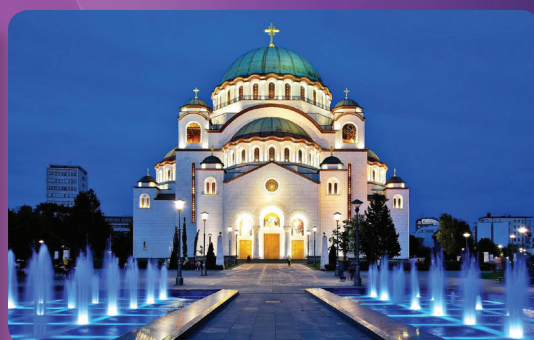# Globets 2018
Conference

An International Conference on Education, Technology and Science
6 - 9 May 2018, 88 Rooms Hotel, Belgrade - Serbia

Globets

6-9 May 2018, Belgrade - Serbia

Conference Programme
&
Abstract Book

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Welcome

From the President of the conference

Welcome to the official website of the GlobETS: AN INTERNATIONAL CONFERENCE ON EDUCATION, TECHNOLOGY AND SCIENCE, which will be held on 6 - 9 May 2018 in Belgrade, Serbia.

The GlobETS 2018 aims to bring together researchers, practitioners, educators, policy makers, and related parties in the field of Education to share their experiences, knowledge and new ideas in order to discuss how to create a sustainable world in peace and full of confidence about the future of the humanity. It is dedicated to the advancement of the theory and practices in education and it promotes collaborative excellence between academics and professionals from different fields of Education.

Another important goal of the GlobETS 2018 is to provide a platform as an opportunity for researchers, to meet academics and practitioners from different parts of the world and to enlarge their networks with person to person contacts in a high quality academic convention.

The GlobETS 2018 Conference focuses on various educational fields with cross-disciplinary interests to bridge the knowledge gap, promote research esteem and the evolution of pedagogy. The research papers that encompass conceptual analysis, design implementation and performance evaluation are most welcomed.

Proposals for presentations cover but not limited to the following themes of education:

— The development of knowledge and understanding of teaching practices.
— Social competencies and problem-solving competencies.
— Engaging learning environments
— Sustainability of learning and teaching practices.
— Innovative practices and ICT (i.e., virtual platforms, mobile & augmented learning, flipped learning, etc.)
— Values for 21stcentury global citizens
— Preparing teachers for integrative values education
— Teacher professional development for enhancing character education
— Curriculum/syllabus/lesson plan/learning materials development for integrated values education
— Developing learning activities/tasks/strategies for character education
— Assessing student's character development (values acquisition assessment)
— Creating/managing conducive school culture to character education
— Parents and public involvement in character education
— Psychological counselling and guidance
— Peace education
— STEM education
— Educational management skills and challenges
— Science education
— Language education in L1, L2 and the others

All selected papers will be published in the International Online Journal of Education and Teaching –IOJET (www.iojet. org), Elementary Education Online http://ilkogretim-online.org.tr and International Journal of Curriculum and Instruction (ijci.wcci-international.org) after the reviewing process.

We look forward to meeting you in Belgrade.

Prof. Dr. M. Engin Deniz
President of the Conference

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Keynote Speakers & Workshop

KEY NOTE SPEAKERS

1. Prof. Dr. Annemie DESOETE
Ghent University

Keynote Title: Is your knowledge about learning difficulties, dyslexia and dyscalculia still futureproof?
....

2. Prof. Dr. Salih ÇEPNİ
Uludag University

Keynote Title: Where is STEM running to?
....

3. Assoc. Prof. Dr. Ali ERYILMAZ
Yildiz Technical University

Keynote Title: Adolescents' Subjective Well-Being
....

4. Assoc. Prof. Dr. Tuncay AYAS
Sakarya University

Keynote Title: Cyber Bullying: The Danger of Virtual World
....

WORKSHOP

1. Çigdem Keven Akliman, M.A
Beypazari Counseling and Research Center

Title: Positive- Psychology and Psychotherapy Based Group Counseling Programme for Improving Positive Body Image in Adolescent
....

Conference Programme

1st Day – 6th May 2018 (Sunday)	
09:00-12:30	Registration / Lobby Hall
12:30-13:30	Lunch
13:30-14:00	Opening Speech / Room: Rooftop Conference Room A **İsmail Hakkı Mirici** / Near East University Dean of Education Faculty **Mehmet Engin Deniz** / Yıldız Technical University Dean of Students, President of Conference
14:00-15:00	Opening Plenary / Room: Rooftop Conference Room A **Ali Eryılmaz** Adolescents' Subjective Well-Being
15:00-15:20	Coffee Break / Main Lounge

Concurrent Session I (15:20-16:20)

Room	Rooftop Conf. Room A	Rooftop Conf. Room B	ONIKS
Chair	Yüksel Altun	Ali Gül	Bilge Uzun
15:20-16:20	**M. Engin Deniz, Seher Merve Erus** Development of Mindfulness in Marital Relationship Scale: Validity and Reliability Analysis	**Tuğba Deniz Karacan, Nurcan Uzel, Ali Gül** Use of Socio-Scientific Argumentation Approach in The Environmental Education	**Bilge Uzun** Prediction of Perceived Parental Attitudes and Negative Automatic Thoughts to Adolescents' Self- Esteem
	Murat Tuncar, Hikmet Katırcıoğlu Secondary 10. Class Biology Lesson Stem Orientation Research: My Hobby Garden	**Nurcan Uzel** An Investigation of Pre-Service Biology Teachers' Cognitive Structures On Basic Ecology Concepts	**Ali Eryılmaz** The Investigation of the Relationship between Narcissistic Personality Trait, Gender and Gender Roles
	Z. Yıldırım, Beril Akın Assessment of Pre-Service Biology Teacher's Pedagogical Content Knowledge Regarding Air Pollution	**Tuba Kasımoğlu, Ali Gül** The Evaluation of Pre-Service Teachers as Regards to Critical Thinking, Mentality Thinking and Problem Solving Skills	**Ali Eryılmaz, Fatma Altınsoy** The Relation between Life Satisfaction and the Belonging to the School in High School Students

Conference Programme

1st Day – 6th May 2018 (Sunday)			
Concurrent Session II (16:20-17:20)			
Room	Rooftop Conf. Room A	Rooftop Conf. Room B	ONIKS
Chair	Yüksel Altun	Yavuz Erişen	Fuat Tanhan
16:20-17:20	**Semra Mirici, İpek Pirpiroğlu Gencer** The Impact of Project Preparation Training on Project Preparation Self-Efficacies of Biology Undergraduate Students and Biology Teacher Candidates and Their Opinions on Teaching	**Tuğba Yurt, Nurcan Uzel, Ali Gül** The Effect of Ecological Foot Print Concept in the Cognitive Structure of Environmental Education of 9th Class Students	**Fuat Tanhan, Suat Aynas** Evaluation of the Perception of Death in Turkish Society by Political Leaders on Twitter
16:20-17:20	**Miraç Yılmaz, Hande Çetinkıl, İrem Selin Alper, Hikmet Katırcıoğlu** Self - Efficacy Perception of Primary and Secondary School Science Teachers: Meta Analysis	**Ebubekir Usanmaz, Yavuz Erişen** The Evaluation of the Project Preparation Methods and Techniques In-Service Teacher Training Program According to the Four-Level Evaluation Model	**Fuat Tanhan, Yusuf İpek** The Knowledge Level of School Director about Integrating Students During the Course Control
	Yüksel Altun Open-Source USB Arduinos for Inexpensive Measurements in Chemistry Laboratory	**Özlem Aslan Bağcı, Serdar Erdem, Yavuz Erişen** Evaluation of the Erasmus+ Ka103 Mobility Programme According to Views of Students and Coordinators	**Fuat Tanhan, Süleyman Kasap** The Affect of Body Posture on General Language Anxiety and Foreign Language Anxiety
Workshop Session			
17:20-18:20	**Çigdem Keven Akliman** Positive- Psychology and Psychotherapy Based Group Counseling Programme for Improving Positive Body Image in Adolescent		
18:30	Opening Cocktail		
19:30	Dinner		

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Conference Programme

2nd Day – 7th May 2018 (Monday)			
08:30-09:00	Registration / Lobby Hall		
09:00-10:00	Opening Plenary / Room: Rooftop Conference Room A **Annemie Desoete** Is your knowledge about learning difficulties, dyslexia and dyscalculia still futureproof?		
10:00-10:15	Coffee Break / Main Lounge		
Concurrent Session I (10:15-11:15)			
Room	Rooftop Conf. Room A	Rooftop Conf. Room B	ONIKS
Chair	Asuman Seda Saracoğlu	Ali Eryılmaz	Fatma Ebru İkiz
10:15-11:15	**Beste Dinçer, Asuman Seda Saracoğlu** Relationship among Speaking Self efficacy, Speaking anxiety and Communication skills of Prospective Teachers	**Ali Eryılmaz, Fatma Altınsoy** The Motivational Aspect of the Sense of Belonging to School in High School Students: Motive to Study the Lesson	**Firdevs Savi Çakar, Fatma Ebru İkiz, Gözde Şensoy** Examination of Pre-school Teachers' Views on Alternative Assessment
10:15-11:15	**Murat Kaan Artıran** Evaluatıon of Irrational Beliefs of Three Psychological Needs and Adjustment Problems In Adolescents	**Ali Eryılmaz** The Investigation of the Relationship between Peace Attitudes, Loneliness and Hopelessness	**Gözde Şensoy, Fatma Ebru İkiz, Zöhre Kaya, Esra Asıcı** Investigation of The Predictive Role of Childhood Experiences in Self-Confidence
	S. Rana Varol, Asuman Seda Saracaloğlu, Betül Altay Variables Predicting Self-Efficacy Levels of Students Receiving Education in Pedagogical Formation Programme	**İpek Danju** An Evaluation of the Effectiveness of the Cyprus Turkish History Course Curriculum Objectives in School Practices	**Gözde Şakar, Şerife Gonca Zeren** How Altruistic are Psychological Counselor Candidates?

Conference Programme

2nd Day – 7th May 2018 (Monday)			
Concurrent Session II (11:15-12:15)			
Room	Rooftop Conf. Room A	Rooftop Conf. Room B	ONIKS
Chair	Salih Cepni	Nergüz Bulut Serin	Aydın Balyer
11:15-12:15	**Cigdem Keven Akliman, Ali Eryılmaz** Examination of the Relationships Between Positive Body Image and Body Image Coping Strategies in Female Adolescents	**Nergüz Bulut Serin** The Impact of Anger Management Training on Anger, Aggression and Problem Solving Skills of Primary School Students	**Aydın Balyer, Ömer Öz** Academician's Views on Digital Transformation in Education
	Salih Çepni, Ümmühan Ormancı, Rabia Ozen Uyar, Sevinç Kaçar, Erkan Özcan Views of Phd Students Towards Qualitative Based Studies	**Didem İşlek** An Analysis of the Preservice Preschool Teachers' Self-efficacy Beliefs and Views Towards Using Museums as an Educational Environment	**Durmuş Ümmet, Ayşe Gül** An Examination for Adolescents' Depression and Anxiety Levels in view of Adolescents' Irrational Beliefs Which are about their Basic Psychological Needs and their some Demographic Characteristics
	Kamil Ersin Araç, Zeliha Nurdan Baysal Factors Affecting Teacher Candidates' Satisfaction Levels: Sample of Marmara University	**Gülsüm Aşıksoy** Gamification in Education: An Example of Flipped Classroom	**Aydın Balyer, Kenan Özcan** Educational Leaders and Teacher Leaders' Roles in Humanizing Education
12:15-13:30	Lunch		
13:30-14:30	Plenary / Room: Rooftop Conf. Room A **Keynote: Salih ÇEPNİ** Where is STEM running to?		

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2nd Day – 7th May 2018 (Monday)			
Concurrent Session III (14:30-15:50)			
Room	Rooftop Conf. Room A	Rooftop Conf. Room B	ONIKS
Chair	İsmail Hakkı Mirici	M. Engin Deniz	İsa Kaya
14:30-15:50	**Romina Plesec Gasparic** Flipped Learning and Teaching in Slovenia: Theory, Practice and Research	**Banu Davun** Balkanlar'da Osmanlı Dönemi Konut Mimarisi Dekoratif Bezemeleri (Kosova, Arnavutluk Örneği)	**M. Engin Deniz, Gülgün Uzun, Hacer Yıldırım Kurtuluş** Investigating the Predictive Effect of Offence -Specific Forgiveness and Assessing Attributions In Marriage on Marital Satisfaction
	Nermin Çiftci Arıdağ, Zeynep Pekin, Ekin Özbey Social Appearance Anxiety And Loneliness as Predictors of Marital Expectation	**Ceyhan Turhan, M. Engin Deniz** Predictive Roles of Emotional Intelligence and Big Five Personality Traits on Fear of Missing out	**Nur Hilal Yıldırım, Adnan Kulaksızoğlu** The Relationship Between Self Esteem and Future Expectations of Gifted Adolescents
	Sara Drožđek, Vesna FerkSavec, Anja Luštek Project-based learning with the use of e-portfolio	**Suzan Birel, M. Engin Deniz** Investigation of Job Satisfaction, Compassion and Emotional Responsiveness in Health Workers	**İsa Kaya** Examination of Pre-school Teachers' Views on Alternative Assessment
	Sanja Jedrinović, Anja Luštek, Mateja Bevčič, Martina Erjavšek, Francka Lovšin Kozina, Stojan Kostanjevec The usability of the educational computer game for nutrition education	**Tülay İlhan, Sabiha Eren, Aysel Esen Çoban** Relationship Between Initiating Romantic Intimacy and Relational Anxiety in Emerging Adulthood	**N. Remziye Ergül** A key Concept in our Lives: Tribology
15:50-16:10	Coffee Break / Main Lounge		

Conference Programme

2nd Day – 7th May 2018 (Monday)			
Concurrent Session IV (16:10-17:10)			
Room	Rooftop Conf. Room A	Rooftop Conf. Room B	ONIKS
Chair	Sinan Olkun	Alpaslan Gözler	Nergüz Bulut Serin
16:10-17:10	**Zeynep Pekin, Berke Kırıkkanat** Examining The Predictive Roles of University Students' Attachment Styles, Subjective Well-Being and Locus of Control Levels on Their Social Appearance Anxiety Levels	**İbrahim Gürer, F. Ebru Yıldız** Water Erosion Problem in Turkey	**Alpaslan Gözler** Turkish Education System Perceptions of Turkish Teacher Candidates: A Metaphor Study
	Mehmet Hayri Sarı, Sinan Olkun The Relationships Among Number Line Estimations, Mathematics Achievement And Place Value Concept	**Melda Köysüren, Devrim Uzel** The Effect of Technology Using 6th Grade Students on Mathematical Literacy In Teaching Mathematics	**Sevil Akbuğa, Alpaslan Gözler** The Evaluation of Preparative Level of Preschool Education By Preschool and Primary School Teachers
	Mehmet Nur Tuğluk, Banu Özkan Development of Pre-School Ergonomy Scale	**Nuray Eran Türedi, Ayşegül Övdür** Child-Friendly City, Çilimli	**Gül Kahveci, Nergüz Bulut Serin** Shaping Vocal Stereotypy of a Child with Autism Spectrum Disorder: A Non-Aversive Communication Teaching Technique

Conference Programme

2nd Day – 7th May 2018 (Monday)			
Concurrent Session IV (17:10-18:10)			
Room	Rooftop Conf. Room A	Rooftop Conf. Room B	ONIKS
Chair	Gürhan Can	Mehmet Metin Arslan	M. Engin Deniz
17:10-18:10	**Gürhan Can, Seydi Ahmet Satıcı** Fear of Missing Out Scale (FOMOs): Turkish Version Validity and Reliability Study	**Mehmet Metin Arslan** Structural Transformation in the Decision Body of the Education System	**Yasemin Okan, Sena Güme, Şerife Gonca Zeren** Examining the Relationship between Career Decision Self-efficacy, Decision- making Styles and Self-esteem in the Decision-making of Vocational School Students
	Cigdem Keven Akliman, Mehmet Avcı Gender Differences In Perception of Body, Expressions of Body Image And Body Image Coping Strategies Among Turkish Adolescents	**Ayşegül Irgın Işık** Aynı Eğitim Bölgesindeki Okul Müdürlerinin Kendi Görevlerine İlişkin Bakış Açıları ve Etkileşimi	**Sariha Kapıcıoğlu, M. Engin Deniz** Happiness and Big Five Personality Traits as Predictor of Compassion In Turkish University Students
	Selma Güleç, Saliha Eren Importance of Communication in Parent-Teacher Association Works Carried out in Preschool Educational Institutions	**Müge Yukay Yüksel, Neslihan Yaman** Adaptation of Adult-Adolescent Parent Inventory: A Validity And Reliability Study	**Burcu Özge Yüksel, M. Engin Deniz** Investigating The Predictive Role of Alexithymia on Loneliness and Resilience in Turkish University Students
19:30	Gala Dinner		
3rd Day – 8th May 2018 (Tuesday)			
08:30-09:00	Registration / Lobby Hall		
09:00-10:00	Plenary / Room: Rooftop Conf. Room A **Tuncay AYAS** Cyber Bullying: The Danger of Virtual World		
10:00-10:20	Coffee Break / Main Lounge		

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3rd Day – 8th May 2018 (Tuesday)		
Concurrent Session I (10:20-11:20)		
Room	Rooftop Conf. Room A	Rooftop Conf. Room B
Chair	Metin Deniz	Müge Akbağ
10:20-11:20	**Metin Deniz, Tuncay Ayas, Mustafa Koç** An Examination of the Level of Cyber Bullying and Loneliness of High School Students in Terms of Some Variables	**Müge Akbağ** The Predictive Role of Life Positions on Forgiveness in Romantic Relationships: an Analysis in the Context of Transactional Analysis Theory
	Tuncay Ayas, Metin Deniz, Bilge Sulak Akyüz Negative Results of Smartphone Addiction: Phubbing	**Seda Batur, Bülent Alcı** The Effect of Learning Together Technique of Cooperative Learning Method on Students' English Achievement
	Sezginsoy Şeker, Filiz Tuba, Dikkartın Övez The Opinions of Social Studies Teachers on The Usage of Education Informatics Network	**Feyyaz Ataç** The Reflections of Social and Cultural Factors in Movies on the Works of Interior Design Students
Concurrent Session II (11:20-12:20)		
Room	Rooftop Conf. Room A	Rooftop Conf. Room B
Chair	Yavuz Erişen	Müge Akbağ
11:20-12:20	**F. Tuba Dikkartın Övez, Burcu Sezginsoy Şeker** The Effect of Augmented Reality Application on the Level of Reaching Learning Outcomes: An Interdisciplinary Application Sample	**Yusuf Akyıl, Azmi Çağlar, Yakup İme** The Predictive Roles of Self-Esteem In Decision Making and Trait Emotional Intelligence on Job Satisfaction Among Teachers
	Ozan Deniz Kıyıcı, F. Tuba Dikkartın Övez 6th Grade Students' Views About Mathematıcal Teachıng Based on Technology Integration	**Zeliha Nurdan Baysal, Kamil Ersin Araç** Situations Determining the Quality levels in Higher Education: Factors Affecting the Satisfaction Levels of Teacher Candidates
	M. Engin Deniz, Abdullah Ensar Uzun An Examination of Loneliness and Emotional Autonomy as the Predictor of Empathic Tendency Among Adolescents	**Aslı Yayak** Role of Child Monitoring Centers for Child Sexual Abuse
12:20-13:20	Lunch	
13:30	Social Event: City Tour	
19:30	Dinner	

Conference Programme

4th Day – 9th May 2018 (Wednesday)	
Concurrent Session I (09:30-10:50)	
Room	Rooftop Conf. Room A
Chair	M. Engin Deniz
9:30-10:50	**Hacer Yıldırım Kurtuluş, Gülgün Uzun, Şerife Gonca Zeren, Ceren Bektaş** Job Satisfaction, Happiness and Loneliness at Work among School Counselors and Teachers
	Begüm Satıcı, M. Engin Deniz An Investigation of Romantic Relationship Satisfaction: A Descriptive Study in Young Adulthood
	Semra Mirici, İpek Pirpiroğlu Gencer, Fitnat Köseoğlu Scientific Festivals "The Problems Effecting Heart Health:Implementation and Evaluation of Effectiveness of "Daphnia Sample"
	Hasan Yılmaz, Aysel Efilti Sınıf Öğretmenlerinin İletişim Becerileri ile Sınıf Atmosferi Arasındaki İlişkinin Çeşitli Değişkenler Açısından İncelenmesi
	Emin Kurtuluş, Kamile Gamze Yaman An Examination of Career Anxiety and Self-Esteem in Future Expectations of Adolescents
	Yağmur Çerkez, Serap Özbaş, Sılay Bağlama High School Students' Positive and Negative Affect Schedules: A Study on Gender Differences
10:50-11:20	Closing Session / Room: Rooftop Conference Room A **Mehmet Engin Deniz**

ORAL PRESENTATIONS

AN INVESTIGATION OF PRE-SERVICE BIOLOGY TEACHERS' COGNITIVE STRUCTURES ON BASIC ECOLOGY CONCEPTS

Nurcan UZEL

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Understanding basic concepts related to ecology is fundamental for environmental education. Consequently, it is important to understand pre-service biology teachers' existing knowledge of basic ecological concepts to promote a solid environmental education. This study aims to identify their cognitive structures on *ecosystem, community, population,* and *habitat* key concepts basic to ecology using a word association test.

