercihlerini etkileyen faktörleri araştıran bir çok çalışma bulunmaktadır. Yılmaz G., & Güçlü N., (2021)'in yapmış olduğu çalışmada öğrencilerin ülke tercihlemesi sırasında ülkenin yükseköğretiminin yüksek kaliteli ünü, kurumun uluslararası ünü, sıralamalarda üstlerde yer alma, İngilizceyi İngilizce konuşan ülkede geliştirme, uluslararası iş piyasasında artan beklentilere önem veriklerini saptamış, Phang(2023)'ün çalışmasında ise iletişimin kalitesi, online kanallar (websitesi, e-mail), öğrenim görülecek yerin çekiciliği (kurumsal imaj, istenilen program/kurs, dil, uluslararası çevre ve maliyet bileşenini içeriyor), sosyal faktörler(aile, arkadaş ve akademik ağ, okuyan öğrencilerin deneyimleri), eğitimin kalitesi öğrenci tercih sıralamasında yer almıştır. Ger A.M. vd. (2017) araştırmasında tercih yapılan öncelik sıralaması içerisinde öğrencilerin hayat tecrübesini arttıran ülkeleri, ülkenin saygınlığı, ülkedeki refah ve güvenliği, eğitim masraflarını, öğrenci vizesi kolaylığı ve mezun olunca iş bulma kolaylığının yer aldığını belirtmiştir.

James-MacEachern, M. ve Yun, D. (2017)'ün yaptığı çalışmada duygusal değerler, imaj, akademik olmayan yönler, motivasyon ve empati gibi geniş bir bakış açısı da öğrencilerin seçimini etkileyen faktörler içerisinde yer aldığından bahsetmiştir. Li(2020)'nin 44 öğrenci üzerinde yaptığı çalışmada ise öğrenci tercihlerini etkileyen faktörleri kişisel nedenler, kurum imajı, programın değerlendirmesi ve şehir etkisi olmak üzere 4 başlık altında toplamıştır.

Üniversite hayatı, farklı alanlarda çaba gerektirdiği için öğrenciler için zorlu bir dönemdir. Bu çabalar, üniversitedeki akademik ve sosyal hayata entegrasyon, yeni kazanılan özgürlüklerle başa çıkma, daha bireyselleşme ve erkek ve kadın akranlarla sosyal ilişkiler kurmayı içerir. Yüksek öğrenim aynı zamanda kültürel adaptasyonun yaşandığı bir zaman dilimidir(Yılmaz vd, 2020 ; chen X. vd, 2017). Çalışma, yabancı öğrencilerin okul yaşamında iyi oluş düzeylerini etkileyen bireysel, akademik, sosyal ve çevresel faktörleri ele alan, bu konuda farkında yaratmak amacıyla derleme olarak yazılmıştır. Çalışmada, yabancı öğrencilerin okul yaşamında iyi oluş düzeylerini etkileyen bireysel, akademik, sosyal ve çevresel faktörlerin incelenmesi amaçlanmıştır. Çalışma verileri literatür taraması ile elde edilmiş olup, çalışma derleme niteliğindedir.

İyi Oluş

İnsanların iyi olma düzeylerini psikolojik açıdan ele alan iyi oluş kavramı; psikolojik olarak işlevselliğin olması, yaşamdan doyum alınması, mutluluk duyulması, yetenek ve potansiyellerini geliştirebilmek adına yaşam amaçlarına sahip olunması şeklinde tanımlanmaktadır(Turgut ,2020). Freire vd.(2016)’nin iyi oluş üzerine yaptığı çalışmada; iyi oluşu destekleyen başa çıkış stratejilerinin belirlenmesinin iyi oluşu desteklerken, iyi oluş düşeyinin cinsiyet farklılığında farklılık içermediğini göstererek, iyi oluşun daha çok iç strateji ve planlama ile desteklendiğini saptamıştır. İyi oluş bileşenleri, kişilik yapısı, yaşam şartlarındaki dışsal değişimler, baş etme teknikleri gibi çeşitli faktörlerin bileşimine bağlıdır. Yaşamın bir yönü ve anlamı olduğunu dile getiren kişilerin, optimal düzeyde yaşam doyumunu olan bireyler oldukları söylenmektedir(Şahin, 2019).

Yabancı Öğrencilerin Karşılaştığı Sorunlar

Nkoko(2016) yaptığı çalışmada uyum sürecinde eğitim veren ve eğitim alanın ayrı kültürlerle sahip olmasının ve farklı dil kullanımının iletişim kopukluğuna neden olduğunu ve bunun da uyum sürecini olumsuz etkilediğini bulmuştur(Nkoko,2016).