In this study, a word association test correlating to *ecosystem, community, population,* and *habitat* key concepts was administered to 28 senior pre-service biology teachers in the spring term of the 2015-2016 academic year. These teachers have completed all of the required education courses pertaining to environment and environmental education. A table indicating the frequency of words that the pre-service teachers associated with each key concept was developed. Based on the frequency tables, concept networks were created revealing the teachers' cognitive structures. The cutting point technique was used while constructing concept networks. The first cutting point was determined to be 13 since the participants were unable to produce more than 13 words about the key concepts. This process continued until all the words the participants responded to appeared in the concept network. This was accomplished by decreasing the first cutting point by three points. Words with a frequency of three or fewer were not used in the study because of the difficulty of forming a concept network; however, they were presented in the frequency table.

The results showed that the participants associated a total of 91 words on the test with *ecosystem*, *community, population,* and *habitat* key concepts. The distribution of the words that the pre-service teachers associated with key concepts were: 49 words for ecosystem, 48 words for community, 45 for population, and 40 words for habitat. The teachers associated a total of seven words with the key concepts corresponding to the concept network created with the first cutting point that was 13 or higher. There was a total of 28 words corresponding to the concept network created with the last cutting point between 4-6.

At the first cutting point, the pre-service biology teachers only associated the ecosystem concept with the word *live* even though the ecosystem involves both living and non-living components. This result might indicate that the pre-service teachers have deficient knowledge in the ecosystem concept.

It was also determined that they only associated the population concept with the community concept in the four basic key concepts of ecology. Another noteworthy result is that although these four key concepts are the basic concepts of ecology, the word ecology is only associated with the ecosystem and community concepts at the cutting point 7-9 and the final cutting point; however, this word was not associated with the habitat and population concepts. In addition, it was concluded that these four concepts, in the simplest form, occupy a place in the pre-service biology teachers' cognitive structures.

Keywords**:** Ecology, Biology education, Environmental education, Word association test, Cognitive structure

ROLE OF CHILD MONITORING CENTERS FOR CHILD SEXUAL ABUSE

Aslı YAYAK

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Abuse of a junior that hasn't compeleted his psychosexual growing by an adult for sexual satisfaction is called as child sexual abuse. Since the world average is %20, one out of every five children suffers from sexual abuse. As for our country, it ranks number three on the list.

In this study, a literature review about Child Monitoring Centers in our country was done and information about this issue was compiled.

Child Monitoring Centers are the centers in which all the staff and the equipments are stored to take statement of the children who are suspected of sexual abuse, to meet their families and to be prepared reports of such situations. They were established in 2012 in several cities of our country. Ministry Of Health, Ministry of Education, Law-enforcement Agencies, Ministry of Family and Social Policy and Public Prosecution office are the stakeholders of these centers as well. While pediatricians, psychologists, psychological counselors, social workers, child development specialists and nurses permanently work in the centers while a forensic medicine specialist and a child psychiatrist are present there from time to time as consultants. Here; forensic interviews, family interviews, forensic examinations and psychiatric evaluations are done.

The situations in which there is no evidence of sexual abuse towards the child, perpetrator continues to walk around freely in society and to victimize many more children because their crimes couldn't be proven. As for the victims, they move on their life as unhealty people since their victimization cannot be proven. A presence of a team work is really important for such these incidences not to come true. Child Monitoring Centers operating in our country were set up just to assess this problem.

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AN EXAMINATION OF LONELINESS AND EMOTIONAL AUTONOMY AS THE PREDICTOR OF EMPATHIC TENDENCY AMONG ADOLESCENTS

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The main purpose of this study is to examine loneliness and emotional autonomy as predictors of empathic tendency in adolescents.

The sample of the study consists of students, who are studying 9th, 10th and 11th grades of different high schools existing in city center of Başakşehir in İstanbul at 2017-2018 school year. Totaly 277 students (150 female, 127 male) participate in this study. The relational survey method was used in this study.

The data were collected through UCLA Loneliness Scale, Emotional Autonomy Scale and Empathic Tendency Scale. The UCLA loneliness scale was developed by Russel, Peplau and Ferguson (1978), then reviewed by Russel, Peplau and Cutrona (1980), and the scale adjustment work was done by Demir (1989). The Emotional Autonomy Scale was developed by Steinberg and Silverberg (1986) and translated into Turkish by Deniz (2010). The Empathic Tendency Scale was developed by Dökmen (1988).

According to the results of the research, there is a significant negative correlation between the loneliness of the adolescents and the empathic tendency levels. Therefore, as the level of loneliness of adolescents increases, empathic tendency levels decrease; as the level of loneliness decreases, empathic tendencies of the adolescents increase. In this context, loneliness is a significant predictor of empathic tendency. There is a significant positive relationship between emotional autonomy and empathic tendency levels of adolescents. As emotional autonomy of the adolescents increases, their empathic tendency increases; as the level of emotional autonomy declines, empathic tendencies of adolescents decrease. In this context, emotional autonomy is a significant predictor of empathic tendency.

Keywords: Adolescents, Loneliness, Emotional Autonomy, Empathic Tendency

SITUATIONS DETERMINING THE QUALITY LEVELS IN HIGHER EDUCATION: FACTORS AFFECTING THE SATISFACTION LEVELS OF TEACHER CANDIDATES

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The aim of this research is to examine the elementary school teachers' satisfaction levels within the main field in which they study, according to some demographic variables in the teaching staff, counseling, management, resources, computer facilities, courses and curriculum sub-dimensions. Quantitative screening method was used in the research. For this purpose; 136 (4th grade) teacher candidates studying at a government university. Faculty of Education constitute the study group of the researchers. The data of this study was collected through the "Faculty of Education - Student Satisfaction Scale" developed by Şahin (2009) and the ''Personal Information Form'' prepared by the researchers. Survey method was used in the mentioned research. The collected data was analyzed with the SPSS 18.0 package program. It was found that the satisfaction levels of the teacher candidates did not show any significant differences due to gender or the high school they graduated from when the findings are examined. On the other hand, it was seen that the satisfaction level of the students changed significantly according to the academic grade average. In addition to this, the teacher candidates' most positive opinion was regarding sub-dimension consultancy services and the most negative opinion was regarding the computer facilities. The findings were discussed within the framework of related literature and similar studies. Various suggestions were made accordingly.

Keywords: Teacher Training, Primary Education, Quality in Higher Education, Education

EXAMINATION OF THE RELATIONSHIPS BETWEEN POSITIVE BODY IMAGE AND BODY IMAGE COPING STRATEGIES IN FEMALE ADOLESCENTS

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The purpose of this study is to examine the relationships between positive body image and body image coping strategies in female adolescents. The study was conducted in the relational pattern. 160 adolescents, aged between 14 and 16 years, attended the study. In the study, data were collected with the scale of coping with body perception and body image. Relations between variables in the study were examined by simple regression analysis. According to the results of the research, there is a positive relationship between positive logical acceptance and positive body perception. On the other hand, it has been found that there is a decrease in positive body image as adolescents use corrective and avoidance strategies.

Keywords: Adolescent, Body image, Coping

AN EVALUATION OF THE EFFECTIVENESS OF THE CYPRUS TURKISH HISTORY COURSE CURRICULUM OBJECTIVES IN SCHOOL PRACTICES

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The aim of this study is to determine the effectiveness of the Turkish History course curriculum's objectiveness and the teachers' implementation of the curriculum in schools in Cyprus. The research was conducted using a qualitative research approach and a descriptive research model. The researcher prepared semi-structured interview forms to reveal the teachers' views. Content analysis method was applied through using Nvivo 10 software in the analysis of qualitative data. The analysis of the survey data was conducted by encoding the results, as well as dividing and categorizing the teacher's feedback and opinions; furthermore, direct opinions have also been noted. According to the findings, not only is there a disparity between the application of the program and its original objectives, but the effectiveness of the curriculum is also questioned.

Keywords: education, curriculum, Cyprus Turkish History, qualitative

SECONDARY 10. CLASS BIOLOGY LESSON STEM ORIENTATION RESEARCH: MY HOBBY GARDEN

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STEM education has become one of the most important educational areas of today. Together with the developing technology, countries have made serious reforms in their education policies, creating a process and production oriented education policy for the needs of the 4th generation industry.

In this study, it was thought that the students made profession choices in secondary education and the students were asked to answer the question of whether their knowledge on these professions would increase if they had STEM education. The study was considered as a production-oriented model in the course of the STEM education in the biology class by making, living and making students.

In this context, students are asked to make their own hobby gardens. Various equipments such as irrigation system were given to students and they were expected to make their own designs.

Study sample Afşar is a 10th grade student who studies in multi-program Anatolian High School. 20 students were included in the study. Throughout the process, students were followed up and process-oriented assessments were made. Data were collected by qualitative analysis method. Attitudes scale was applied to the students at the beginning and end of the process. At the attitude scale, the interest of STEM professions and their curiosity about scientific processes were measured. As a result of the analysis made, it was also found that there is a meaningful difference in the fact that the students are interested in the scientific processes that are related to the STEM profession.

Keywords: STEM education, qualitative analysis method

RELATIONSHIP AMONG SPEAKING SELF EFFICACY, SPEAKING ANXIETY AND COMMUNICATION SKILLS OF PROSPECTIVE TEACHERS

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According to Oxford's dictionary, communication skills are defined as *the ability to convey or share ideas and feelings effectively*. The term clearly shows that especially in learning environment communication is an efficient and important ability for teachers to have a connection between teaching and learning. Not only in today's world but also in Turkey, being communicate well with people is seen as one of the lifelong skills. Ministry of National Education in Turkey showed the importance about this skill in the report that was presented in 2017 on the website indicating it was accepted as one of the 21st century teacher competencies.

As separate from other language skills, speaking skill directly affects the communication skills of the individual because teachers communicate mostly by speaking to transmit information to students. In order to improve the communication skills of prospective teachers, first of the basic components that may be affected on should be investigated. With this thought, the purpose of this research is to examine the relationship among speaking self-efficacy, speaking anxiety and communication skills of prospective teachers in terms of various variables. The study was designed as relational correlational survey method. The sample of the study consists of totally 250 seniors who are studying at Adnan Menderes University Faculty of Elementary education, Computer education and Instructional Technology, Mathematics and Science Education, Turkish and Social Sciences education and Psychological Counseling and Guidance departments during the fall semester of in 2017-2018 academic year.

In the study three scales were used. These are Self efficacy Scale for Speaking Skills, developed by Katrancı and Melanlıoğlu in 2013, having a five-factor structure and 25 items, Speaking Anxiety Scale, developed by Kinay and Özkan in 2014, having a three factor structure and 40 items, and also Communication Skills Scale, developed by Korkut Qwen in 2014, having a four factor structure and 25 items. The Cronbach alpha coefficients of scales were found above .70 so the data collecting instruments were accepted as reliable.

The collected quantitative data were analyzed by Statistical Package for the Social Sciences (SPSS) 20.0 program. Since the data analysis process has not been finished yet, the findings and the discussion part will be presented at the congress.

EVALUATION OF IRRATIONAL BELIEFS OF THREE PSYCHOLOGICAL NEEDS AND ADJUSTMENT PROBLEMS IN ADOLESCENTS

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This study aims to evaluate the relationships between irrational beliefs of three basic psychological needs (TBPN) and antisocial behavior, anger control, emotional distress, and positive self of adolescents. Irrational beliefs of TBPN is a new concept that bring Rational Emotive Behavioral Theory (REBT) and Self-determination Theory (SDT) together in order to explain cognitive processes under umbrella of motivation. A different approach to cognitive behavior therapy in the means of integrating both REBT and SDT theoretical frame works can be used to explain adjustment problems in adolescents. Irrational beliefs of autonomy, competency and relatedness considered to be important variables in adolescent life.

The sample of the study constituted by 180 participants (female = 36, male = 120, other = 24) from three Turkish high schools. RESD-A (Rational Emotive Self Determination Scale (RESD) for Adolescents) and Reynolds Adolescent Adjustment Screening Inventory (RAASI) are used to measure the relationships. The relationship between irrational beliefs of TBPN and antisocial behavior, anger control, emotional distress, and positive self was identified by conduction of Pearson Product Moment Correlations. To check predictive capacity, the hierarchical multiple linear regression analyses was used.

Results of the present study yielded evidence that IrrTBPN is related to adjustment problems and can predict some of adjustment problems (e.g. antisocial behavior, anger control, emotional distress) in adolescents.

Keywords: Autonomy, competence, relatedness, irrational beliefs.

VARIABLES PREDICTING SELF-EFFICACY LEVELS OF STUDENTS RECEIVING EDUCATION IN PEDAGOGICAL FORMATION PROGRAMME

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In this research, it is aimed to reveal certain variables predicting teacher self-efficacy levels of students receiving education in pedagogical formation programme. In this respect, classroom management skills, communication skills, speaking self efficacy and speaking anxiety are determined as predictor variables in this study. The research has been conducted with volunteer students receiving education in a pedagogical formation programme in a university in the West of Turkey. The sample included 347 students in total. Participants' distribution with regards to their faculties are; 72 for Faculty of Sport Sciences; 100 for faculty of literature; 54 for faculty of Science; 45 for Faculty of Economics and Administrative Sciences; 37 for Faculty of Tourism; 39 students for Engineering Faculty. In percentage, 68% of participants are (n=238) are women and 32% (n=111) are male. With the aim of data gathering, Teacher Self-Efficacy Scale, Classroom Management Ability Scale, The Communication Skills Scale, Speaking Self-Efficacy Scale as well as Speaking Anxiety Scale for Prospective Teachers were used. In the analysis process, data normality tests, independent sample t-test, ANOVA, Pearson Correlation coefficient were calculated and and regression analysis was applied. Research findings revealed that self-efficacy level (x= 3,61) is high; classroom management skills level (x=4,23) is very high; communication skills level (x=4,03) and speaking self-efficacy level (x=3,95) is high, on the other hand, it was found that, speaking anxiety (x=2,35) level is low. Key to the correlation analysis results, meaningful relationships were determined between teacher self-efficacy total scores and classroom management skills (r= .440, p<.001) as positive and average level; with communication skills as (r= .155, p<.001) as positive and low level, with speaking anxiety (r=-.331, p<.001) as negative and average level; and with speaking self-efficacy (r=.271, p<.001) as positive and low level. As for the regression analysis results, it was determined that the most robust predictor is classroom management skills and this variable is followed by speaking anxiety and speaking self-efficacy. On the other hand, communication skills is not a meaningful predictor. Accordingly, these three variables altogether explain the variation in self-efficacy level with a percentage of 26%. This result imply that, there are other factors which affect teacher self-efficacy.

Keywords: Prospective teachers, teacher self efficacy level, classroom management skill, communicative skills, speaking self efficacy

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INVESTIGATING THE PREDICTIVE EFFECT OF OFFENCE-SPECIFIC FORGIVENESS AND ASSESSING ATTRIBUTIONS IN MARRIAGE ON MARITAL SATISFACTION

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The aim of this study is to examine the relationship between marital satisfaction and offence-specific forgiveness and assessing attributions in marriage and to investigate the predictive effect of offence-specific forgiveness and assessing attributions in marriage on marital satisfaction. The sample of this research consists of 160 married women and 30 married men living in İstanbul.

The sample group of the study was selected and stratified and clustering sampling methods were used together. The relational survey method was administered in this study. Relational screening model aims to determine the existence of the exchange agreement between two or more variables (Karasar,2003). The data of the study were collected with the help of 3 scale. These are "The Marital Offence-Specific Forgiveness Scale", "Marital Satisfaction Scale", "Assessing Attributions in Marriage Scale". The Marriage Satisfaction Scale was developed by Çelik (2006) and the reliability and validity study of the scale was conducted by Çelik (2006). Assessing Attributions in Marriage Scale. was developed by Fincham and Bradbury (1992) and adapted to Turkish by Tutarel-Kışlak (1999). The Marital Offence-Specific Forgiveness Scale was adapted to Turkish by Akın, Çolak and Eroğlu (2012). Paleari, F. G., Regalia, C., and Fincham, F. D. (2009). In order to determine the socio-demographic characteristics of the individuals participating in the research, a personal information form was created by the researchers. The personal information form consists of 14 questions. The personal information form includes questions such as gender, age, education levels, occupation, the year of marriage, the date of marriage start, the type of marriage, number of children, socio-economic levels and so on.

In this study, Pearson correlation analysis was used to determine the level of relationship between marital satisfaction and offence-specific forgiveness and assessing attributions in marriage. Regression analysis was used to determine the predictive effect of offence-specific forgiveness and assessing attributions in marriage on marital satisfaction.

According to research findings, there is a significant negative correlation between marital satisfaction and the Marital offence-specific forgiveness in marriage (distinct correlated dimensions Resentment-Avoidance) and also Resentment-Avoidance of the Marital offence-specific forgiveness in marriage predicts marriage satisfaction. Another result is that there is a negative relationship between marital satisfaction and assessing attributions in marriage. Assessing attributions in marriage is a significant predictor of marriage satisfaction.

Keywords: Marital Satisfaction, Assessing Attributions In Marriage, Offence-Specific Forgiveness In Marriage

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JOB SATISFACTION, HAPPINESS AND LONELINESS AT WORK AMONG SCHOOL COUNSELORS AND TEACHERS

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It is important for each individual to feel happy, and to be satisfied in the workplace. When it comes to employee happiness and satisfaction, school counselors and teachers have a different position. Because, it is considered that school counselors and teachers who feel happy about their work environment and experience job satisfaction will reflect these positive feelings to their students and their relations with the students.

These issues, which is related to school counselors' and teachers' career lives is directly related to their career counseling process. Also it is seen as an important situation which may influence the students and the educational institutions they work with. Because job satisfaction of school counselors and teachers will directly affect the quality, thus the productivity of psychological counseling, and education-training services. Hence it will contribute to the improvement of personal counseling, educational counseling, and vocational counseling services and to provide a better educational environment.

In the present study, it is aimed to investigate the relationship between job satisfaction, loneliness at work, and happiness. In response to this general objective, the answers to the following questions have been sought; Is there a significant relationship between loneliness at work, job satisfaction, and happiness among school counselors and teachers?

Relational screening model was used in the study. Relational screening model is a model that is aimed to identify the presence and the degree of mutual change between two or more variables. The sample of the study consists of school counselors and teachers working in İstanbul. Snowball sampling was used while choosing the study sample. Participants were reached via internet by using social media.

The data were collected through Loneliness At Work Scale, Oxford Happiness Scale-Short Form ,Job Satisfaction Scale and Personal Information Form. Loneliness At Work Scale was developed by Wright, Burt and Strongman in 2006. The scale has 16 items and two factors named "Emotional Deprivation" and "Social Companionship". The validity and reliability studies of the Turkish version was conducted by Doğan and friends. Oxford Happiness Scale-Short Form was developed by Hills and Argyle in 2002. Adaptation study of the scale was conducted by Doğan and Çötok in 2011. Job Satisfaction Scale was developed by Hackman and Oldham, and adapted to Turkish by Taşdan in 2008 for school organizations and teachers. Additionally, The Personal Information Form which was developed by the researchers was used to collect additional information about the participants.

It this study, T-test, One Way ANOVA, and for the relationship between the participants' loneliness at work, happiness, and life satisfaction Pearson Correlation analysis was used.

There is a positive positive relationship between school psychological counselors and teachers' job satisfaction and happiness levels. There is a negative relationship between the job satisfaction of school psychological counselors and teachers and the level of loneliness at work.

According to the results of this research, as the level of happiness of school counselors and teachers increases, job satisfaction increases and when job satisfaction decreases, job satisfaction decreases. as the level of loneliness of school psychologists and teachers increases, the job satisfaction decreases and the level of job satisfaction increases when the level of loneliness decreases at the workplace.