Araştırmalara göre uluslararası öğrenciler, kültürel ve iletişimsel problemler, sosyal destek yoksunluğu, dil bariyerleri, akademik sorunlar, finansal, psikolojik, sosyal izolasyon ve sağlık gibi çeşitli konularda zorluklarla karşı karşıya kalmaktadırlar (Topal ve Tauscher, 2020).

Wu vd.(2015), nitel çalışmasında birçok uluslararası öğrenci kendi ülkeleri dışında yüksek öğrenimlerine devam ederken farklı yiyecekler, alışılmadık yaşam koşulları, mali sorunlar, iş dengesi, çalışma programları, öğrenme stilleri veya dil, kültür ve kişisel engellerle ilgili zorluklar gibi engellerle karşılaştıklarını belirtmiştir.

Mesidor ve Sly (2015), öğrencilere bu noktada özellikle akademisyenlerin ve politika yapıcıların desteğinin çok önemli olduğundan bahsetmiştir. Özellikle öğrencilerin beş alanda

uyum sorunları yaşadığını belirtmiştir; fiziksel sağlık, akademik, mesleki ve kişisel/sosyal alanlar. Dil engelleri, mevcut kaynaklara aşına olamama ve bu kaynaklara nasıl ulaşılacağı, yerleşik bir sosyal destek sisteminin ve/ veya sosyal ağın eksikliği bu alanlarda yaşanan sorunları daha da kötüleştirdiğini belirtmiştir.

İyi Oluş Düzeyini Etkileyen Faktörler

Topal ve arkadaşları yaptığı çalışmasında iyi oluş düzeylerini etkileyen faktörleri; Akademik, Sosyal ilişkiler ve Duygusal olmak üzere üç grupta toplamıştır(Topal ve Tauscher, 2020).

Yapılan birçok araştırma göstermiştir ki hem akademik hem sosyal hayatta yaşanan dil ve iletişim bariyerleri düşük dil yeterliliğine sahip uluslararası öğrenciler için önemli bir stres nedenidir. Eğitim aldığı ülke ile aynı konuşma diline sahip olmayan öğrencilerin akademik eğitimlerinin zorlu olduğu yapılan çalışmalarda görülmüştür (Nkoko,2016).

Sosyal ilişkiler ve destek, dil, kültür, ırk/renk, siyaset ve eğitim sistemindeki farklılıklar, aile özlemi ve ayrımcılığa maruz kalma ve bunun sosyal yaşam üzerindeki etkisi, sosyal uyumu olumsuz etkileyen belirgin faktörlerdir. Demiral Yılmaz ve arkadaşlarının yaptığı çalışmada öğrenciler sosyal aktivitelere katılmak istediklerini ancak akademik başarısızlık veya burs kaybetme korkusu nedeniyle aktivitelere katılmak yerine ders çalışmayı seçtiklerini bildirilmiştir(Demiral Yılmaz vd., 2020). Ayrıca uluslararası öğrenciler ile yapılan çalışmada, uluslararası öğrencilerin genel olarak duyguları ele almada zorluk çektiklerini ortaya çıkmıştır. Akademik ve sosyal uyum süreçleri çok streslidir çünkü yeni kurallarla başa çıkmayı gerektirir. Bu nedenle, öğrenciler depresyona girme ve fiziksel sağlıklarını etkileme noktasına kadar zihinsel olarak tükenme eğilimindedir. Bütün bu koşullar, sosyal uyumlarını engelliyor. Bu stresli koşullar altında, uluslararası öğrenciler aynı kültürel-dilsel altyapıyı paylaşanlardan sosyal destek aramaktadır(Ana,2020).

Yapılan araştırmalar, uluslararası öğrencilerin çoğunluğunun ev sahibi kültürün ve akademik kurumların taleplerine makul ölçüde uyum sağlamasına karşın, kültürel ortamdaki değişime bağlı uyum sürecinin yarattığı stresi ifade eden kültürel uyum stresinin, birçok uluslararası öğrencinin çeşitli ev sahibi ülkelerde yaşadığı önemli bir sorun olarak tanımlandığını göstermektedir. Çeşitli ülkelerde yapılan çalışmalar, kültürel uyum stresinin olumsuz duygusal durumlarda artışa ve olumlu duygusal refahta azalmaya yol açtığını ileri sürmüştür . Bazı temel faktörler arasında yalnızlık, kültür uyumsuzluğu veya kültürel çatışmalar, ev sahibi öğrencilerle bütünleşme eksikliği, dil engelleri ve iletişim zorlukları, sosyal destek eksikliği, ırk ayrımcılığı, mali stres ve akademik sorunlar yer alabilir. Sosyal destek ve başa çıkma stratejileri, aidiyet duygusu ve yaşam anlamı gibi kültürel stresin olumsuz duygusal durumlar üzerindeki etkilerini hafifleten faktörleri içeren çalışmalar da vardır (Edara, 2018).