As a result of research findings, school psychological counselors and teachers can review the career development process and make various adjustments. Career counseling services can be provided to school psychological counselors and teachers to increase their occupational satisfaction. Future research may also address the impact of the career counseling service provided for school staff.

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WATER EROSION PROBLEM IN TURKEY

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Turkey is a country located between Europe and Asia and has a surface area of 779 452 km^2 and a population of about 72 million. The Asian part; Anatolia is a plateau rising progressively towards the east. Turkey has a variety of climates, annual rainfall in Turkey varies between 231 mm to 2269 mm. ¾ of the lands of Turkey are exposed to severe and more severe erosion. 59% of agricultural lands, 64% of rangelands and 54% of forestlands are exposed to erosion. Every year total 500 million tons top soil goes to the sea, dams and lakes of Turkey. For solution, reforestation at the upper reaches of the catchments, weirs and drop structures made of concrete, masonry, loose riprap and woods, on the torrential river beds, dams on the main rivers, and longitudinal structures along the river banks are applied by the responsible State Organizations.

Keywords**:** Watershed erosion, reservoir sediment, erosion control, sediment yield

A KEY CONCEPT IN OUR LIVES: TRIBOLOGY

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In this study, pre-service science teachers' knowledge levels about the concept of tribology and related concepts friction, wear and lubrication which have an important place in our daily life, have been investigated. Qualitative research methods were used and 8 volunteer pre-service science techers were included in the study. As a qualitative data collection tools, a semi-structured interview technique was applied and voice recordings were taken and also students were given the questionnaire that including eleven open-ended questions, designed by researcher at four different categories. These categories are: Tribology concept and the importance of the concept of tribology, Concept of friction and its explanation at microscopic and macroscopic level, The concept of wear, its cause and importance and the concept of green tribology. Content analysis method was used for data analysis. Results showed that pre-service science teachers have not sufficient level of knowledge at four categories.

Keywords: Tribology, friction, wear , lubrication, pre-service science teachers, teaching.

EXAMINING THE RELATIONSHIP BETWEEN CAREER DECISION SELF-EFFICACY, DECISION-MAKING STYLES AND SELF-ESTEEM IN THE DECISION-MAKING OF VOCATIONAL SCHOOL STUDENTS

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The aim of this research is to determine whether the self-esteem in decision-making and decision-making styles of the Vocational School students significantly predict career decision self-efficacy levels. Subjects of the study were 535 students selected by cluster sampling method among the different vocational schools of Istanbul Medipol University. The Career Decision Self-Efficacy Scale and Melbourne Decision-Making Questionnaire I-II were applied.

The results of the study showed that there was a significant positive relationship between career decision self-efficacy and self-esteem in decision-making. And also, career decision self-efficacy positively related to vigilance decision-making style. On the other hand, there was a significant negative relationship between career decision self-efficacy and buck-passing, procrastination and hypervigilance decision-making styles. Self-esteem in decision-making and decision-making styles have a significant impact on career decision self-efficacy. There were no gender differences in career decision self-efficacy, self-esteem in decision making and decision-making styles.

Keywords**:** Career decision self-efficacy, decision making, self-esteem in decision-making, decision-making styles.

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BALKANLAR'DA OSMANLI DÖNEMİ KONUT MİMARİSİ DEKORATİF BEZEMELERİ (KOSOVA, ARNAVUTLUK ÖRNEĞİ)

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Tarih boyunca insan toplumlarının kültürel değerler bütünü çevreye ve dolayısıyla yaşadıkları mekanlara da yansımış, ihtiyaçlarını karşılayacak şekilde düzenleme gereği duymuşlardır. Barınak vazifesi gören ev, dünyanın en eski mimari yapılarından bir tanesidir ve bir anlamda ülkenin kültürel temellerini oluşturmaktadır. Geleneksel konut mimarisi ve araştırmamızın konusunu oluşturan dekoratif bezemeler yüzyıllar sonra insan eliyle yapılmış sanat eserleri olarak günümüze ulaşmıştır. Toplumların farklı yaşam tarzları, inanışları, gelenekleri, adetleri, kısaca kültürleri bu elişi dekoratif eserlerde özgünleşerek yansımaktadır. Anadolu'nun çeşitli yörelerinde olduğu gibi Balkanlarda da Osmanlı dönemine ait geleneksel konut mimarisinin özelliklerini taşıyan çok sayıda yapı mevcuttur.

Bu çalışmanın amacı, eski dönemlerden günümüze kadar, Türk tipi yaşam tarzının (kültürel, sosyal ve dini) geleneksel Osmanlı dönemi mimari yapılarından olan Kosova ve Arnavutluk'ta bulunan geleneksel Osmanlı dönemi konutlarda kullanılan dekoratif elemanlar üzerindeki etkisini araştırmaktır. Bu amaçla saha araştırması yapılmış, evlerin yapı malzemesi, iklimsel etkileri, kültürel etkileri, dekoratif-mimari tasarım içeriğinde incelenmiş ve korunması ile ilgili öneriler ışığında, oryantalist süslemelere sanatsal bir bakış açısıyla estetik eleştirisi yapılmıştır. Osmanlı mimarisinin inceliklerini taşıyan Arnavut kaldırımlı sokaklarda yükselen geniş saçaklı, kiremit örtülü ahşap evlerin mimari ve süsleme özellikleri incelenirken aynı zamanda gelecek nesillere aktarabileceğimiz kültürel mirasımız olarak sahip çıkılması ve bu çalışmanın bundan sonra yapılacak çalışmalara katkı sağlaması hedeflenmektedir.

Ayrıca, restorasyona ihtiyacı olan geleneksel evlerin ve dekoratif süslemelerinin toplumlarca farkındalığının arttırılmasının ve kültürel miras olarak koruma bilincinin kazandırılmasının önemi ortaya konmuştur.

Anahtar Kelimeler: Kültür, Kosova, Arnavutluk, dekoratif bezemeler, Estetik Eleştiri,

IMPORTANCE OF COMMUNICATION IN PARENT-TEACHER ASSOCIATION WORKS CARRIED OUT IN PRESCHOOL EDUCATIONAL INSTITUTIONS

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This study was carried out with the aim of revealing the importance of communication in parent-teacher association works performed in preschool educational institutions. The study group was composed of the parents of 120 children aged between 5 and 6 years and receiving education in independent kindergartens in Bursa during the 2017-2018 educational year. In the study, as a data collection tool, a questionnaire including two sections was used. The first section consisted of the personal information form and the second section consisted of the form used in school-parents collaboration activities performed in preschool educational institutions. All the questions in the first section and 9 questions in the second section of the questionnaire were included in the study. In the analysis of the data, as a statistical technique, frequencies and percentages were used. The answers given by the parents to each item included in the questionnaire were expressed in number and percentage one-by-one. When the results arising from the findings obtained from the study were evaluated, it was observed that communication between school, teacher and family had an important place and the families were in the expectation of a more healthy communication between school-teacher-family-child to carry out school-family collaboration activities more healthily.

Keywords**:** Preschool Education, School-Family Collaboration Activities, Communication

THE RELATIONSHIP BETWEEN SELF ESTEEM AND FUTURE EXPECTATIONS OF GIFTED ADOLESCENTS

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In this study, which aims to determine the relationship between self esteem and future expectations of gifted adolescents. Data were collected from 11th and 12th grade students studying in two private and one state science schools in Istanbul province. Likert type self esteem and future expectancy scales were collected and analyzed from the students in the sample selected with the cluster layer sampling. According to the findings, the students' self-esteem is moderate and their future expectations are high. There is a moderately positive relationship between students' self-esteem and their future expectations.

Keywords: self esteem, future expectation, gifted adolescents

EDUCATIONAL LEADERS AND TEACHER LEADERS' ROLES IN HUMANIZING EDUCATION

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Educational practices usually are designed to meet students' needs and potentials instead of moulding them in line with popular expectations as done in the modern educational system. However; currently, the modern education is designed to shape students as a piece of lifeless physical object of marble. This way of designing education is being restricted as it is out-moded, assimilating, and ill-digested matter with a number of marks taken from meaningless examinations. Since this system accepts art of teaching acting of filling students with knowledge just as filling a bottle from a running tap, students are considered as bottles to be filled and objects to be shaped. Both ways ignore basic human values and solidarity. Within public schooling, humanizing educational pedagogy is believed to support a transformation. In this regard, students need to learn to determine their own ways in their nature. In this respect, teacher leaders' practices play important roles to settle humanistic values and solidarity among students. Therefore, this qualitative study purposed to explore how teacher leaders influence pedagogical change toward a humanized education process. Through this study; learning environment, instructional design, and leadership practices are highlighted as the characteristics of a humanizing education. Results revealed that teacher leaders had tremendous influences on humanizing education process with some of their behaviors like setting students to learning process and making learning process meaningful which means human-based education. It is recommended that educational leaders and teachers put more focus on humanistic aspects while managing schools and learning.

Keywords: Education, humanizing, teacher leaders

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ACADEMICIAN'S VIEWS ON DIGITAL TRANSFORMATION IN EDUCATION

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It is seen that developing and changing information and communication technologies have influenced and even transformed things in almost every area of the digital age that we have in conjunction with Industry 4.0 and globalization. It is unthinkable that these developments and change remain insensitive. These rapid changes and transformations in the world affect education both as a structure and as learning environments. It is seen that modern education philosophy, which is the judge in this end-effective education, is replaced by post-modern education and new values are emerging in education. One of these values has been the digital transformation because of the increasing use of technology in everyday and learning environments and because most of the students who are currently studying are born to a digital world. Education in our country can not talk about digital transformation in our education system because digital technology has not yet entered completely. In this context, a study designed with a qualitative approach is designed as a research study to determine how digital transformation in education will be realized, managed and pedagogically taken care of. Probability studies may not reveal generalizable situations, but they are preferred because they can provide examples, explanations and experiences that will help to better identify and understand a phenomenon. The working group constitutes 20 faculty members working at Yıldız Technical University Educational Sciences Department. The research data were collected by a semi-structured interview form consisting of 10 questions. The questions in the interview form were determined by conducting a literature search on digital conversion in education. In the analysis of the data, the content analysis technique was used from the qualitative research data analysis formats. Content analysis was done in the form of coding of data, theories, codes and themes, the definition and interpretation of findings. The transient results of the research show that in the digital transformation process, managers must first create a vision to create an effective learning environment and that the process needs to be managed accordingly. According to another result, it is possible that school stakeholders are involved in this transformation process and that all the students in this transformation process have access to the place and time they want, but only by supporting content and infrastructure that is technologically appropriate. According to the results of the research, it is suggested that educational administrators and program specialists should be ready for this transformation and have the qualities to manage the transformation.

Keywords: Digital Transformation, Educational management, 21st century pedagogy, technology.

GAMIFICATION IN EDUCATION: AN EXAMPLE OF FLIPPED CLASSROOM

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Gamification of education can be defined as the integration of the gamification strategy in the education environments to enhance the motivation of the students towards the course and to make them enjoy the lesson while they are learning. In order to make use of the gamification strategy, it is important that the strategy is accurately integrated in the curriculum. Flipped classroom which has emerged under the influence of technology and pedagogical developments is one of the most popular methods which is being used in both face to face and online learning environments. The aim of this study is to determine the students' views in regard to the integration of the gamification in the flipped classroom method.The aim of this qualitative case study which has been conducted with the participation of 25 first year students from the engineering faculty is to determine the students' views in regard to the integration of the gamification in the flipped classroom method. The data of the study were collected from the semi-structured interview questionnaire that has been prepared by the researcher. The qualitative data that were obtained from the interviews with the students after the five-week implementation process has been resolved by doing content analysis. The results have revealed that the students' views towards the gamified flipped classroom environment were positive.

Keywords:Gamification in education, gamification design, flipped classrooms

AN ANALYSIS OF THE PRESERVICE PRESCHOOL TEACHERS' SELF-EFFICACY BELIEFS AND VIEWS TOWARDS USING MUSEUMS AS AN EDUCATIONAL ENVIRONMENT

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The purpose of this study is to determine the self-efficacy beliefs and views of the preservice preschool teachers in accordance with their opinions towards the museums being used as an educational environment. The study used mixed methods. The preservice preschool teachers' (n=30) self-efficacy beliefs towards using museums as an educational environment have been determined by the "Self-efficacy beliefs scale regarding museum education" and their views have been determined by "Semi-structural interview forms". The result of the study has showed that the preservice teachers found themselves inadequate in using the museums as an educational environment. It has also been revealed that the knowledge of the preservice teachers about the museums being used as an educational environment, the museum activities being gradually performed and using the strategy, method and techniques regarding the museum education need to be enhanced. It has been determined that the quantitative and qualitative findings in the study overlap. As a result of the study, forming an in-service education program for the preservice teachers in order to enhance their knowledge regarding the education in the museum to a sufficient level has been suggested.

Keywords: Using museums as educational environments, preservice preschool teachers, sel-efficacy beliefs, views.

THE PREDICTIVE ROLE OF LIFE POSITIONS ON FORGIVENESS IN ROMANTIC RELATIONSHIPS: AN ANALYSIS IN THE CONTEXT OF TRANSACTIONAL ANALYSIS THEORY

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The main purpose of this study is to examine the predictive power of life positions, which is one of the basic concepts of Transactional Analysis (TA) theory, on forgiveness reactions. According to Eric Berne, the pioneer of the theory, life position is the theoretical concept that includes individual's perceptions of themselves and of others. There are four main life positions that lead to individual's behavior. They are: I'm OK-You're OK, I'm not OK-You're OK, I'm OK, You're not OK, I'm not Ok-You're not OK. In the literature, it is emphasized that life positions are in a theoretical framework that coincides with positive psychology concepts. Forgiveness is also one of the positive psychology concepts. From this point of view, in this study, life positions' power of explanation on forgiveness reactions has been examined in the context of romantic relationships. The study was designed as correlational survey model. Participants of the study were 296 (155 female, 141 male) voluntary young adults that are undergraduates and graduate students attending to public and private universities in Istanbul. The average age is 22.64 (sd=1.87). All of the participants have romantic relationship experience. 162 of young adults have romantic relationship currently whereas 134 of them are not in a romantic relationship. In data collecting process, participants completed "Life Positions Scale" (Boholst, 2002), "Transgression-Related Interpersonal Motivations Inventory" (McCullough et al., 1998), and "Personal Information Sheet. The findings revealed that young adults prefer mostly to break up their relationship when they encounter an offence in their romantic relationships. According to findings; revenge, avoidance and breaking up reactions show no significant difference in terms of gender. The results of the regression analysis indicated that I'm not Ok-You're not OK, I'm not OK-You're OK life positions predict avoidance reactions significantly. I'm OK-You're OK, I'm OK-You're not OK, I'm not Ok-You're not OK life positions are significant predictors of breaking up reaction. Besides, it was found that , I'm not OK-You're OK, I'm OK-You're not OK , I'm OK-You're OK life positions have predictive power on revenge reaction in romantic relationship. As conclusion, life positions which are assumed as theoretical constructs in TA literature have predictive power on forgiveness reactions. This result is consistent with the research findings showing the relationship between life positions and different psychological traits. Based on current study results, the couples can be enabled to realize their life position in counseling and therapy process. Thus, the quality and continuity of the romantic relationship may increase. In other words, life positions can be used as a therapeutic tool in counseling process. For further studies, it can be useful to investigate this issue in mixed research designs.

GENDER DIFFERENCES IN PERCEPTION of BODY, EXPRESSIONS OF BODY IMAGE AND BODY IMAGE COPING STRATEGIES AMONG TURKISH ADOLESCENTS

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Because of the effects of gender differences, understanding adolescent development can be difficult for professional who work with adolescents. The importance of body change during the adolescence has been well documented within the literature. However, in order to determine the content of prevention and preventive interventions, it is important to know adolescents' strategies for dealing with body change and body image problems for both genders. Despite extensive research on gender differences in body image, there are few studies conducted directly in early puberty. In this study, gender differences were investigated in the use of adolescents' perceptions of all body images, body parts and functions, and strategies of coping with body image. The results indicated that body image of female adolescents showed a significant difference in negative direction compared to male adolescents. In terms of some body parts, men showed a significant positive difference compared to girl adolescents. Regarding Body Image Coping Strategies, there was a significant positive difference in the use of the avoidance strategy in favours men when compared to female adolescents. Through presentation and discussion, this presentation is designed to help counselors, educators, and psychologists learn how to approach students' development regarding body image more applicable for both gender.

Learning Objectives:

1) To increase awareness about how gender play role on body perception and expressions of body image.

2) To learn ways that what coping strategies adolescents use for negative body image perceptions and thoughts.

Keywords: Adolescent, gender, body image, body image coping strategies.

HAPPINESS AND BIG FIVE PERSONALITY TRAITS AS PREDICTOR OF COMPASSION IN TURKISH UNIVERSITY STUDENTS

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The aim of this study is to investigate the predictive role of happiness and big five personality traits on compassion. Participants were 668 [345 (51.6%) female and 323 (48.4%) male] university students from Yildiz Technical University, Turkey. The Compassion Scale, the Oxford Happiness Questionnaire, and the Adjective Based Personality Test were used as measurement tools. The relationship between compassion, happiness, and big five personality traits were investigated using correlation analysis and hierarchical regression analysis. Compassion positively associated with happiness, extraversion, openness, agreeableness, and consciousness. On the other hand, compassion negatively associated with neuroticism. The hierarchical regression analysis indicated that happiness and agreeableness were significant and positive predictors of compassion which accounted for 29% of the total variance. Neuroticism, extraversion, openness, and consciousness did not significant predictor of compassion. Finally, happiness and agreeableness are important predictor of compassion in Turkish university students.

Note. This study was based on Sariha KAPICIOGLU's master thesis under Professor M. Engin DENIZ's supervision at Graduate School of Social Sciences, Yildiz Technical University, Turkey

INVESTIGATING THE PREDICTIVE ROLE OF ALEXITHYMIA ON LONELINESS AND RESILIENCE IN TURKISH UNIVERSITY STUDENTS

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The purpose of this research is to examine the relationship among alexithymia, loneliness, and resilience. The 20-Item Toronto Alexithymia Scale, the UCLA Loneliness Scale, and the Resiliency Scale are administrated to sample of 437 university students. The relationship between alexithymia, loneliness, and resilience were examined using correlation analysis and multiple regression analysis. Alexithymia positively is related to loneliness, and negatively related to resilience. On the other hand, loneliness was negatively correlated with resilience. According to multiple regression, dimensions of alexithymia is positively predicted loneliness and accounted for 33% of the variance in loneliness. Otherwise, dimensions of alexithymia is negatively predicted resilience and accounted for 39% of the variance in resilience. In sum, alexithymia is an important predictor of loneliness and resilience in Turkish university students.

AN EXAMINATION OF CAREER ANXIETY AND SELF-ESTEEM IN FUTURE EXPECTATIONS OF ADOLESCENTS

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The purpose of this study is to identify whether there is a relationship among career anxiety, future expectation and self-esteem and to examine effect of career anxiety and self esteem on future expectation. Sample of the study includes 293 students (138 male, 155 female) in İstanbul. The research is designed as one of general survey models, relational screening model. This model aims to investigate existence or degree of relations among two or more variables (Karasar, 2005). Demographic Information with eight items generated with the help of literature, Career Anxiety Scale, Future Expectation Scale for Adolescents and Self-Liking/Self-Competence Scale was used in the study. Career Anxiety Scale was developed and validity and reliability studies was carried out by Gündüz and Yılmaz (2016). Future Expectation Scale for Adolescents was developed by McWhirter and McWhirter (2008) and adopted to Turkish by Tuncer (2011). Self-Liking/Self-Competence Scale was developed Tafarodi and Swan (2001) and adoptation study was made by Doğan (2011). In order to determine socio-demographic information of participant, personal information form was composed by researchers. The personal information form includes gender, age, grade, type of high school, education level of mother and father, occupation of mother and father, and family type. Pearson correlation analyzes was used to determine whether there is a relationship between the future expectation of career anxiety and self-esteem in adolescents and multiple regression analysis was conducted to understand the predictive effect of self esteem and career anxiety on future expectation. According to research findings, there was a significant negative correlation between career anxiety and future expectancy (p <.01) and career anxiety and self esteem predicted future expectation (p = 0.00).

Keywords**:** Career anxiety, future expectation of adolescents, self-esteem.

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THE REFLECTIONS OF SOCIAL AND CULTURAL FACTORS IN MOVIES ON THE WORKS OF INTERIOR DESIGN

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In this paper, an experimental study has been conducted with 60 students studying in Kayseri Nuh Naci Yazgan University, Fine Arts and Design Faculty, Interior Architecture and Environmental Design Department as a final work of the Architectural Basic Design course in 2016 - 2017 Academic Year, Fall Semester. The aim of the study is to discuss the positive and negative effects of the limitations on students at many points such as concept, function, material, inspiration in the design process on original and creative production processes. The content of the study has been constructed by enriching not only in terms of physical, conceptual and functional components, but also encompassing a process defined by social and cultural factors. At the beginning of the study, 6 movies and function of the place which was desired to design, 6 natural and 6 artificial materials were given by lot. The students were asked to design a place to meet the desired function by watching the movie and with the help of a scene, a visual or a form in the movie and by using materials given. In this study, it has been examined how the limitations of physical, conceptual, functional components and social and cultural factors reflect on the student's work in the processes of perception, understanding and transferring. As a result of the evaluations, although limitations cause standardization of material, color and texture to a certain extent, it has been seen that certain original and different creative thoughts have been developed. At the end of the study, the invisible effects of social and cultural factors in the design process are discussed rather than the physical formation of the place.

Keywords: Basic design education, creativity in designing a place, creative processes

AN INVESTIGATION OF ROMANTIC RELATIONSHIP SATISFACTION: A DESCRIPTIVE STUDY IN YOUNG ADULTHOOD

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The present research has examined whether romantic relationship satisfaction differ according to the socio-demographic variables in young adulthood. Participants consisted of 421 university students (69.8 % female, 30.2 % male) aged between 18 and 28 years ($M = 20.89$, $SD = 2.02$). Participants completed the Relationship Assessment Scale and Personal Information Form. The data was tested using independent-samples t-test and one-way analysis of variance. The results indicated that male and female did not differ significantly on romantic relationship satisfaction. Also, freshman, sophomore, junior, and senior did not differ on the reported amounts of romantic relationship satisfaction. In addition, the results revealed that there are no significant differences between perceived economic situation and romantic relationship satisfaction. On the other hand, students with presently romantic relationships reported significantly higher levels of romantic relationship satisfaction than students who do not have presently a romantic relationship. Lastly, one-way analysis of variance showed that romantic relationship satisfaction differ significantly according to the most frequently preferred communication style in romantic relation. Students with presently romantic relationships. Students who preferred face-to-face conversation reported significantly higher romantic relationship satisfaction than students who preferred messaging/writing.

Keywords: Romantic relationship satisfaction, descriptive study, young adulthood

SINIF ÖĞRETMENLERİNİN İLETİŞİM BECERİLERİ İLE SINIF ATMOSFERİ ARASINDAKİ İLİŞKİNİN ÇEŞİTLİ DEĞİŞKENLER AÇISINDAN İNCELENMESİ

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Öğretmenlik, iletişim becerileri temelleri üzerinde yürütülen bir meslektir. Bu meslekte başarı ve verim büyük ölçüde öğretmenin iletişim konusundaki bilgi ve becerisiyle, bu bilgi ve beceriyi etkili kullanmasına bağlıdır. Bu araştırma, ilköğretim 3. Ve 4. sınıflarda görev yapan öğretmenlerin, iletişim becerileri ile sınıf atmosferi arasındaki ilişkiyi ortaya koymayı amaçlamaktadır. Bu genel amaçla birlikte; öğretmenin yaşı, cinsiyeti, mezun olduğu kurum, görev yaptığı okul ve okuttuğu sınıf değişkenleri açısından iletişim becerilerini incelemek de araştırmanın alt amaçları arasında yer almıştır.

Araştırmanın örneklemi Konya İl Milli Eğitim Müdürlüğüne bağlı Mareşal Mustafa Kemal, İbrahim Yapıcı ve Kaşgarlı Mahmut okullarıdır. Bu okullarda 3 ve 4. sınıfları okutan öğretmenler ile bu öğretmenlerin sınıflarındaki öğrenciler oluşturmuştur. Örnekleme giren öğretmen sayısı 33, öğrenci sayısı ise 1562'dir. Araştırmada bilgi toplama amacıyla iki ölçek kullanılmıştır. Bunlardan ilki öğretmenlerin iletişim becerisini ölçmek amacıyla 70 maddeden oluşan "iletişim becerileri envanteri", diğeri ise, sınıf atmosferini ölçmek üzere geliştirilen ve 24 maddeden oluşan " sınıf atmosferi envanteri"dir. Her iki ölçekten elde edilen puanlar, değişkenlerin özelliklerine göre varyans analizi ve t testi ile analiz edilmiştir.

Araştırmanın belli başlı bulguları şunlardır: Erkek öğretmenler, kadın öğretmenlere göre daha düşük iletişim becerisine sahiptir. Öğretmenlerin iletişim becerileri, mesleki kıdemlerine göre farklılık göstermektedir. Bunun yanında orta yaş sayılabilecek guruptaki öğretmenlerin iletişim becerisi diğer yaş grubundaki öğretmenlerden daha yüksektir. Mezun olunan kurum açısından bakıldığında, öğretmen okulu mezunu olan grubun iletişim becerisi puan ortalamaları, diğer gruplardan daha yüksektir. Eğitim fakültesinden mezun öğretmenlerin iletişim becerileri orta düzeyde bulunurken, en düşük iletişim puanları "diğer fakülte mezunu" öğretmenlerde gözlenmiştir. Öğrencilerin sınıf atmosferi ölçeğinden aldıkları puanlar ile, öğretmenlerin iletişim becerisi puanları arasında anlamlı ve yüksek bir korelasyon gözlenmiştir. Bu durum, iletişim becerisi daha iyi olan öğretmenlerin, olumlu sınıf atmosferi oluşturmakta daha başarılı oldukları şeklinde yorumlanmıştır. Araştırmada sınıf atmosferinin öğrencinin yaşı ve sınıf düzeyi ile bir ilişkisi saptanmamıştır. Ancak sınıf mevcudu ile sınıf atmosferinin ilişkili olduğu gözlenmiştir, öğrenci sayısı 24'ü geçmeyen sınıflarda, olumlu sınıf atmosferi oranı yüksek bulunmuştur. Buna karşılık; daha kalabalık sınıflarda, öğretmenin iletişim puanın yüksek olamsına rağmen sınıf atmosferi puanları düşük bulunmuştur. Cinsiyet değişkeni açısından bakıldığında, kız öğrenciler, erkek öğrencilere kıyasla sınıf atmosferi konusunda daha iyimser görüş sergilemişlerdir.

Araştırma bulgularına dayalı olarak, öğretmenlerin iletişim becerilerini artırmaya yarayacak öneriler sunulmuştur.

THE MOTIVATIONAL ASPECT OF THE SENSE OF BELONGING TO SCHOOL IN HIGH SCHOOL STUDENTS: MOTIVE TO STUDY THE LESSON

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The sense of belonging to the school is an important means of influencing the cognitive representations of the school, as well as the feeling that students are an important part of the school. The purpose of this study is to examine the relationship between school belonging and study motivation. The study included 214 girls and 172 boys aged 15-18 years, 386 high school students in 10th and 11th grades in total. In the study, data were collected with the Scale of School Belonging and Scale of Motivation for Studying, and Data. In the analysis of the data, multiple regression analysis technique was used. When study findings are examined; there was a significant relationship between school belonging and motivation to study [$R = .45$, $R2 = .21$, $F (3, 382) = 32.74$; $p <.01$]. The motivation scale of the study was found to be an important predictor of belonging to the school: by extrinsic motivation (β: .30; $t = 5.34$; $p <0.01$) and amotivation (β: -23; $t = -4.61$; $p <0.01$); there was no significant relationship with intrinsic motivation. Extrinsic motivation, and amotivation, account for about 21% of the total assumption in the literature. While there is a positive relationship between extrinsic motivation and school belonging; there was a significant and negative relationship between amotivation and belonging to the school. Based on the results of the research, it can be considered that when high school students are motivated to study, they may be an important means of feeling belonging to the school.

Keywords**:** Study motivation, school belonging

THE RELATION BETWEEN LIFE SATISFACTION AND THE BELONGING TO THE SCHOOL IN HIGH SCHOOL STUDENTS

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The sense of belonging to the school is an important tool that influences students' judgments and evaluations about their lives as well as being involved in the school environment and feeling understood in this environment. The purpose of this study is to examine the relationship between sense of belonging to the school and life satisfaction. The study included 213 girls and 79 boys aged 15-17 years, and a total of 292 high school students from 10th and 11th grade. In the study, data were collected with the Scale of Sense of Belonging to the School and the Satisfaction with Life Scale. In the analysis of the data, simple regression analysis technique was used. When study findings are examined; there was a significant relationship between school belonging and life satisfaction ($R = .46$, $R2 = 0.24$, $F (1, 290) = 89.23$ $p <0.01$]. Life satisfaction (β: 0.49; $t = 9.44$; $p <0.01$) was found to be an important predictor of school belonging. Life satisfaction accounts for about 24% of the total assumption of the belonging. There is a positive and positive relationship between life satisfaction and school belonging. Based on the results of the research, it can be considered that when the life satisfaction of the high school students increases, they may be an important tool for their sense of belonging to the school.

Keywords**:** Belonging to the school, life satisfaction

THE EFFECT OF LEARNING TOGETHER TECHNIQUE OF COOPERATIVE LEARNING METHOD ON STUDENTS' ENGLISH ACHIEVEMENT

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The purpose of this study is to investigate the effect of cooperative learning method on fourth grade students' English achievement and whether there is difference between male and female students in terms of cooperatives study skills. The participants of the study were two four grade classes including a total of 40 students (24 male and 16 female) in Resurrection College. While students in control group were taught The Simple Present Tense with classical direct instructions, students in the experimental group were the same subject by learning together technique of cooperative learning method. Experimental group students' average post text achievement score was higher than control group students' average score. In the mean time, there was no significient difference between female and male students' cooperative study skills.

Keywords: Cooperative Learning Method, English Teaching, Elementary Education, The Simple Present Tense

THE INVESTIGATION OF THE RELATIONSHIP BETWEEN PEACE ATTITUDES, LONELINESS AND HOPELESSNESS

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The aim of this study is to examine the relationship between attitudes towards peace and loneliness and hopelessness. The study was carried out on a total of 332 university students, 165 female and 167 male university students. Data were collected using the Scale of Attitudes toward Peace, Beck Hopelessness Scale, and Ucla Loneliness Scale. In the analysis of the data, multiple regression analysis technique was used. According to the results of the research, attitudes towards peace are found related with hopelessness and loneliness in a meaningful and negative way (R = 0.325; R2 = 0.11; F = 19.473; p = 0.000). The attitudes towards peace are mostly related with hopelessness (β = -.20) and later in loneliness (β = -0.19) in a meaningful and negative way. According to the results of the research, as the levels of hopelessness and loneliness of the individuals increase, the attitudes towards peace are also becoming negative.

Keywords: Attitudes towards peace, loneliness,

THE INVESTIGATION OF THE RELATIONSHIP BETWEEN NARCISSISTIC PERSONALITY TRAIT, GENDER AND GENDER ROLES

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The purpose of this study is to examine the narcissistic personality trait in terms of gender and gender roles. The study was conducted on 193 male and 186 female college students studying at a public university. In the study, data were collected through the narcissistic personality inventory and the demographic information form. Relationships between gender and narcissistic personality traits in the study were investigated with the t-test for independent groups; the relationship between gender roles and narcissistic personality traits was examined by one-way ANOVA. According to the findings of the study, there was no gender-based difference in the characteristic of the narcissistic personality (t = 0.316, p = 0.752). On the other hand, the scores of the Narcissistic Personality Trait were found to differ significantly (F (3) = 18.941, p = 0.000), depending on gender roles. Individuals with both masculine and androgen gender roles; the average of the Narcissistic Personality Scale was found to be higher than those who had feminine and indefinite gender roles.

Keywords: Narcissistic personality trait, gender, gender roles

SUBMISSIVE BEHAVIORS AND INTERPERSONAL SENSITIVITY

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Submissive behaviors may be viewed as non-aggressive, non-coercive behavior characterized by considering the power, authority, or feelings of others, while denying or not standing up for one's own feelings and beliefs (Deluty, 1981a, 1981b, 1985). Submissive people are usually very shy and earnestly endeavor to avoid upsetting others because of either fear or sensitivity. When things go wrong, they tend to blame themselves in some way and accept guilt when singled out by others (Gilbert, Cheung, Grandfield, Campey and Irons, 2003). Having sensitivity in interpersonal relationships lead to various problems in interpersonal relationships as it involves personal inadequacy and often misinterpretation of others' behavior. These people try not to do bad things when they are next to others, they cannot be social and assertive. (Boyce, Parker, Barnett, Cooney and Smith, 1991).

The purpose of this research is to examine the relationship of submissive behaviors and interpersonal sensitivity. The research population was composed of 428 students studying in Umraniye Anadolu High School, located in Istanbul during 2015/2016 academic year. The data were obtained by using the Submissive Acts Scale developed by Gilbert and Allan (1994), adapted to Turkish by Şahin and Şahin (1992) and Interpersonal Sensitivity Scale developed by Boyce and Parker (1989), adapted to Turkish by Doğan and Sapmaz (2012).

Correlation and multiple regression analysis were performed in which the dependent variable was submissive behaviors and the independent variables were dimensions of interpersonal sensitivity. Results show that interpersonal worry and dependency (r= .779; p<.01), unassertive interpersonal behavior (r= .410; p<.01), low self-esteem (r= .096; p<.05) were found positively associated with submissive behaviors. Three stepwise multiple regression analyses were applied. Interpersonal worry and dependency entered the equation first, accounting for 60% of the variance in predicting submissive behaviors (R^2 = .61, adjusted R^2 = .60). Unassertive interpersonal behavior entered on the second step accounting for an additional 5% variance (R^2 = .66, Δ R^2 = .5, adjusted R^2= .66). Low self-esteem entered on the last step accounting for an additional 1% variance (R^2 = .67, Δ R^2 = .1, adjusted R^2 = .67). The standardized beta coefficients indicated the relative influence of the variables in model with interpersonal worry and dependency (β= .72, *p*<.01), unassertive interpersonal behavior (β= .24, *p*<.01), and low self-esteem (β= .10, *p*<.01) all significantly influencing submissive behaviors and interpersonal worry and dependency was the strongest predictor.

Keywords: Submissive behaviors, interpersonal sensitivity, multiple regression analysis

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INVESTIGATION OF JOB SATISFACTION, COMPASSION AND EMOTIONAL RESPONSIVENESS IN HEALTH WORKERS

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The purpose of this study was to determine whether job satisfaction, compassion and emotional responsiveness differ significantly in terms of some variables in health workers. The study was conducted on health workers working in a public hospital. A total of 260 health workers, including 189 women and 71 men, participated in the study. The age range of the participants is 20-57 and the average age is 31.46. The study was conducted in accordance with the relational screening model from the general screening models. According to the research results, there was a negative relationship between job satisfaction and emotional responsiveness of the health workers, and a positive relationship between the levels of compassion. In the study, participants were assessed whether there was a difference by means of variables such as gender, occupation, working unit, field of study, year of study. Accordingly, when compared in terms of gender, female's compassion scores differ significantly from male participants, and female's compassion scores were found to be higher than male participants' scores. While the health workers with the highest job satisfaction were found as doctors when compared with the profession, the occupational group having the lowest job satisfaction was found to be nurses. When it was examined as the working area, it was seen that the area with the lowest job satisfaction was the working area with the adults. When considered at the point of the work unit, they were found to be the units with the lowest job satisfaction. Compared with the work year, it was found meaningful differences.

Keywords: Health care workers, job satisfaction, compassion, emotional reactivity

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THE RELATIONSHIPS AMONG NUMBER LINE ESTIMATIONS, MATHEMATICS ACHIEVEMENT AND PLACE VALUE CONCEPT

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In this study, the relationships between students' number line estimations, place value understanding and mathematics achievement scores were investigated. Participants were administered three different tests: a curriculum based math achievement tests involving number tasks (MAT, Mathematics Achievement Test), mental number line estimation test (MNL), and place value test (PVT). Participants were 355 fourth graders recruited from schools located in low-middle socioeconomic areas of a mid-Anatolian city. In the analysis, the row scores (i.e. the number of correct answers) were used for the tests, MAT and PVT. The total absolute error (TAE) scores were calculated for the MNL tests (0-10, -100, -1000) by using the formula " │ Estimations – to be estimated number)/scale │ " Also, multiple regression analyses (enter method) were carried out in order to determine the explanatory power of place value understanding and mathematics skills on number line estimation accuracies. Correlations among the test scores were also calculated before the regression analysis. We also compared male and female students' scores on MAT, PVT and MNL test through Independent-Samples T-tests. There were statistically significant correlations among all the tests (MAT, PVT, MNL) used for the study. The highest correlation was calculated between PVT and MAT scores. Also PVT have stronger correlations with MNL(0-1000). There is a significant inverse relationship between the average scores of mathematics achievement and MNL tests. The mathematics achievement scores correlated highest with MNL(0-1000). When MNL(0-10), MNL(0-100), and MNL(0-1000) were entered in the regression analysis we saw that all of the tests have significant explanatory power on place value test (PVT). MNL (0-10), MNL (0-100), and MNL(0-1000) altogether have explained 41% of the variance in PVT. MNL (0-1000) alone accounted for 36% of the variance in PVT. Similarly when MNL(0-10), MNL(0-100), and MNL(0-1000) were entered in the regression we saw that all of the tests have significant explanatory power on mathematics achievement test (MAT). Results also showed that MNL (0-10), MNL (0-100), and MNL (0-1000) together have explained 40% of the variance in MAT. As in PVT MNL (0-1000) alone accounted for 36% of the variance in MAT. On the other hand, MNL(0-1000) (large numbers) contributed more to mathematics achievement. In order to see if PVT scores explain any variance in MAT, a linear regression analysis was run. Results showed that PVT (R= .836, R2= .698) explained 70% of the variance ($F_{(1-353)}$= 817.53, p<.01) in MAT. On the other hand, PVT more contributed to mathematics achievement. We also investigated whether any gender differences existed. Gender analysis showed that there were no statistically significant differences between boys and girls in PVT, MAT, MNL (0-10) and MNL (0-100). However, there are gender differences in the MNL (0-1000) favoring boys. Based on these results we conclude that teaching place value concepts and relative magnitude of larger numbers contribute to each other and both contribute the general math achievement.

Keywords: Number sense, mental number line, math achievement, place value

PREDICTION OF PERCEIEVED PARENTAL ATTITUDES AND NEGATIVE AUTHOMATIC THOUGHTS TO ADOLESCENTS' SELF-ESTEEM

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The purpose of the present study was to examine the effects of parental attitude and automatic thoughts on adolescents self esteem.

The volunteer participants were 654 (437 female; 208 male) students enrolled in Samsun secondary schools. Mean age of the participants was 15.9 (14 to 18). Rosenberg Self-Esteem Scale, Perceived Parental Attitude Scale and Automatic thinking Scale were used as data collection instruments.

Results of the analyses revealed significant effect of parental attitude and negative automatic thought on adolescents' self-esteem. All dependent variables jointly account for 42% of self-esteem ($R = .70$, $R^2 = .47$). The acceptance / concern dimension, which is the sub-dimension of Perceived Parental Attitude, did not statistically predict self-esteem in adolescents. Psychological autonomy and control dimensions of parental attitude predicted self esteem. The Psychological Autonomy and Supervision which were the sub-dimensions of Perceived Parental Attitude were also predicted adolescents' self esteem. Moreover, negative feelings and thoughts toward themself subscale, Personal Incompatibility and Change Requests subscale were fond to be predictors of self esteem on adolescents. On the contrary, the Surprise - Escape Fantasies and Loneliness - Isolation and Despair dimensions did not predict the self-esteem statistically.

Findings revealed that while psychological autonomy and supervision were positively affecting, negative emotions and thoughts towards oneself, personal discrepency and change were negatively affecting self-esteem. Negative feelings and thoughts towards oneself, psychological autonomy, personal discrepency and change demands and supervision were the most important predictors of self-esteem in adolescents.