Jiand vd.(2020),araştırmasında uluslararası öğrenciler için eğitim kalitesini ve danışmanlık (pskolojik, kültürlerarası etkileşim programları, öğrenci kulüpleri, vb.)destek hizmetlerini iyileştirmeyi amaçlayan politika yapıcılar ve üniversite uygulayıcıları için çıkarımlar içeren sonuçlara ulaşarak öğrencilerin iyi oluş düzeylerinde destekleyici olabileceğini belirtmiştir.

Sonuç ve Öneriler

Çoğu yabancı uyruklu öğrenci kendi problemlerini dile getirebilecekleri, sorularına cevap alabilecekleri muhatapların olmasının desteklenmesi, maddi ve manevi destek olabilecek bir sistemin geliştirilmesi ve uygun bir birimin oluşturulması üniversite yaşamında yabancı uyruklu öğrencilerin iyi oluş düzeylerini olumlu etkileyecektir.

Yabancı öğrencilerin iyi oluş düzeylerinin yükseltilmesi, kurumsal bir sorumluluk olarak ele alınmalı; çok boyutlu destek mekanizmaları oluşturulmalıdır. Bu bağlamda, hem akademik hem de psiko-sosyal destek sistemlerinin bütüncül olarak güçlendirilmesi önerilmektedir.

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AKADEMİSYEN TEMSİLCİ ATAMALARI



ULUSLARARASI FİNAL ÜNİVERSİTESİ

REKTÖRLÜK

23 Ocak 2025

**KKTC Milli Eğitim Bakanlığı
Lefkoşa.**

Sayı: 100/100/REK.230125.010

Konu: Pozitif Okullar ve İyi Oluş Kongresi hk.

İlgi: 21 Ocak 2025 tarih ve MEB.0.00-011/01-25/E.258 sayılı yazınız.

13-15 Mayıs 2025 tarihleri arasında düzenlenecek Uluslararası Pozitif Okullar ve İyi Oluş Kongresinin yürütme kurulunda üniversitemiz öğretim görevlisi Uğurcan Teşdelen'in görev alması uygun görülmüştür. Bilgi ve gereğini saygılarımla arz ederim.



CYPRUS SCIENCE UNIVERSITY

27.01.2025

Sayı: KİÜ.0.00.051.01/E.455

Konu: Pozitif Okullar ve İyi Oluş Kongresi Hk.

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İlgi: 21 Ocak 2025 tarihli, MEB.0.00.-11/01-25/ E.251 ve E.256 sayılı yazılarınız

Bakanlığınız ev sahipliğinde 13-14-15 Mayıs 2025 tarihlerinde gerçekleştirilecek olan Uluslararası Pozitif Okullar ve İyi Oluş Kongresi'nde üniversite öğretim elemanlarımız Doç. Dr. Mehtap KÖSE ULUKÖK ve Öğr. Gör. İrfan SARIYILDIZ'IN yürütme kurulunda görevlendirilmeleri tarafımızca uygun görülmüştür.

Bilgilerinize saygıyla arz ederim.


Prof. Dr. Erdal GÜRYAY
Rektör V.



KUZAY KIBRIS TRK CUMHURİYETİ
MİLLİ EĞİTİM BAKANLIĞI

Sayı : MEB.0.00-011/01-25/E.259

21 Ocak 2025

Konu : Pozitif Okullar ve İyi Oluş Kongresi Hk.

Uluslararası Kıbrıs Üniversitesi Rektörlüğü

Milli Eğitim Bakanlığı ev sahipliğinde 13-14-15 Mayıs 2025 tarihinde Uluslararası Pozitif Okullar ve İyi Oluş Kongresi'nin 3'üncüsü düzenlenecektir. Kongre ekibi Milli Eğitim Bakanlığı tarafından oluşturulmakta olup üniversite çeşitliliği ve kapsayıcılığı önem arz etmektedir.

Bu bağlamda, Milli Eğitim Bakanlığı ev sahipliğinde gerçekleşen Uluslararası Pozitif Okullar ve İyi Oluş Kongresi'nde üniversite personeliniz Sayın Çağla Gür kongre başkanı olarak görevlendirilmiştir.

Bilgi ve gereğini saygı ile rica ederim



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Tel: 0(392) 600 1800 - Fax : 0(392) 600 1884

e-Posta : meb@mebnet.net - mebarsiv@mebnet.net

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ėr. Gr. Dr. Charles Muweesi - Busitema niversitesi - Uganda
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ėr. Gr. Lale Langal - Girne Amerikan niversitesi
ėr. Gr. zlem Akın Erdoėan - Girne Amerikan niversitesi
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ėr. Gr. Sergen Irmak - Kıbrıs Aydın niversitesi
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