THE USABILITY OF THE EDUCATIONAL COMPUTER GAME FOR NUTRITION EDUCATION

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Modern teaching theories are based on innovative learning approaches, which are focused on active forms of learning where the learner builds their knowledge through experience and participation. One of active forms of learning is also the use of educational games in the education process. In addition to learner participation, educational computer games encourage motivation and orientation towards higher taxonomic learning objectives defined in the primary school curriculum. With this in mind, we created an educational computer game that informs learners about healthy lifestyle, with a special highlight on nutritional content, as research has shown that young people have bad eating habits and are at high risk of developing obesity and chronic diseases. With the targeted game, set in a virtual problem situation based on social interaction and daily life activities, we wanted to improve learner's nutritional knowledge, and form positive attitudes and critical judgement in planning their diet. The usability and effectiveness of the computer game have been checked among pupils of the sixth and eighth grade of primary school. The pupils have played the game during their classes and the successfulness of the use of the game was checked with a pre- and post-test. By comparing pre-test and post-test results, we found out that the game was an effective teaching approach and that it has positively influenced on reaching set objectives and learner motivation. Their nutritional knowledge and knowledge of healthy diet recommendations have improved, and we also detected positive influence on their attitudes towards healthy lifestyle. Research results have shown that using an educational game in the pedagogical process can successfully contribute to reaching learning goals, which are connected to nutritional contents and healthy lifestyle of children.

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THE KNOWLEDGE LEVEL OF SCHOOL DIRECTOR ABOUT INTEGRATING STUDENTS DURING THE COURSE CONTROL

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Individuals can become a self-sufficient member of the modern society only if they are able to receive an education in which they can develop themselves in the direction of their interests and abilities. This is not only a right for normal individuals but It is also a right for individuals who need special education. Guidance and course supervision duties that school principals carried out partly before 2014 were given to them directly after this year; the supervisory duties of the education inspectors have been given to the school principals. Thus, increasing the quality of the education and training services carried out in schools and proper enforcement of the legislation has been directly became the duties of school principals. It is therefore very important to determine the level of knowledge about the diagnostic and educational services to be carried out by the school principals in relation to the pupils of special education students who need to be integrated.

The purpose of this work is to determine the knowledge level of school principals to identify students with special education needs and to provide educational services to them.

The data for the study was collected through a semi-structured questionnaire form which is consistent with qualitative research methods. The questions were prepared by taking into consideration the legislation prepared by the Ministry of National Education General Directorate of Special Education and Guidance Services. The data were gathered through face-to-face interviews with six school principals working in three regions determined by Van province socio-economic development level and identified by unselected method.

Although the analysis of the data collected by the semi-structured interview form is still continuing, it is seen that the knowledge levels of the school principals in the diagnosis process of the students who need special education are sufficient as a result of the analyzes performed. On the other hand, it seems that they have not enough knowledge and partly misinformation in the context of the education services that are needed for the mainstreaming students with special education needs. Taking all these results into consideration, it would be beneficial for school principals to attend in-service training seminars on these issues, both to increase their knowledge levels and to improve the quality of the implementation process.

FLIPPED LEARNING AND TEACHING IN SLOVENIA: THEORY, PRACTICE AND RESEARCH

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The contribution deals with the current position of the didactical innovation flipped learning in Slovenia. The aim is three-fold: to discuss Slovenian theoretical publications connected to the topic, to present relevant researches in this field, and to investigate what is happening in the school practice. First, the paper provides a short theoretical background of the concept from the didactical perspective along with an overview of bibliographical units about flipped learning published in Slovenian language. Interestingly, this analysis shows there are no strictly theoretical sources and only few academic researches published, but on the other hand, there are many reports of good teaching practice by teachers who have flipped their lessons.

The paper also presents results of an empirical research which included a representative sample of 422 primary school teachers in Slovenia. The purpose of this study was to find out about the teachers' acquaintance with flipped learning and their attitudes towards it. Quantitative data was gathered by means of questionnaire that the teachers filled in, and analyzed using the statistical procedures of frequency distribution and χ^2-test. The results show that more than half of the participant teachers are familiar with the concept and a large majority of them have positive attitudes towards it. There are statistically significant differences between teachers with different years of service when it comes to the level of familiarity with the concept of flipped learning.

Through theoretical and empirical analysis, the paper unfolds the current position of flipped learning in Slovenia and predicts future introduction and possible stabilization of this innovation in practice.

Keywords: didactical innovation, flipped learning, teacher's acquaintance with flipped learning, teacher's attitudes towards flipped learning

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THE EFFECT OF TECHNOLOGY USING 6TH GRADE STUDENTS ON MATHEMATICAL LITERACY IN TEACHING MATHEMATICS

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The development of the technology brought rooted changes to education as it has influenced life styles. Education supported with the technology ensures participation of the students to classes and an effective learning for them.

Mathematics and geometry are the two lessons which most of the students have difficulty and don't have a specific interest. Technology integrated learning medias decrease the prejudice of students against mathematics to a certain level. This method also helps individuals to understand the daily life usage of mathematics by contributing to one-to-one interaction. Mathematics literacy is defined as "the capacity of deliberative, critical and productive individuals to understand and know the role of mathematics in daily life by using the mathematical thinking and decision-making processes in problem solving." (OECD, 2006). One of the goals of PISA, which is organized every three years with participation of many countries, is to represent an important concept for all countries: the degree of mathematical literacy in international level. When many studies discussing mathematics and technology are examined, both of their importance in human life can't be denied. Mathematics and technology are useful for each other, so it is inevitable for those two concepts to be seen together in education media.

When the literature was examined, it is seen that many study had been done before to show the effects of an education environment arising with developed technology integration to the mathematics on mathematical literacy, which is becoming an important concept day by day. In this case, the goal of the study is to examine the effects of technology usage on the mathematical literacy of the sixth grade students.

In this research, a single group pretest-posttest design with weak experimental design was used to determine the effect of sixth grade students on mathematical literacy in the use of technology in mathematics teaching. This pattern shows that the experimental process was carried out in a single group; the data was collected with a pre-test before the experimental applications using and the posttest after the experimental applications with the same data collection tools. In this context; the study group of the research is 133 sixth grade students who are studying in a public school in Turkey. And the study group was selected by random sampling method.

The basic skills of the 6th grade mathematics curriculum of the Ministry of National Education are information and communication technologies. Today's students should be able to use information and communication technologies effectively and proper. A 5-week teaching was conducted in the study group using technological tools and the 5E learning cycle model. Mathematical Literacy Self-Efficacy Scale which is developed by Özgen and Bindak (2008) was used as data collection tool. In the obtained data, paired sample t-test, mean and frequency were compared between pretest-posttest total scores. According to the data analysis, there were 72 participants in the "undecided" range and 2 participants in the "totally agree" range according to the pretest scores; according to posttest scores, there are 15 participants in the "undecided" range and 83 participants in the "totally agree". The p value was found $p=.001<.05$ and it shows that the use of technology in teaching mathematics has reached the conclusion that it affects mathematical literacy positively.

Keywords: Mathematics literacy, information and communication technologies, mathematics teaching supported by technology

6TH GRADE STUDENTS' VIEWS ABOUT MATHEMATICAL TEACHING BASED ON TECHNOLOGY INTEGRATION

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In 21. century, educational environments have underwent a change along with the rapidly-developing technology and they have transformed into environments which modern approaches and information and communication technologies are required to be used in order to discover various aspects of subjects. Accordingly, virtual learning environments which aims to provide innovative digital learning experiences such as interactive simulations, educational games, applications such as virtual reality, augmented reality, sharing environments and Moodle which is modular object oriented dynamic learning environment have started to become a part of learning environments. The previous understanding which supposes technology is an obstraction for learning and which lets the usage of technology only after the exact learning of some concepts by students left its place to the integration of information and communication technologies (ICT) to education with the contributing of innovation technologies to learning environment. In curriculums gaining the skills of digital competence, information, media and technology skills, ICT literacy was also included among the targeted skills. It became a necessity to train individuals who used digital technologies and social networks properly in order to access, manage, form and integrate knowledge for the gaining of 21. century skills and developing of competition power with modern countries. In this direction, studies related to integration of technology to education and especially to education of mathematics which is known to be problematic about its comprehension and which is an interdisciplinaray bridge, a universal language is required. It is necessary to provide the permanence and sustainability of the learning-teaching process by selecting the proper ICT in order to contribute to learning of the student for a successful technology integration. Accordingly, model applications and the examination of their effects aimed at the technology integration in mathematic lessons are required in our day which 21. century learning skills and usage of technology integration increased. Hence, the objective of this study is to determine the opinions of 6. grade students related to teaching process which was developed based on Planning-Applying-Evaluating model (Yıldız, 2013) as an ICT integration for effective mathematical teaching in order to ensure technological integration.

Six grade students who attend a public school in Kapaklı Sub-province of Tekirdağ Province compose the study group of the research. 33 sixth grade students participated in the study and interviews were made with 10 volunteer students who participated in the study. The application was conducted within the scope of three learning outcomes in "Area Measuring" sub learning field which takes place in 6. grade mathematics lesson curriculum. Within this scope, technology was integrated to teaching process by using dynamic geometry softwares, web 2.0 tools and developed Moodle environment. The opinion of students related to teaching process were obtained by means of semi-structured interview form which was developed by researchers. For the analysis of data, obtained data was analysed by using content analysis. Participating students stated that in mathematics lesson they discovered the mathematical knowledge on their own not by memorising them during the lessons they taught by using computer. In addition, there are students expressing that they comprehend mathematical relations better by seeing them visually by means of the applications made. In the light of this information, it was concluded that students structure the mathematical relations on their own by visualizing them by means of mathematic lessons which was taught by conducting technological integration and they think that they comprehend the lessons better.

Keywords:Technological Integration, ICT, Moodle, Mathematical Teaching

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THE EVALUATION OF THE PROJECT PREPARATION METHODS AND TECHNIQUES IN-SERVICE TEACHER TRAINING PROGRAM ACCORDING TO THE FOUR-LEVEL EVALUATION MODEL

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The curriculum developed by the constructivist approach in Turkey has made the application of teaching methods and techniques which direct students to research and critical thinking necessary. Instead of traditional teaching methods, project-based teaching, problem-based teaching and inquiry-based teaching are preferred within the constructivist approach. In this context, in-service training programs for teachers are organized by the Ministry of National Education in order to help them acquire the ability to apply project-based teaching methods. Satisfaction questionnaires and achievement tests applied to the participant teachers are used to evaluate the achievement of the goals of in-service training activities. However, there is no comprehensive study in the related literature that explores if the teachers reflect the achievements they receive in the training process and their contribution to the schools they work in.

The aim of this study is to evaluate the contribution of the Project Preparation Methods and Techniques In-Service Teacher Training Program to the education quality and training processes and the institutional structures of the schools. It is considered that the evaluation done in this context (1) will contribute to the process of updating the Project Preparation Methods and Techniques In-Service Teacher Training Program and (2) can be used as a model in evaluating other in-service training programs.

In the program evaluation process, firstly, an evaluation model should be selected that is appropriate for the targets and structure of the program to be evaluated. The four-level evaluation model developed by Donald L. Kirkpatrick (Reference) was preferred in this study. Kirkpatrick's model includes Reaction, Learning, Behavior and Results levels to evaluate a program. The Reaction Level queries the participants' satisfaction from the program and the Learning Level questions the participants' acquisition of the program outcomes. The stages called Reaction and Learning levels are the indispensable components of almost all program evaluation models, although they are called in different terms. On the other hand, The Behavior Level investigates the reflection of program outcomes on the application sides, and the Results Level inquires the institutional effects of the program which form the distinctive aspects of Kirkpatrick's model overlapping with the aim of this study.

The case study research, constituting the qualitative dimension of the evaluation, was used to describe the levels of the selected model and to reach various jurisdictions. In the context of the case study, document analysis, questionnaires, observation and interview techniques were used to include the evaluation process with all aspects and incorporate current developments into the research. The single-group pretest-posttest experimental design constitutes the quantitative dimension of the study used in the Learning Level of the selected evaluation model. The triangulation method, which provides the compatibility of data obtained from different sources, was used to establish the validity and reliability of the evaluation process.

The sample of this evaluation study consisted of 30 teachers participated in the Project Preparation Methods and Techniques In-Service Training Program organized by a District Directorate of National Education in Istanbul in 2017.

The results of the satisfaction questionnaire and achievement test applied before and after the program by executive experts were used at the Reaction and Learning Levels of the evaluation. Interview and observation forms prepared by evaluator were used at the Behavior and Results Levels of the evaluation. Data about the experiences of teachers in applying project-based teaching methods and techniques and the changes that they created in their schools were collected. A five-point Likert-type questionnaire was prepared and applied to the participant teachers in the direction of expert opinions and compilation of data collected through interviews and observations.

As a result of the analysis of the data, it was concluded that the organized in-service training program was successful at the Reaction and Learning Levels, mediocre at the Behavior Level and unsuccessful at the Results Level. In the process of updating the evaluated in-service training program, it is recommended to take necessary measures to increase institutional contributions and strengthen the interventions.

Keywords: project-based teaching, in-service training, four-level evaluation model

NEGATIVE RESULTS OF SMARTPHONE ADDICTION: PHUBBING

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The purpose of this study is to analyze the causes of Phubbing behaviors that young people exhibited and its effects on their lives. The study was designed in accordance with the case study design from qualitative research approaches. The study group consisted of 10 students studying in different departments of the education faculty. The study was conducted using a semi-structured interview form developed by the researchers. Descriptive analysis was used to analyze the data. The data revealed that the negatively effect of the addiction of smartphones usage for the interpersonal relationships of the young people. Smartphone commonly used by young people causes problems with communication and that they do not communicate with the other person because they are busy with their smartphones, and as a result they are sometimes unable to understand what they share or do not understand themselves. The smartphone addiction is taken to the place of computers because of the connection to internet. This behavior, which can be experienced at any moment of your life, may become a more important problem especially for young people who use the smartphone extensively. In this case, there is a need to increase the work related to this issue because it is thought that it will lead to serious psychological and social problems for young people.

Keywords: Phubbing, Smartphone, Addiction

EVALUATION OF THE ERASMUS+ KA103 MOBILITY PROGRAMME ACCORDING TO VIEWS OF STUDENTS AND COORDINATORS

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The European Union, which was initially founded as an economic community, today provides many services in different policy areas in order to improve the lives of European Union citizens and create a better world for them. Education is also one of these areas which is at the core of the European Union policies and are closely related to other key policy areas. In this study, a dimension of the European Union's education and training policies will be handled and the issue of making student mobility reality, one of the 2020 educational objectives, will be focused on. The Erasmus programme is the first programme that comes to mind when it comes to student mobility. Since its establishment in 1987, the Erasmus Programme has undergone several changes. Finally, this mobility programme was named Erasmus + in 2014. Erasmus+ and its precursor mobility programmes has provided participants with the education, skills and competences. Strengthening international cooperation and supporting students' experiences, Erasmus+ has also given people a sense of belonging to a community. In this 30-year period, various evaluations of this mobility programme have been conducted by many researchers. In addition, mid-term evaluations and impact studies have been published by the European Council. All these evluations and impact studies have revealed the value of the mobility programmes. Taking the importance of mobility programmes into consideration, in this study it is aimed to evaluate the Erasmus+ Programme of Student and Staff Mobility in Higher Education (KA103) carried out in two different higher education instutions, Sakarya University and Yıldız Technical University. In this study, case study design, one of the qualitative research designs, is being used and data is being collected through interviews and document analysis of evaluation reports. The students having participated in the Erasmus + KA103 mobility programme in 2016-2017 academic year, the students who will participate in this programme in the second term of 2017-2018 academic year and department coordinators of Erasmus+ have been determined as the participants of the study. At the current stage of the research, students are being interviewed and evaluation reports of the students are being analyzed. Students' knowledge of general and specific goals of the Erasmus+ programme, reasons for the students to participate in the programme, contributions of the programme to the students, problems encountered during the programme and suggestions for improvement of the programme are among the issues to be investigated in the interviews and evaluation reports

Keywords**:** Erasmus+ programme, European Union, mobility programmes, higher education,

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AN EXAMINATION OF THE LEVEL OF CYBER BULLYING AND LONELINESS OF HIGH SCHOOL STUDENTS IN TERMS OF SOME VARIABLES

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Every day new developments in information and communication technologies come into play. Especially, young people who are closely following the developments in information and communication technologies are seen to use these technologies sometimes to harm each other. The process of using information and communication technologies to harm each other is expressed as cyber bullying. The purpose of this study is to examine the phenomena of cyber bullying and loneliness in terms of some variables. The study group is composed of 306 students who attend different high schools in Ünye district of Ordu province. The study group consisted of 155 female and 151 male students. 57 of the students continue to work in the Girls Vocational High School, 58 in the Anatolian School, 57 in the trade vocational high school, 65 in the Health vocational high School and 57 in the Industrial Vocational High School. As a result of the analysis, it is seen that gender does not cause a meaningful difference in terms of loneliness levels, but it is seen that gender causes a meaningful difference in favor of male for the cyber bullying and cyber victim. When it is examined whether the school types leads to a meaningful difference in loneliness, the students in the Trade Vocational School seem to feel lonelier than the students in the other high schools. Also, there is no meaningful difference in terms of school types for cyber victim, whereas there is meaningful difference in terms of cyber bullying. The students who are studying at Industrial vocational high schools have higher cyber bullying level than the other school types. There has been no significant difference between loneliness, cyber bullying and cyber victimization according to education level of the mothers. It is seen that the students whose father is secondary school graduate felt lonelier than the students of different educational level and that the level of father education did not cause a significant difference in cyber bullying and cyber victimization levels. There is no significant difference between income level and loneliness, cyber bullying and cyber victimization.

Keywords**: Loneliness, Cyber Bullying, Cyber Victim, School Types

THE PREDICTIVE ROLES OF SELF-ESTEEM IN DECISION MAKING AND TRAIT EMOTIONAL INTELLIGENCE ON JOB SATISFACTION AMONG TEACHERS

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The study was conducted for the purpose of determining the predictive roles of self-esteem in decision making and trait emotional intelligence on job satisfaction among teachers. Participants were made up of totally 323 teachers of which 171 were females and 152 males . Trait Emotional Intelligence Questionnaire-Short Form, Melbourne Decision Making Questionnaire I and Hackman and Oldham Job Satisfaction Scale were used to obtain data from teachers. Firstly, Pearson correlation analysis was executed to investigate the relations between self-esteem in decision making, job satisfaction, trait emotional intelligence and its subdimensions (well-being, self-control, emotionality and sociability). Then, the multiple regression analysis was conducted to detect the predictive roles of self-esteem in decision making and trait emotional intelligence on job satisfaction. The results revealed significant correlations between study variables. Additionally, trait emotional intelligence and self-esteem in decision making explained approximately 5% of total variance related to job satisfaction. It was seen that teachers' emotional intelligence explains and predicts their job satisfaction in significant level.

Keywords: Trait emotional intelligence, self-esteem in decision making, job satisfaction, teachers

EXAMINATION OF PRE-SCHOOL TEACHERS' VIEWS ON ALTERNATIVE ASSESMENT

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The pre-school period includes the development of the children's social, emotional, cognitive, psychomotor, self-care areas, and assesment of these areas. In this period, the speed and indivuality in the children's development leads pre-school teachers to use different assessment methods. It is important to use alternative assessment methods in order to obtain qualified, accurate and scientific data on the development of children. This research, it is aimed to determine the alternative assessment methods used by pre-school teachers; besides, there is elaboration on the teachers' opinions, knowledge and competences about these methods. Based on purposeful sampling, 10 preschool teachers working in the central districts of Konya in 2017-2018 academic year were selected as the sample of the study. The data obtained through semi-structured interview form was evaluated by content analysis. As a result of the research, study includes the information about the pre-school teachers' positive or negative opinions about the alternative assesment, the classroom application efforts of the alternative assesment methods and the level of sharing these information with the families of the children.

Keywords: Pre-school education, alternative assesment, portfolio

INVESTIGATION OF THE COPING STRATEGIES OF THE COUNSELOR CANDIDATES' WITH GRIEF

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The aim of this study is to examine the strategies about coping with grief and its relation to counseling skills. Grief process refers to the loss process of a loved one, as a result of death. It includes physical, cognitive and behavioral difficulties. The grieving process leads to various problems requiring professional support. Even though the mourning process is a natural and universal reaction, individuals may feel various troubles after that person's death. Psychological counselor candidates' psychological counseling skills are thought to be related to the strategies of coping with grief. In this context, grief and coping strategies of the students in the guidance and psychological counseling department were evaluated in this study.

The research was conducted with qualitative research model. In this context, the answers of the participants were evaluated by the content analysis method for the in-depth analysis. Qualitative data in the study were obtained through a semi-structured interview technique. Nine open-ended semi-structured interview questions were created by the researchers in order to evaluate the attitudes of the participants about their grief. The questions were created to determine the losses experienced by the candidates, the length of the grief period after the loss, the current feelings and thoughts about the loss and the sources of support and the strategies of coping. Participants were asked about their views on the relationship between psychological counseling skills and coping strategies, and about the competencies that a counselor working with a mourning counselor should have. Participants of the research consisted of 52 students; 32 of them were female and 20 of them were male studying in the 3rd and 4th classes of Dokuz Eylül and Mehmet Akif Ersoy Universities.

Psychological counseling skills are thought to be related to grief coping strategies. Participants of the study think that they can overcome the echoes of the grief process if they get professional help in this period. It has been determined that a mourning period experienced by psychological counselors can affect the therapeutic relationship positively when working with a client who is living a grief process. Therapeutic relationship is known to heal better than interventions. As a result of this research, it was found that the empathic skill of counselors working with clients with grief is important in the process of understanding and summarizing the client's feelings and thoughts.

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INVESTIGATION OF THE PREDICTIVE ROLE OF CHILDHOOD EXPERIENCES IN SELF-CONFIDENCE

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It is a well known fact that the experiences in early life are closely related to the later life periods. It is very important for children to establish close relationships with the person responsible for their care. In that, children who can not establish close relationships in this period may encounter some problems such as mood disorders, aggression and alcohol dependency in later ages. It is known that children raised with rejecting parental attitudes may have low self-efficacy and self-confidence. In this context, it is thought that early life experiences may be related to self-confidence. In this study, it is aimed to examine the role of early life experiences in determining the self-confidence level of high school students.

In this study, a predictive correlation design is used to explain changes in dependent variables based on one or more independent variables. The study group of the research was composed of 721 students who were studying in 9th, 10th and 11th grades of Gürçeşme, Şirinyer and Buca Anatolian High Schools affiliated to Buca District National Education Directorate in İzmir province during 2015-2016 academic year. 390 of the students were female, 322 were male, and 9 participants did not specify gender. Participants' ages ranged from 15 to 18 years. The data collection tools of the study were early life experience scale, self-confidence scale, and personal information form which were created by the researchers. The early life experiences scale consists of three sub-dimensions, which are expressed as threat, submissiveness, and unvalued. Increasing the scores from each sub-dimension means that the individual has more experiences in early life related to the sub-dimension. The self-confidence scale consists of two sub-dimensions as inner self-confidence and external self-confidence, and the increase in the scores getting from the scale means that the self-confidence level of the individual increases. The data set was evaluated in terms of missing values, normality, autocorrelation and multiple linearity, before starting the analyzes. Pearson moments correlation coefficient analysis and linear regression analysis methods were used in the analysis of the data.

There was a statistically significant relationship between high school students' early life experiences and self-confidence levels in the negative direction. The level of self-confidence of high school students decreases when children's memories of submissiveness, valueless and threats were raised. The results of multiple linear regression analysis show that the memories of submissiveness, valueless and threats all together account for 9% of the change in self-confidence of high school students. While the modular contribution of the submissiveness, valueless is meaningful; the contribution of the threats were not statistically significant.

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ASSESSMENT OF PRE-SERVICE BIOLOGY TEACHER'S PEDAGOGICAL CONTENT KNOWLEDGE REGARDING AIR POLLUTION

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The purpose of the research is to assess pre-service biology teachers' pedagogical content knowledge regarding pollution of the air.The sample of this study in which case study research method was used consisted of 5 pre-service biology teachers who are enrolled at Gazi University in the Department of Biology Education senior class in 2015-2016.While chosing the participants, a subject matter knowledge test about pollution of the air was administered to 30 pre-service teachers.According to the test results ,pre-service teachers having different knowledge levels were chosen to participate in this study to reveal different dimensions of the research problem.

Data was collected via observations,interviews and document analysis methods regarding the sub-problems created at the begining of the research.Transcriptions of the semi-structured interviews and pre-service teachers' deliver a lecture of listening were analyzed by coding the data considering the different dimensions of pedagogical knowledge.

The findings of the study showed that subject matter knowledge is necessary for pedagogical content knowledge but,pedagogical content knowledge involves many subcategories such as,pedagogical knowledge, knowledge of students'understanding of science,knowledge of science curriculum,knowledge of assessment knowledge of instructional strategies.Also,pre-srevice science teachers who have science teaching experince have better pedagogical content knowledge. This shows,experince is an integral of pedagogical content knowledge development.

Keywords: pedagogical content knowledge, biology teacher, air pollution

RELATIONSHIP BETWEEN INITIATING ROMANTIC INTIMACY AND RELATIONAL ANXIETY IN EMERGING ADULTHOOD

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The aim of this study is to examine the relationship between initiating romantic intimacy and relationship anxiety of emerging adults. In addition, it is aimed to find out the relations of markers of initiating romantic intimacy and relationship anxiety in terms of some variables such as student's gender, age, forms of dating, fear of rejection in romantic relationship and present relationship status. One hundred and forty two emerging adults participated to the study, and correlational model, one of the methods of quantitative research, was conducted. Data were collected through Markers of Starting Romantic Intimacy Scale and Fear of Relationship Scale which is a subscale of The Multidimensional Relationship Questionnaire. In this study, in order to analyze the data descriptive statistics, Pearson correlation coefficient, t test and one-way ANOVA methods were used. As a result of the research, a significant negative correlation was found between markers of starting romantic intimacy and relational anxiety of emerging adults. It is concluded that emerging adults who experience more relational anxiety have less the markers of initiating romantic relationship. Besides, it is found that the students who do not have a romantic relationship have experiencing more relational anxiety than the other students. Finally, possible causes of relational anxiety were discussed and the implementation of social support programs was suggested to reduce the anxiety level of college students.

Keywords: markers of initiating romantic intimacy, relational anxiety, emerging adults

OPEN-SOURCE USB ARDUINOS FOR INEXPENSIVE MEASUREMENTS IN CHEMISTRY LABORATORY

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Arduino was born at the Ivrea Interaction Design Institute as an easy tool for fast prototyping, aimed at students without a background in electronics and programming. All Arduino boards are completely open-source, empowering users to build them independently and eventually adapt them to their particular needs. You can tell your Adruino board what to do by sending a set of instructions to the microcontroller on the board. To do so you use the Arduino programming language (based on Wiring), and the Arduino Software (IDE), based on Processing.

Open-source Arduino boards have become increasingly useful in the field of chemistry due to their low cost and integrated development interfaces. In undergraduate teaching laboratories, these devices enable students to gain hands-on experience with building and programming the instrumentation being used in class projects. A wide range of input and output devices is also available.

In this study, they have been detailed the designs and uses of three 16-bit data acquisition devices using the Arduino that costs under \$15 as a tool for teaching laboratories: a pH meter (pH 0 to 14), a humidity sensors and a thermometer. To construct a demonstration measuring instrument requires an Arduino board and an LED display or a dot matrix display. An Arduino thermometer with a digital sensor DS18B20 capable of indicating a temperature in the range of -80 to $120^{o}C$ LED display. A demonstrational pH meter can be used in various situations; for example, to measure pH values of colour transitions in various solutions such as red cabbage, cola beverages or tea.

THE EFFECT OF AUGMENTED REALITY APPLICATION ON THE LEVEL OF REACHING LEARNING OUTCOMES: AN INTERDISCIPLINARY APPLICATION SAMPLE

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Today, the studies on the integration of technology to educational environments started to gain importance along with the swift change in the technology. The results of so many studies showing that the integration of technologies such as mobile applications, augmented reality, virtual reality which are called innovative technologies to teaching environment bring about positive changes in the motivation, success and attitudes of students took its place in the literature. Yet, it is considered important that the increase of studies in direction with the examination of the effects of interdisciplinary applications along with the disciplinary applications in educational environments in order to raise individuals who are expected to take care of the problems which requires solution today with an interdisciplinary viewpoint and have the 21. century skills. Accordingly, the objective of the study is to design activities in accordance with the augmented reality supported board application which was developed by taking interdisciplinary perspective as baseline and to examine the conducted education reaching learning outcomes. In line with this purpose, an augmented reality supported board and activities were organised by integrating the learning outcomes which were determined within the scope of teaching programmes of primary school social studies and mathematics courses. The study was conducted with 30 (12 girls, 18 boys) fourth grade students by using criterion sampling technique which is among purposive sampling methods. In the study which was conducted in pre-post test single group experimental design model, achievement test which was developed by researchers was used as data collection tool. In the consequence of the research it was determined that the reaching level of students to learning outcomes is meaningful in favor of post test.

Keywords: Interdisciplinary concept model, augmented reality materials, teaching of mathematics, teaching of social studies.

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AN EXAMINATION FOR ADOLESCENTS' DEPRESSION AND ANXIETY LEVELS IN VIEW OF ADOLESCENTS' IRRATIONAL BELIEFS WHICH ARE ABOUT THEIR BASIC PSYCHOLOGICAL NEEDS AND THEIR SOME DEMOGRAPHIC CHARACTERISTICS

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In this study, it was aimed to investigate irrational beliefs about the basic psychological needs of adolescents' depression and anxiety levels and whether they relate to some demographic characteristics (gender and average parent' monthly income).

This research is a relational screening research because it examine to reveal an existing situation as it exists. The sample of the research consists of total of 293 high school students including 143 girls and 150 boys who are studying in Istanbul. In the study, Rational Affective Self-Determination Scale, Beck Depression Scale, Beck Anxiety Scale, Demographic Form and Personal Information Form prepared by the researcher were distributed and filled out after the permission was obtained from the Provincial Directorate of National Education and student's parents for child consent form for the purpose of research. The data obtained in the study were analyzed using SPSS (Statistical Package for Social Sciences) Windows 22.0 program, t-test was used to compare quantitative continuous data between two independent groups, and One Way Anova test was used to compare quantitative continuous data among more than two independent groups. The Scheffe test was used as a complementary Post-hoc analysis to determine the differences after the Anova Test applied. Among the continuous variables of the study, Pearson Correlation and Regression Analysis were applied.

According to the results of the multiple regression analysis made; the irrational beliefs of adolescents on their basic psychological needs significantly predict the hopelessness points with all their sub-dimensions and explain approximately 19% of the total variance ($R2 = .19$; $P < .001$). Again, according to the analyses made, the irrational beliefs about basic psychological needs together explain approximately 16% ($R2 = .16$; $P < .001$) of the negative emotional points; approximately 12% of the physical anxiety points ($R2 = .12$; $P < .001$), approximately 15% of the guilt points ($R2 = .15$; $P < .001$) and approximately 21% of the total depression points ($R2 = .21$; $P < .001$) of adolescents. On the other hand, it has been seen that the irrational beliefs of adolescents on their basic psychological needs together explain approximately 8% of subjective anxiety points ($R2 = .08$; $P < .001$), approximately 14% of the subjective points ($R2 = .14$; $P < .001$), approximately 10% of the somatic symptom points ($R2 = .10$; $P < .001$), approximately 11% of the physiological symptom points ($R2 = .11$; $P < .001$) and approximately 12% of the total anxiety points ($R2 = .12$; $P < .001$). According to the unrelated group t test results, it has been seen that the girls' total and all sub-scale anxiety points are higher than the boys' points ($P < .005$). The analyzes made also show that the total points of depression, hopelessness, negative feelings and guilt are significantly higher in girls than boys. However, the physical anxiety points do not vary by gender. Finally, it has been seen that the anxiety and depression points of the adolescents do not change according to the monthly average income levels ($P > .005$).

It has been determined that the level of autonomy irrational beliefs of students increases the level of depression, the level of irrational beliefs of relationality does not affect the level of depression, and the level of competence irrational beliefs increases the level of depression. It was observed that the level of the autonomy irrational beliefs of the students increased the level of anxiety, the level of the irrational beliefs of relationality did not affect the level of anxiety, and the level of the competence irrational beliefs increased the level of anxiety. It was found that girls' relationality irrational beliefs scores were higher than boys, competence and autonomy irrational beliefs were not significantly different according to the average in terms of sexes, and girls' anxiety and depression scores were higher than boys. It was determined that there was no significant effect of students' average monthly income level on anxiety and depression scores. The findings were discussed in the light of other studies and related literature and various suggestions were made.

Keywords**:** Basic Psychological Needs, İrrational Beliefs, Depression, Anxiety, Adolescence.

THE OPINIONS OF SOCIAL STUDIES TEACHERS ON THE USAGE OF EDUCATION INFORMATICS NETWORK

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Education Informatics Network-(EBA) which is among the basic elements of Fatih Project, and which was formed by Innovation and Education Technologies General Directorate within the scope of "the supply and management of e-content) as an online social education platform aims to provide the reliable and effective contents which are required in schools and out of school by both teachers and students. In order to integrate EIN social network platform which is one of the biggest parts of Fatih Project to this process efficiently, teachers who are open to change, technology and science literate, raised as an expert in the field are necessary. The opinions of the teachers which take part in the implementation, on the usage of education informatics network in lessons are considered important.

Conducted studies put forth that the teachers who can integrate the technology in teaching and who are successful in the forming of technology classes have positive attitude and opinion about the usage of technology in teaching (Christensen, 2014). Thus, the aim of the study is to put forth the opinions of social studies teacher on the usage of Education Informatics Network. In accordance with this objective, 60 social studies teachers who work in secondary education institutions affiliated to Ministry of National Education in the various cities of Turkey form the sample group of the study. The volunteered teachers who attended the in-service trainings named "Teaching Methods and Techniques in Social Studies" and "Fatih Project and Education Informatics Network" which were held by Ministry of National Education form the sample group of the research.

As data collection tool, "Education Informatics Network Opinion Scale" which was developed by researchers and was composed of open-ended questions was used. The validity and reliability of the scale was conducted in accordance with the opinions of 4 field experts. The data obtained from the scale was analysed via conduct analysis method. The consistence percentage between the encodings of the researchers conducting the analysis was found as .92. According to the results of the study; it was found that most of the social studies teachers use EIN in order to provide document, they don't use EIN to upload content, they just use it to provide information only. It was also seen that they consider themselves inadequate on the subject of developing content and they don't use Content Management System mostly. Besides it was determined that more than 70% of the social studies teachers consider the technology usage in the teaching of social studies as the usage of presentation tools at lessons and they use EIN for this reason.

Keywords**:** Education Informatics Network, Opinions of Teachers, Usage of Technology in Education

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ADAPTATION OF ADULT-ADOLESCENT PARENT INVENTORY: A VALIDITY AND RELIABILITY STUDY

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The aim of the study is to adapt Adult-Adolescent Parenting Inventory (AAPI-2), developed by Stephen J. Bavolek & Richard G. Keene in 1979 and revised by Bavolek, S. J. & Keene, R. G. in 2001 for Turkish populations over eighteen in order to assess the parenting and child rearing attitudes. (N=534; ages 18–48 year).The AAPI-2 is an inventory designed to assess the parenting and child rearing attitudes of adult and adolescent parent and pre-parent populations. Based on the known parenting and child rearing behaviors of abusive parents, responses to the inventory provide an index of risk for practicing behaviors known to be attributable to child abuse and neglect. There are two forms of the AAPI-2 – Form A and Form B. Each inventory has 40 different items presented in a five-point Likert scale from Strongly Agree to Strongly Disagree. The study findings supported the reliability and validity of the AAPI-2. Confirmatory Factor Analysis indicated the expected five-factor structure and a close correlation between factors and scales. Internal consistency was adequate and correlation analysis with Abuse Awareness Scale Parents Form (Pekdoğan, 2017) confirmed the theoretical relations among the constructs. Thereby, the structural model was appropriate and is a suitable tool to evaluate abusive parenting attitudes. It is suggested that future studies explore psychometric properties of AAPI-2 in different populations (e. g. adolescents).

Keywords: Abuse, parent attitude, child rearing, scale adaptation

AYNI EĞİTİM BÖLGESİNDEKİ OKUL MÜDÜRLERİNİN KENDİ GÖREVLERİNE İLİŞKİN BAKIŞ AÇILARI VE ETKİLEŞİMİ

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Türkiye de okul müdürü eğitim politikalarının uygulanmasında, okulda öğretimin gerçekleştirilmesinde ve geliştirilmesi gereken etkinliklerde önemli bir rol oynamaktadır. Okul müdürlerinden de okul kapasitesini geliştirmeleri, öğrenme ve öğretme alanlarını genişletmeleri ve öğrencileri için en iyi olana odaklanmaları beklenmektedir. Okulların etkili olabilmeleri ve hedeflerine ulaşabilmeleri, eğitim öğretim programlarının yürütülmesinden sorumlu olan okul müdürlerinin etkili olmasına bağlıdır. Bu çalışmada Türkiye deki aynı eğitim bölgesindeki müdürlerin kendi görevlerine ilişkin bakış açılarını ve etkileşimini inceleyerek etkili okulların yaratılmasına katkı getirmesi amaçlanmıştır. Bu bağlamda okul müdürlerinin etkileşimi çalışmanın önemini oluşturmaktadır. Bu çalışma aynı eğitim bölgesindeki okul müdürlerinin kendi görevlerine ilişkin bakış açıları ve etkileşimini incelemeye yönelik nitel bir çalışmadır ve çalışmada olgu bilim deseni kullanılmıştır. Araştırmanın örneklemini, Ankara ili Etimesgut İlçesi 77.bölgede bulunan ilkokul ve ortaokullarda görev yapan 10 okul müdürü oluşturmuştur. Veriler yarı yapılandırılmış görüşme yoluyla toplanmıştır. Aynı eğitim bölgesindeki okul müdürlerinin kendi görevleri ile ilgili algıladıkları sorumluluklarını; sahip olmaları gereken kişisel özelliklere ilişkin görüşlerini; sahip olmaları gereken bilgi donanımına ilişkin görüşlerini; görevlerini yerine getirirken personeliyle ilişkisinde izlediği yolları; görevlerini yerine getirirken bölgedeki diğer müdürlerle ilişkisinde izlediği yolları; görevlerini yerine getirirken karşılaştıkları sorunları meslektaşları ile çözmeye ilişkin görüşlerini sorgulayan altı ana soruya yer verilmiştir. Nitel veriler betimsel analiz tekniği ile analiz edilip çalışmanın bulguları paylaşılacaktır.

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USE OF SOCIO-SCIENTIFIC ARGUMENTATION APPROACH IN THE ENVIRONMENTAL EDUCATION

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The solution of the ever increasing environmental problems in recent years increase the necessity of the alternative education programs which will equip the people with environmental consciousness and sensitivity and facilitate their active participation in the final decision making process. One of these methods is approaches the socio-scientific argumentation. In this study aimed is to investigate based on learning environment on student's attitudes towards environmental and environmental problems the effect of socio-scientific argumentation.

Within the framework of this study the environmental socio-scientific argumentation education was given. The "bioethics education process model" adapted to the environmental education was used. The study was carried out by the participation of 27 9th year secondary education students studying a high school in Sarıyahşi town of Aksaray province. Pretest, posttest and non-control groups experimental method was used in the study.

The "environmental achievement test", "environmental attitude test" and the "attitude test towards the environmental" which cover the research topics of the students were applied as a pre-test and post-test in the social science argumentation based environmental education. There were also semi-structured interview made with the students just after the application of the post-test for the evaluation of the whole process. The quantitative data obtained from the research were evaluated by the independent and dependent groups t test. The semi structured interviews data were examined by the content analysis.

The research group who received socio-scientific argumentational environmental education was found to have significant differences between their pre-test and post-test scores of their achievement levels, environmental attitudes and attitudes towards the environmental problems in favors of post test results. The gender variable was found to have no effect upon the pre-test and post-test scores of their achievement levels, environmental attitudes and attitudes towards the environmental problems of the participants. The individual interviews made with the participants following the post-test revealed that environmental application based upon   socio scientific argumentation makes a positive impact on the learning process and the application of the topic to everyday problems. The use of argumentation is not very common in Turkey. We sincerely do believe that this stud will pave the way for the use of argumentation concept and will be very useful in environmental education.

Keywords**:** Environmental problems, environmental education, socio-scientific argumentation approach

THE AFFECT OF BODY POSTURE ON GENERAL LANGUAGE ANXIETY AND FOREIGN LANGUAGE ANXIETY

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Some anxious and self-depressed people talk to each other by entering a closed body post when communicating with others, which is initially seen as a reflection of their worries. As this closed posture continues, they are more likely to be affected by this anxiety with a body posture that feeds their worries. it is expected that they will be less affected by this anxiety if they change their existing body postures, because the body bosture causes changes in body , which in return can affect the anxiety level. When a person is less affected by the affliction, this can lead to a reduction in the level of anxiety of the person by making him feel better. In this study, students ' body was changed into open posture , and the effect of open posture on students' general anxiety and language anxiety levels was examined.

It is the general aim of this study to examine whether the language and general anxiety scores of Elt third-year students have changed, depending on open body postures in the pre-test final test.

For this study, a single group pre-test post-test experimental design was used from experimental models. The study was conducted on third grade students at YYU university of English language teaching. In this study, the General Anxiety Scale and the Foreign Language Anxiety scale were used to determine the foreign language concerns and general concerns of the students who were assigned as dependent variables.

The General Anxiety Scale and the Foreign Language Anxiety scale were applied to the students participating in the experimental study. A week later, students were asked to speak english in an Office for about two minutes about one of the topics specified by the researchers and having equalized difficulty levels. Before starting this application, they were provided with a comfortable and open sitting position. Immediately after the application of speech, students were asked to fill in the general anxiety and foreign language anxiety scales as a posttest.

According to the pretest scores of the participants, female students had lower scores on language anxiety scores than male students and female students had higher scores on general anxiety scores than male students. These differences were statistically significant for pretest. The study also showed that there was a statistically significant decrease in both language anxiety scores and general anxiety scores according to the body postures of the students when the pre-test and post-test were compared. However, it was observed that male students experienced a greater decline than female students in terms of language anxiety scores. Whereas, the decrease in both language anxiety and general anxiety scores of the pre-test posttest was not significant between the points in terms of gender.

CHILD-FRIENDLY CITY, ÇİLİMLİ

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The Convention on the Rights of the Child is a convention which was accepted by the General Assembly of the United Nations on 20 November 1989 and brought into force on 2 September 1990. The implementation of the "Child Friendly City" is regarded as an important step towards putting the practice the UNICEF's Convention on the Rights of the Child.

In this direction, Çilimli Municipality has developed the "Child Friendly City" strategy in cooperation with UNICEF and has established the appropriate urban policy and prepared the action plan which is necessary for putting these policies into practice. The budgeting of the plans, the monitoring of the applications and the determination of appropriate methods for evaluating the effects are carried out within the "Child Friendly City" strategy.

The planning, budgeting, implementation, monitoring and evaluation of the effects of the activities are carried out within the project to see their direct or indirect effect on children.

The municipality, which plans to be a child-friendly city, has been working in this context to create the necessary building blocks and to link the city with the larger scale policies and plans, also continues its actions as a municipality that takes and implements basic steps.

The purpose of this study is to elaborate the definition of the Child Friendly City concept, its description, briefly its historical development, and in particular the phases of its implementation in Çilimli District.

Keywords: Child Friendly City, child, Cilimli, Unicef

SOCIAL APPEARANCE ANXIETY AND LONELINESS AS PREDICTORS OF MARITAL EXPECTATION

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The aim of the study was to examine the predictive roles of university students' social appearance anxiety and loneliness levels on their marital expectation levels.

The data of the study was obtained from 454 students (419 female, 35 male) from three different universities in Istanbul. In addition to 'Marital Expectation Scale', 'UCLA Loneliness Scale' and 'Social Appearance Anxiety Scale' (SAAS) were administered to participants as measurements. Firstly, Pearson correlation analysis was used to investigate the correlations among the study variables. Then, the multiple regression analysis was conducted to determine the predictive roles of social appearance anxiety and loneliness on marital expectation.

The findings revealed that study variables were significantly correlated with each other. In the regression analyses, social appearance anxiety and loneliness were found to be the significant predictors of marital expectation. They explained 8,5% of total variance related to marital expectation.

The results of the study were beneficial for psychological counselors to manage the marital expectation problems caused by high levels of social appearance anxiety and loneliness.

Keywords: marital expectation, loneliness, social appearance anxiety, undergraduate students.

EVALUATION OF THE PERCEPTION OF DEATH IN TURKISH SOCIETY BY POLITICAL LEADERS ON TWITTER

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Introduction: The concepts of death and mourning and the meanings that society imposes on them are variable. Even in society, the perception of these concepts varies from individual to individual. In some societies and beliefs death is an extinction, while in some societies death is rebirth. In the same way, some societies do not accept mourning but some societies accept mourning as a part of belief. In our world where even the color of death and mourning varies from region to region, it is difficult to make universal discourses about this concept. The determination of the perceptions and attitudes of the societies regarding the concept of death and the introduction of objective data facilitates the evaluation of the approaches of societies to the concept of death. Especially the view of political leaders and their evaluation is a manifestation of the fact that most of the society they belong to is evaluating this issue.

Aim: In this study, it was aimed to determine the perception of the death of the society through political leaders. This study will help to reveal the perception of Turkish society through the tweets of the political leaders regarding the perception of death concept.

Method: With this study, death perception in Turkish society will be evaluated on the reactions of twitter users to death-related twits of political leaders. In this study, qualitative data were evaluated and quantitative data were obtained from these data and than content analysis done. In the study, all tweets of the four political leaders in Turkey between August 2016 and August 2017 were evaluated and also the contents of the death-related twits during this period were also analyzed separately and findings about the place of the concept of death among other concepts were obtained.

Findings and Conclusion: In this study, political leaders' perceptions of death and their reactions to death vary, and the followers' reaction to these tweets also differs. In the tweets of political leaders, condemnation, sympathy, remembrance, informing are emerging as themes. The most common theme about death is condolence wishes, while the least common theme is gratitude. When four political leaders are evaluated together with death-related tweets, it is seen that the theme of death, which is most favorited and retwitched, is to "convey wishes of condolence", and the least favorited and retwitched theme is "gratitude". This finding provides us with a clue as to what content the community supports. In some of the tweets that are shot by political leaders, the dual content is striking. As an example, a twite is seen in both condemnation and remembrance. Deathly-related tweets were among the most favorite or most retwitched 10 twitts in the tweets that political leaders cast year-round. However, all of these findings differ from one political leader to the other political leaders. As a result, the reactions to perception of death and perception of issues related to death in a society are influenced by political considerations such as the attitude of the leaders and changes from leader to leader.

Keywords: Turkish society, Politics, Twitter, Death, Loss, content analysis

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THE EFFECT OF ECOLOGICAL FOOT PRINT CONCEPT IN THE COGNITIVE STRUTURE OF ENVIRONMENTAL EDUCATION OF 9TH CLASS STUDENTS

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Artan çevre sorunları ile bireyler günlük tüketim faaliyetlerini sorgulamaya başlamıştır. Doğal kaynakların insanlar tarafından ne kadar kullanıldığı, ekolojik ayak izi kavramının ortaya çıkmasıyla daha da ölçülebilir bir nitelik kazanmıştır. Bu bağlamda ekolojik ayak izi bilinçli tüketici kimliğine sahip bireyler yetiştirmede önemli bir çevre eğitim aracı haline gelmiştir.

Bu çalışmada, ekolojik ayak izi kavramı ile ilgili yapılan öğretim sonucu öğrencilerin çevre sorunlarına karşı tutum, duyarlılık ve biliş düzeylerindeki değişimin incelenmesi amaçlanmıştır.

Araştırma, 2013-2014 öğretim yılında Ankara ili Keçiören ilçesinde seçilen bir lise 9. sınıf öğrencilerinin iki ayrı şubesinden toplam 52 öğrenci üzerinde yapılmıştır. Araştırmada; Çevreye Yönelik Tutum ve Başarı Ölçeği ile Tüketim Alışkanlıklarına İlişkin Değer Anketi veri toplama araçları olarak kullanılmıştır. Çalışmada öğrenci merkezli öğretim etkinlikleri düzenlenmiş olup, bu etkinliklerde çevre, çevre kirliliği ve ekolojik ayak izi konularına yer verilmiştir. Veri toplamada çevreye yönelik tutum ölçeği ön test ve son test olarak kullanılmıştır. Çevreye yönelik başarı ölçeği çoktan seçmeli test olarak hazırlanmıştır. Bu ölçekteki sorular ÖSS ve LYS de yer alan çevre konularını içeren sorular alınarak hazırlanmıştır. Tüketim alışkanlıklarına yönelik ankette**,** öğrencilerin ekolojik ayak izi hesaplamalarına ve sürdürülebilirliğe temel oluşturan değerlerini belirlemek amacıyla açık uçlu sorular sorulmuştur. Verilerin istatistiksel analizlerinde SPSS 16.0 programı kullanılmıştır. Çalışma verileri değerlendirilirken tanımlayıcı istatistiksel metotlardan yararlanılmıştır. Verilerin çözümlenmesinde bağımsız örnek t-testi, anova testi ve korelâsyon değerleri hesaplanmıştır. Açık uçlu anketten elde edilen veriler yüzde frekans hesaplamaları yapılarak içerik analizi ile sunulmuştur.

Araştırma sonucunda başarı ve tutum ön test ve son test verileri arasında anlamlı bir farklılık olduğu belirlenmiştir. Çevre eğitiminde ekolojik ayak izi kavramının kullanılmasının öğrencilerin başarı, tutum ve davranışlarını olumlu yönde değiştirmede etkili olduğu belirlenmiştir.

VIEWS OF PHD STUDENTS TOWARDS QUALITATIVE BASED STUDIES

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It is known that research model levels used in PhD theses conducted in educational studies field in Turkey are not adequate. Studies show that quantitative research models and techniques used in most of studies conducted in educational studies and use of qualitative research models were limited. Therefore, this study aims to determine views of students who study PhD in educational studies and teacher training fields towards qualitative based researches. Case study design from qualitative based research models were used in this study. Workgroup of this study consists of 20 PhD students who use qualitative based research models in educational studies and teacher training fields. Data of this study were collected with seven open ended questions developed by researchers in order to determine students' views, kinesthetic and affective characteristics. Content analysis was used in data analysis and data were coded by researchers, unified in categories and themes were formed. Research data were analyzed by researchers independently; codes which caused indecision were solved by common decision making. Findings were presented with frequency-percent table and quotations from participants' views were given. While analysis of gathered data is being continued, views of participants about philosophies under qualitative and quantitative researches, why and when to use qualitative research methods, difficult parts of qualitative methods, what are qualities of a researcher who uses qualitative research methods will be taken. In this study participants indicated that they think qualitative research methods are being used when expected to get in depth knowledge, during this process researchers have difficulties while gathering and analyzing data in this process, in order to conduct qualitative based research, an individual should be a good observer and listener, also should have a patient characteristic.

Keywords: Qualitative based research, PhD student, educational sciences, view.

FEAR OF MISSING OUT SCALE (FOMOs): TURKISH VERSION VALIDITY AND RELIABILITY STUDY

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The purpose of this study is to investigate the validity and reliability of the Turkish version of the original Fear of Missing out Scale (FoMOs). For the construct validity of the FoMos, 354, whereas for the concurrent validity 371 participants were included in the study. The CFA results showed that the uni-dimensional FoMos model was found to fit the data well [$\chi^2_{(35, N = 354)}$ = 93.75, p < .001; GFI = 0.95; CFI = 0.91; SRMR = 0.050; RMSEA = 0.069]. The concurrent validity results revealed that the FoMos is positively and significantly related to the Bergen Facebook Addiction Scale (r = .43), but negatively and significantly related to the Satisfaction with Life Scale (r = -.21). The Cronbach Alpha reliability coefficients of the FoMos were found acceptable for all the groups [r = .79 for the first group, r = .78 for the second group and r = .78 for the total group]. These findings has indicated that the Turkish version of the FOMOs is a valid and reliable instrument that will be able to measure the feelings of missing out syndrome in Turkish culture.

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STRUCTURAL TRANSFORMATION IN THE DECISION BODY OF THE EDUCATION SYSTEM

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The education system in Turkey has been rearranged under the scope of "Rearrangement of Ministries and Their Working Principles" to increase the efficiency and effectiveness, and to provide system integrity since the establishment of Turkish Republic until the present day. In these arrangements, sometimes the name of the hierarchy and unit titles in the central organization were changed, while sometimes structural transformation was carried out by changing the structure and processes. The organizational and management structure of the Turkish Educational System was discussed in the Seventh National Education Council (1962) and most of the national education institutions organized later. Especially in the Tenth National Education Council (1981), the reorganization of the system has been decided by developing scientific solution proposals. The organization and management structure of the system has been rearranged according to the provisions of the Law No. 3797 on the Organization and Duties of the Ministry of National Education (Official Gazette: dated May 12, 1992, number 21226). With this arrangement, the system is structured with the provincial organization and foreign organization titles. With this law, the central organization consisted of the ministry, the undersecretariat, the Board of Education and Training, the main service units, the advisory and audit units and the auxiliary units, the permanent committees and the subsidiaries. The organizational structure of the Ministry of National Education has undergone changes through various legal arrangements. The current structure was determined by the Decree Law No. 652 on the Organization and Duties of the Ministry of National Education, effective by 14 September 2011.

With this arrangement, the central organization of the Ministry consisted of The Ministry and the Deputy Minister, the Undersecretary and the Deputy Undersecretary, the Service Units and the Board of Education and Training Board.

With the structural transformation in the system with the new regulation, even though the design of the central organization, and the duties of the units are defined as the effects of the new public administration on the educational administration, the situation is an effort to establish an "open and political preference". These developments, which claim to be a new era, have been the subject of debate by raising the opposition as much as their supporters, as the educational system is fundamentally influential in the organization and processes of the organization.

One of the remarkable points in the context of restructuring in the Turkish Education System is the administrative change of the Board of Education and Training Board, which is defined as the DECISION body since 1926 until today. In this study, the historical development of the unit and its current situation will be examined. Subsequently, this study aims to examine the administrative change of the Board of Education and Education to contribute to making the discussions about the decision processes of the Ministry of National Education more objective and scientific.

Keywords: Turkish Educational System, Board of Education and Training, Ministry of National Education

PROJECT-BASED LEARNING WITH THE USE OF E-PORTFOLIO

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Project-based learning as a student-centered constructivistic pedagogy is one of the modern methods of teaching, that involves a dynamic classroom approach. This method is based on the philosophy of pragmatism and the principle of »Learning by doing« with which students learn science and develop critical thinking skills by solving real-world problems in small groups. With the use of ICT (Information and Communication Technology) while their project work is under way, they aquire technological skills and competencies that are necessary for any teacher who wants to integrate technology in their classrooms. University of Ljubljana is actively participating in the project »ICT in teacher training study programs UL«, founded by the European Social Fund, where we encourage flexible forms of learning. All improvements have been oriented towards the thoughtful use of ICT in order to encourage the development of skills and knowledge of didactic use of ICT and recognising the possibilities that ICT offers for reaching higher taxonomic levels of knowledge by primary and secondary school students. During one of our pilot researches, our students used an online e-portfolio tool Mahara, where they created different types of learning materials, shared literature and information, exchanged opinions and constructive criticism and collaborated during their project work. This kind of approach to project-based learning with the use of ICT proved to be very motivational for students and encouraging not only in their academic field and subject of future teaching but also for the development of their creative and collaborative skills. It widened their view on the use of ICT in education and opened their imagination for creative use of innovative pedagogical approaches.

Keywords: project-based learning, innovative pedagogical approaches, ICT, e-portfolio, Mahara

DEVELOPMENT OF PRE-SCHOOL ERGONOMY SCALE

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The aim of this study is to develop a measurement tool to ensure that ergonomic characteristics of pre-school settings are determined according to teacher perceptions. Pre-primary education institutions should be organized in accordance with the child's development and health. Child will be individual happy, active and learning by doing in an educational institution well-prepared for physical conditions, education program and staff. During the validity stage of the scale, a pool of substances was created taking into consideration the quality standards of the pre-school institutions and then evaluated by 10 specialists who are experts on their own field. Experts' opinions were calculated by Lawshe technique. The 62 item scale was applied to a total of 300 pre-school institutions in Kütahya, Istanbul, Ankara, Balıkesir, Erzurum. Data are on the process of analyze.

Keywords**:** Ergonomi, preschool, scale

PREDICTIVE ROLES OF EMOTIONAL INTELLIGENCE AND BIG FIVE PERSONALITY TRAITS ON FEAR OF MISSING OUT

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The study examined the predictive roles of emotional intelligence and big five personality traits on fear of missing out in Turkish university students. The study was carried out with 546 (472 female, 92 male, M_{age} = 19.66 years, SD = 1.22, and age range: 17-29) students. Participants completed the Trait Emotional Intelligence Questionnaire–Short Form, the Adjective Based Personality Test, and the Fear of Missing out Scale. The data was analyzed by correlation analysis and multiple regression analysis. Fear of missing out positively correlated with neuroticism and openness, and negatively correlated with emotional intelligence. The regression results showed that neuroticism, openness, and emotional intelligence were significant predictors of fear of missing out. Consciousness, extraversion, and agreeableness did not significant predictors of fear of missing out.

EXAMINING THE PREDICTIVE ROLES OF UNIVERSITY STUDENTS' ATTACHMENT STYLES, SUBJECTIVE WELL-BEING AND LOCUS OF CONTROL LEVELS ON THEIR SOCIAL APPEARANCE ANXIETY LEVELS

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The aim of the study was to investigate the predictive values of university students' attachment styles (secure, fearful, preoccupied and dismissing), subjective well-being and locus of control levels on their social appearance anxiety levels. The sample was composed of 420 undergraduates in Yeditepe University. Pearson correlation analyses and multiple regression analyses were conducted to test the potential relations among the study variables. Independent samples t-test and one way analysis of variance were used to assess the differences among university students' attachment styles, subjective well-being, locus of control and social appearance anxiety levels in terms of three demographic variables: gender, department and age. The results showed that subjective well-being, secure and preoccupied attachment styles were significant predictors of social appearance anxiety. All study variables (secure, fearful, preoccupied and dismissing attachment styles, subjective well-being and locus of control) explained 40% of total variance related to social appearance anxiety. The findings indicated that undergraduates' attachment styles and locus of control levels showed significant differences regarding to age, gender and department unlike their subjective well-being and social appearance anxiety levels. The results of the study were essential for both counselors and psychotherapists to understand the roots of social appearance anxiety and the coping skills necessary for decreasing it.

Keywords: attachment styles, subjective well-being, locus of control, social appearance anxiety, undergraduate students

HOW ALTRUISTIC ARE PSYCHOLOGICAL COUNSELOR CANDIDATES?

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The subject of this study, altruism, in general, means helping someone else without expecting something in return or even putting themselves in danger. Psychological counseling is also a professional help. The purpose of the study is to determine the relationship between the levels of altruism, intercultural sensitivities, and emotional intelligences among psychological counselor candidates.

Within the scope of the research, 541 undergraduate students studying at private and public universities in Istanbul, Department of Psychological Counseling and Guidance were reached. 415 of the counselor candidates who participated in the study (76.7%) were female, 126 of them (23.3%) were male and the average age for the whole sample was 21.02.

The research was organized in accordance with the relational screening model. To collect data, Altruism Scale, Intercultural Sensitivity Scale, Emotional Intelligence Scale and Personal Information Form which is developed by the researchers were used.

Multiple regression analysis was used to determine the relationship between the altruism of the participants and their intercultural sensitivities, and emotional intelligence. Independent Sample t-Test and One-Way (ANOVA) were used to examine the level of altruism of psychological counselor candidates in terms of various variables.

The results revealed that, there is a significant relationship between altruism, intercultural sensitivity and emotional intelligence ($R=0.37$, $R^2=0.14$, $p<0.01$). Intercultural sensitivity and emotional intelligence accounted for 14% of the total variance in altruism. Moreover, it appears that the intercultural sensitivity explains the variance in altruism more comparing with emotional intelligence.

According to another result of the research, there is no significant difference between the altruistic levels of psychological counselor candidates in terms of gender but there is a significant difference in terms of university and class levels.

These results revealed the importance of altruism among psychological counselor candidates on their intercultural sensitivities and emotional intelligence. It can be said that if the psychological counselors' cultural sensitivities are increased and their emotional intelligence is improved, the levels of altruism may also be positively affected.

Keywords: Altruism, intercultural sensitivity, emotional intelligence, psychological counselor candidates.

Note. This work is a part of the first author's master thesis and the thesis supervisor is the second author.

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DEVELOPMENT OF MINDFULNESS IN MARITAL RELATIONSHIP SCALE: VALIDITY AND RELIABILITY ANALYSIS

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The purpose of this study was that Mindfulness in Marital Relationship Scale was developed and its validity and reliability examined in order to determine married people's level about mindfulness in marital relationship. Mindfulness in Marital Relationship Scale consists of 12 items, two of them are reversed. The scale is a 5 point Likert Scale.

First, the construct validity of the scale tested by principle component analysis. Data were collected from 384 married people who graduate from high school or higher level education. In principle component analysis, single factor structure was found. That factor explained 42.70% of total variance. The factor loadings were between .48 and .78 for each item of the scale. 157 married people were reached for confirmatory factor analyses. Confirmatory factor analyses showed good fit for single factor. Fit index values were RMSEA=.048, GFI=.93, AGFI=.89, RMR=.034, SRMR=.053, PGFI=.63, CFI=.98, PNFI=.76, NFI=.95, NNFI=.98. Mindful Attention Awareness Scale and Dyadic Adjustment Scale were used for criterion validity. The scale correlated .67 with the Dyadic Adjustment Scale and .51 with Mindful Attention Awareness Scale. The Cronbach's Alpha internal consistency of the scale was . 87. The relations for all items of the scale was calculated above .44 as a result of the item total correlations. The findings indicated that the scale was a valid and reliable instrument that can be used to understand structure and quality of mindfulness in marital relationship.

Keywords: Marriage, Mindfulness, Mindfulness in Marital Relationship

TURKISH EDUCATION SYSTEM PERCEPTIONS OF TURKISH TEACHER CANDIDATES: A METAPHOR STUDY

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Since the concept of the Turkish Education System can be regarded as a framework concept in the field of educational sciences, it has been considered significant to determine the perceptions of the Turkish teacher candidates for the concept of the Turkish Education System, through the metaphors. The aim of this research is to investigate the perceptions of Turkish teacher candidates on the concept of Turkish Education System through metaphors. The phenomenology pattern from qualitative research designs was preferred in the study. The study group of the research was consisted of 50 teacher candidates who were studying at the 4th grade level in Erciyes University Education Faculty Turkish Teaching Program in 2017-2018 academic year. Content analysis was used in this study since both there was no pre defined conceptual categories in the analysis of the data from the research, and the categories couldn't be created by researcher on the basis of data. The Turkish teacher candidates, who participated in the study, developed 50 metaphors, 38 of which were different, for the Turkish Education System. 5 categories created considering the reasons of these metaphors are as follows: Turkish Education System as a variable structure, as a dense and irregular / mixed structure, as a problematic structure, as a structure that can't make progress, and as a functionless structure

Keywords: Turkish Education System, Turkish Teacher Candidates, Metaphor

SHAPING VOCAL STEREOTYPY OF A CHILD WITH AUTISM SPECTRUM DISORDER: A NON-AVERSIVE COMMUNICATION TEACHING TECHNIQUE

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Many vocal stereotypy or repetitive vocalizations behaviors of children with autism spectrum disorder are now seen as having potential communicative significance, even though they may begin with the absence of social consequences by reflexive or non-purposeful responses. The study of these vocal stereotypy or repetitive vocalizations behaviors in children with autism spectrum disorder (ASD) has been of interest for some time. There is growing interest in the communicative potential of repetitive vocalizations in the domain of prelinguistic behaviors of children with ASD, the present article concentrates on a non-aversive communication teaching technique with shaping protocols. This research aims to answer the question; Do responding to repetitive vocalizations by three communicative behavior, nonlinguistic contingent response, linguistic contingent responses, and linguistic contingent responses to the child's communicative act, guided with a shaping procedure increase frequency of communication attempt in a child with ASD. According to the multiple-probe across behaviors graphic and the anecdotal recordings of the participant affective involvement showed a great acceleration during intervention. This research has important implications because promising results were gathered related to repetitive vocalizations behaviors in a child with (ASD) by using a non-aversive communication teaching technique with the shaping protocols. Participant attended a private clinic and all experimental sessions took place in a playroom with a wide variety of toys. All baseline and intervention sessions performed one on one bases. Participant had a primary and secondary trainer. The child's primary trainer conducted intervention sessions 2 days per week. The secondary trainer was used to facilitate across person generalization. Three different classes of verbal responsivity "nonlinguistic contingent responses", "linguistic contingent responses" and "linguistic contingent responses to the child's communicative act" related data were collected for five-minute episode of interaction was recorded on videotape with a range of adult and participant communication behaviors in the experimental setting and in the generalization setting. By using an observation form the frequency the various target communicative behaviors were registered. The observations and scoring were carried out by the authors and by a special education teacher working in the clinic. Prior to formal data collection, the special education teacher was trained to 85% interobserver agreement for all different classes, with the exception of affective involvement because the behaviors occurred too infrequently. Interobserver reliability was computed for 30% of the videotaped episodes and was found to range from 89% to 100% in the three classes of communicative behavior, with a grand mean of 93.8% across all the categories, with the exception of affective involvement. Affective involvement of the participant was observed via anecdotal recording system.

Keywords: autism spectrum disorder, vocal stereotypy, repetitive vocalizations, shaping, non-aversive techniques

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THE IMPACT OF ANGER MANAGEMENT TRAINING ON ANGER, AGGRESSION AND PROBLEM SOLVING SKILLS OF PRIMARY SCHOOL STUDENTS

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This study has got two aims. The first aim of this study is to develop 'Anger Management Training Program' based on cognitive- behaviorist approach in order to help 4th year and 5th year students in TRNC primary state schools build constructive management of anger and aggression and problem solving skills. The second aim of the study is to measure the impact of 'Anger Management Training Program', which will be constructed in the study, on the 4th and 5th year primary school students' anger, aggression and problem solving levels. The study is a quasi-experimental study including a control group and it is based on pre-test- post-test model. The participants of the study were 36 students of which 18 constituted the experimental group and the other 18 constituted the control group. The instruments used in the study were 'Anger Inventory for Children developed by Bulut Serin & Serin (2011), 'Aggression Scale developed' by Şahin (2001) and 'Problem Solving Inventory for Children' developed by Serin, Bulut Serin & Saygılı (2010). For the analysis of the data, single sample Kolmogorov-Simirnov test was used to see the distribution of the data and the test results indicated a normal distribution of the data. In order to see whether there was a significance between the groups of the participants' scores a 't-test' was administered. To test whether there were any significant differences among the repeated scores a 'one way ANOVA' was utilized. It has been found that the male students in the experimental group showed a statistically meaningful decrease in their anger score levels after the application of 'Anger Management Training Program' which was prepared by adopting a cognitive- behaviorist approach.While before the training program the pre-test mean scores of the male participants in the experimental group was it dropped down to after the training program. The findings have revealed that the cognitive-behaviorist approach which was adopted in the 'Anger Management Training Program' has shown that there was a decrease in the male students' angry and aggressive behaviors.

Keywords: Anger Management Training, Anger, Aggression, Problem Solving, Primary School Students

THE EVALUATION OF PREPARATIVE LEVEL OF PRESCHOOL EDUCATION BY PRESCOOL AND PRMARY SCHOOL TEACHERS

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The aim of this thesis study is to ascertain to what extent the preschool students gain the cognitive, social-emotional, language, kinesthetic and self-care skills after the 4+4+4 education system and to reveal the opinions of preschool and primary school teachers on this issue. The study was carried out with 29 preschool and 24 primary school teachers in Kayseri. Two separate interview forms that have 6 questions beside only one problem is common were prepared for the pre-school and classroom teachers who participated in the study, negotiations were held in the schools of the teachers who participated in the research by the researcher. The answers have been categorized after content analysis. The answers have been organized according to these categories. . Pre-school teachers have emphasized the lack of education and the benefits of pre-school education to children. It has been seen that the parents are focusing on the issues of raising awareness and reducing class presence. It has been determined that class teachers have negative thoughts in the field of cognitive development and self-care skills. They think that pre-school education restricts.

Keywords: Preschool, Primary School, Readiness Level

HIGH SCHOOL STUDENTS' POSITIVE AND NEGATIVE AFFECT SCHEDULES: A STUDY ON GENDER DIFFERENCES

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The objective of this research is to analyse high school student's positive and negative affect schedules and to compare them regarding whether they change according to gender, level of class and type of school. Within the framework of this objective, general, science and Anatolian high schools in Nicosia have been chosen using the random method. 171 voluntary students of grade 11 and 12 studying in these schools represent the sample of the research. Positive and negative affect schedule (PANAS) has been used in the research. While the reliability of the positive affect schedule of the scale has been measured as 0.88 - 0.81 for the negative affect schedule. It has been observed according to the result of the research that positive affect schedule is considerably high between female and male, while the negative affect schedule of both female and male students is slightly low. However the score of male students' positive affects are higher than females, while the score of the male students negative affects are lower than females. There is a meaningful significance of affects between in terms of gender. Also, the scores of negative affects of students of both 11th grade and general high school vary according to gender.

Keywords: affect, gender, high school students, negative, positive

SELF - EFFICACY PERCEPTION OF PRIMARY AND SECONDARY SCHOOL SCIENCE TEACHERS: META ANALYSIS

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Gazi Üniv. ,Eğt. Fak., Mat. ve Fen Bilim. Eğt. Böl., Biyoloji Eğt. A.B.D

Teachers self-efficacy perception is generally about the skills teachers has. The belief in own qualification is important for desired results, training objectives, planing and preparing of an event.

For his reasons in this study we compared self-efficacy perception of teachers with meta-analysis method.

Within the scape of this analysis we selected random effects model and worked with twenty-three research.

General effect sizes obtained from this model respectively: classroom teachers, biology teachers, science teachers and math teachers.

As the overall effect size class teachers has medium level (0,592). Other groups have lower level. (Biology teachers: 0,362/ Science teachers: 0,165/ Math teachers: 0,132)

Our results show that proficiency belief has multidimensional form and is connected to another areas, qualification measures are dependend on the situation.

For individuals to gain self—efficacy perceptions is important to gain good knowledge of the field and their self—sufficiency in different fields: Emphasis should be placed on social self—efficacy beliefs. Teacher's should be prepared to be a good example for students.

Therefore the general effect sizes of the class teachers with high perceptions of social self—efficacy were found be high.

ASSESSMENT OF IRANIAN YOUNG GIRLS' EDUCATIONAL NEEDS CONCERNING REPRODUCTIVE HEALTH: A SYSTEMATIC REVIEW

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Given the importance of sexual and reproductive health of adolescents, the aim of this study was assessment of Iranian young girls' educational needs concerning reproductive health.

This study was systematic review. we searched all databases with using key words such as sex education, reproduction, adolescent, girls, sexual behavior, sexual relationship, risky behavior, reproductive health education, education, young, program, participation, sexual health, peer, and reproductive health. Inclusion criteria for study included the articles aimed to determine the reproductive health educational needs of youth and young people in Iran during the last 15 years. After the documents were extracted, the characteristics of articles were entered into EndNote software and the duplicate cases were removed using this software and reviewing articles' titles.

In this review, 20 articles were obtained that most of them was clinical trial. The educational needs varied from the age groups of adolescents to students. According to the teachers' opinions, the information required for adolescents was composed of menstrual hygiene, sexually transmitted disease, sexual matters and life skills including communication. In the students groups, in spite of the students' acceptable perspectives concerning population control, their knowledge about contraceptive methods, sexually transmitted disease, AIDS and sexual health, was insufficient.

Cultural and social differences in the transmission of information to adolescents are seen, as in our studies, this information was transmitted by parents, while in studies of developed countries by peer groups. Considering the low level of knowledge and high level of positive attitude towards reproductive health, it seems that increasing awareness of girls in this field is necessary and appropriate training will improve their awareness.

Keywords: Educational Needs, Girls, Young, Iranian, Sexual Health

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DESIGNING OF THE COMMUNITY-BASED EDUCATIONAL PACKAGE IN NURTURING AND SEXUALITY EDUCATION FOR CHILDREN TO PROMOTE PARENTS' PRACTICES: A MIXED STUDY

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Multiple-perspective approach promotes parental practice as it addresses challenges they face in nurturing and sexuality education of children. Yet fear and anxiety to talk about sexual issues with kids is the major challenge in many of contexts. Applied approaches, in which sexually-related concepts and knowledge from different academic traditions are used to analyze children sexual behaviors or solve problems, allows parents to use their knowledge and practice in new and creative ways.

Hesitations toward children sexual behaviors have caused suspending development or designing comprehensive and effective parental guide, in Iran too. The lack of consensus about appropriate approaches in sexuality education makes a systematic study necessary. The purpose of this study was to produce a culturally sensitive parental package to promote their practice in nurturing and sexuality education of children.

This study was conducted with mixed method design in severals stage. The first, systematic review was carried out on package and guidelines in nurturing and sexuality education for children under than 12 years. This review was conducted to identify gaps and necessity of cultural adopted package and guidelines; also these findings were used as credible sources for accreditation of our educational package. The second stage, a cross-sectional survey is studied with aim to assess parents' knowledge and capability, attitude and practice in nurturing and sexuality education for children using a culture and indigenous - based questionnaire, at this stage, the needs of parents with indicators of knowledge, attitude and practice in the field of nurturing and children sexuality education were identified. In the next phase, in the next stage, qualitative study is explained using qualitative approaches of educational needs/ skills in parents with thematic analysis of quantitative results and effective determinants on knowledge, attitudes and parents practice. This step includes based-public discussions using semi-structured interviews. Based on the results from the first and the second stage, the initial draft of parental educational package was developed. Validity of the parental educational package was assessed by 11 specialists in the experts' panel.

In the first stage, 18 parental education packages were obtained the field of sexuality education children. Survey showed that only 5% of parents had appropriate practice in response to sexual behavior of their children. In qualitative stage, The main themes was summarized in 3 main theme include "providing skill / training parent's needs to efficiently transmit information" , "need to effectively manage children sexual behavior" and the "need to create a supportive environment for children in the community" were identified. The final parental educational package is developed and designed using obtained data from the results of previous steps and based on the agreement of 11 experts. Chapters of this parental educational package includes the necessity and importance of nurturing and sexual education for children, parents expectations in various stages of sexual development, how to deal with the sexual behavior in children, how sexuality education to children, how to teach values and familial patterns to children, sexual concerns by parents, and the appendix and common questions of parents about sexuality. Finally, qualitative evaluation and evaluation by standard tools show that this educational package is effective.

The findings of this study highlighted the parent's needs to special skills in nurturing and sexual education for children in the Iranian culture. According to being disguise sexual matters in Iran, and on the other hand, the inappropriate practice in response to sexual behavior of their children in this study, the production of this study, parental package is unique in its own. Based on findings, it is recommended to implement parental package to achieve Iranian parents' competencies as the first sexual educators for children, to promote value-oriented sexual education in Iranian culture for children, and ultimately to ensure the sexual health of children and protect them.

Keywords: Mix method, Nurturing, Sexuality education, Parents

DESIGNING OF THE COMMUNITY-BASED EDUCATIONAL MODULES IN SEXUAL HEALTH COUNSELING TO PROMOTE CARE PROVIDER'S PRACTICES

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World Health Organization (WHO) has recommended the integration of sexual health in primary health care. For achieving these goals, capacity building and training of health care providers especially midwives and other staff related to sexual and reproductive health counseling are necessary. This study aimed to designing of the community-based educational modules in sexual health counseling to promote care provider's practices.

This study was conducted with mixed method design in two phases. Then survey phase was done on 500 women referred to health centers of Kashan (Iran), to identify needs of sexual services. In the next phase, to explain the role of midwives in the delivery of sexual health services, semi-structured interviews were conducted with 53 midwives. Thematic analysis was applied for qualitative data analysis. Based on the results from the first and the second phases, the initial draft of modules was developed.

In the first phase, Survey showed that women have different needs in sexual knowledge, attitudes, capacity, motivations, script and function that this needs was remain unanswered in health system. In qualitative phase, The main themes was summarized in 7 main theme include "the target groups referred to midwife", "needs of midwives to delivery sexual services", "threats", "the strengths point of midwives in the delivery of sexual services "," barriers ", "current services by midwives" and "structure of the modules from the perspective of midwives". Acording to the results of the previous steps, 10 modules were designed includes theoretical and practical issues that were confirmed by specialist's opinion in experts panel.

This project showed that women have needs in field of sexual health that there are not program to achieve to there need in the health care. On the other hand, our study showed that despite professional competence of midwives in health system and their position in sexual health, they have not professional capacity in sexual counselling. The findings of this study suggest education and training of midwife with this designed modules that was considered Iranian women's sexual priorities and native values. The integration of this modules in the system of medical education is highly recommended.

Keywords: sexual health, modules, midwife, Iran

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THE EVALUATION OF PRE-SERVICE TEACHERS AS REGARDS TO CRITICAL THINKING, MENTALITY THINKING AND PROBLEM SOLVING SKILLS

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The critical and mental thinking and the problem solving skills of teachers are of utmost importance of the establishment of a classroom suitable for the development of these skills of the students. The training of people equipped with criticizing, in depth analysis of the current events and problem solving skills are among the primary needs of the societies. The teachers and pre-service teachers, who are to train people with those qualities, need to possess these same capacities more than anybody else.

In this study critical and mental thinking and problem solving capacities of biology and science pre-service teachers were evaluated as regards to their gender, school graduated and age. The study was carried out with determinative survey model. The study was carried out on the 4th and 5th year students of the biology and 3rd and 4th years of science departments of the faculty of education. The total participants of the study were 173 students. Al the participants were simultaneously subjected to California Critical Thinking Scale (CCTS), Mental Thinking Skills Test (MTST) and Problem Solving Inventory (PSI). The data obtained was evaluated by the use of SPPS 16.0 statistical software. The data obtained from critical thinking scale and the groups independent of the parametric tests were subjected to t-test and One Way Anavo test. The data obtained from the mental thinking skills test and problem solving inventory were subjected non-parametric Mann Whitney U and Kruskal Wallis H tests.

The mental thinking skills were found to be unchanged according to gender and the type of the school graduated and showed a statistically big difference according to the class studied and there were similarities between the ages. The critical thinking levels of the male and female students were observed to be similar and gender were observed to cause no difference in high level skill of critical thinking level. The critical thinking levels were not dependent on the age and type of school graduated. The problem solving skills were observed to be unchanged according to the all parameters investigated.

Therefore, the inclusion of the programs related to the improvement of the critical thinking, mental thinking and problem thinking skills in the curricula of the pre-service teachers will play a considerable for them to be equipped with the virtues of independent and creative thinking.

Keywords: Teacher capacities, critical thinking, problem solving skills, mental thinking

THE RELATIONSHIP AMONG EPISTEMOLOGICAL BELIEFS, ACADEMIC SELF-EFFICACY AND PROCRASTINATION IN UNIVERSITY STUDENTS

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There exists a growing focus on exploring the cognitive motivational factors associated with academic procrastination, which is a chronic and detrimental behavioral pattern. However, the potential role of the more fundamental cognitions about the nature of the knowledge is not adequately examined. In order to fill this gap, current study aims to investigate the relationship among epistemological beliefs, academic self-efficacy and procrastination in university students. In the study, epistemological beliefs are defined as students' central beliefs about the nature of knowledge, and how the knowledge is gathered, constructed and evaluated. Epistemological beliefs are measured in terms of three aspects in the study: ¨the belief that learning depends on effort¨, ¨the belief that learning depends on ability¨, and ¨the belief that there is only one unchanging truth¨. On the other hand, academic self-efficacy, which refers to students' belief about completing an academic task successfully, is considered to be a personal cognitive factor related with procrastination habits. Examining the predictive roles of students' both fundamental views about knowledge and personal views about their academic efficiency is thought to extend the understanding cognitive motivational factors related with academic procrastination.

The sample of the present study is composed of 238 (154 female; 9 male, 7 not indicated) undergraduate students of various departments from Cumhuriyet University, Turkey. The mean age of the participants was 20.5 (SD = 1.74) and ranged from 18 to 29 years old. In the frame of the study, participants completed Epistemological Beliefs Questionnaire (EBQ), Academic Self-Efficacy Scale, and Tuckman Procrastination Scale besides Demographic Information form.

For the preliminary analysis, pearson moments correlation coefficients was performed. Thereafter, the collected data was examined through multiple linear regression analysis to investigate the predictive roles of epistemological beliefs (including three subscales called the belief that learning depends on effort, the belief that learning depends on ability, and the belief that there is only one unchanging truth) and academic self-efficacy on participants' procrastination tendency.

The results of the multiple linear regression analysis revealed a significant regression equation ($F_{4,233} = 6.222$, $p < .000$). Specifically findings demonstrated that 31 % of variance in procrastination could be predicted by learning depends on effort, learning depends on ability and only unchanging truth subscales of epistemological belief significantly. Nevertheless, results of the analysis showed that self-efficacy did not significantly predict procrastination.

The finding of the present study supported the view that there is a significant relationship between procrastination and epistemological belief. However, inconsistent with the previous findings, any significant relationship was found between self-efficacy and procrastination. These findings may have broader implications for counselors working at the universities and researchers; thus, further replication is warranted to test the limits of the intervention's efficacy.

Keywords: Procrastination, epistemological belief, self-efficacy

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