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Full Length Research Paper

Comparison of seventh-grade Turkish and Iranian social studies textbooks in terms of value education

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One of the objectives of comparative education research is to compare within a certain period of time educational systems that have developed in similar or different environments and processes. The aim of this qualitative study is to compare the value education in Turkish and Iranian seventh-grade social studies textbooks. Data were collected using document analysis. Results show that both books underscore the values of scientificity, sensitivity and responsibility. Unlike the Turkish social studies textbook, the Iranian social studies textbook addresses the religious aspects of those values as well. The Iranian social studies textbook also highlights the values 30% more than its Turkish counterpart. This article examining textbooks is limited to determining the placement of values; it is not intended to measure the effectiveness of textbooks in the formation of attitudes.

Key words: Social studies curriculum, social studies textbook, Turkey, Iran, values.

INTRODUCTION

Comparative education goes back a long way and is believed to originate from observations and exotic stories of ancient travelers of antiquity and from the adaptation of courses inspired by foreign applications (Noah and Eckstein, 1969). Comparative education is mostly associated with art because it dominates learning and teaching practices (Hilker, 1962). Comparative education research has gone through different stages throughout history. The nineteenth century witnessed the first stage, where the propositions of Marc-Antoine Jullien de Paris in 1817 are considered the earliest scientific studies on the issue (Kaloyannaki and Kazamias; 2009). The comparative education research of the nineteenth century focused on collecting, comparing and documenting education systems to ensure that good practices are

accessible to others as well. Borrowing an education system was considered practical or pragmatic in the nineteenth century, which is therefore also referred to as the "period of borrowing" (Fraser and Brickman, 1968).

The first half of the twentieth century witnessed the second stage, which is also referred to as the prediction period of comparative education research. The dominant premise of this stage was that not every education system can be borrowed and that the relationship between society and education should be taken into account when borrowing an education system. The pioneers of this field, Sir Michael Sadler and his successors Friedrich Schneider from Germany and Robert Ulich from the United States believed that every educational system was based on a wider world of social

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and cultural causes, and therefore, they suggested that some filters be used instead of borrowing an education system directly. Inspired by Sadler and his successors, the comparative educators of that period took into account the results of research before adapting the experiences of an education system to another country and focused on predicting the achievements of that education system instead of borrowing it. Educators of the period concentrated also on foreign experiences because they aimed to protect themselves from harmful effects while analyzing the achievements and failures of other education systems (Farjad, 2000). Educational experiences vary across cultures and depend on cultural background and intelligence.

The third stage of comparative education, aka the period of analysis, corresponds to the twenty-first century, when educators focus on developing the relationship between countries due to the increase in international relations (Arnove, 1999). Many authors, such as Schneider and Kandel, argue that sensitivity arising from comprehensive analyses can help reduce the obstacles of nation-centered perspectives and contribute to the development of international understanding (Rust et al., 2009).

In today's rapidly connecting world, comparative education can contribute to international peace and social justice. There is nothing wrong with states defining education from a humanist perspective rather than a capitalist perspective and being inspired by the successful implementation of other education systems and focusing on the well-being of their peoples, cultures, economies and policies while developing their own education systems.

The Turkish dictionary defines the term "value" as an abstract measure to determine the significance of something or worth that corresponds to something while society defines it as a belief that determines whether something is desired or not (Güngör, 1993). It is, however, defined and classified in different ways in the literature. Values are defined as generalized basic moral principles that are deemed necessary by the majority of the members of a community or society for their survival, unity, functioning and continuity or as beliefs that symbolize their common feelings, thoughts, goals and interests (Kızılçelik and Erjem, 1994). In social sciences, values are defined as the criteria used to guide and determine people's behavior and to assess people and events or as high-level concepts and objects that symbolize ideal and desirable behaviors and lifestyles, and specific concrete conditions and general principles that help people make the right decisions (İmamoğlu and Karakitapoğlu, 1999). Values are not individual aspirations or tastes, but are universal elements accepted by groups or societies as good and desirable for all (Silah, 2000). According to Durkheim, one of the basic conditions that make a mass of people into a society is the presence of sufficient homogeneity among those people. Undoubtedly,

education plays an important role in creating that homogeneity. It also passes down social values and culture from generation to generation, ensures social cohesion and leads society towards common goals (Tezcan, 1997) because schools provide students with the opportunity to socialize and adopt social values (Ercan, 2001). Schools are responsible for teaching the values that have been clearly stated, or not stated, in the curriculum for culture transfer, disciplining students in accordance with rules, contributing to their moral development and shaping their characters and self-perception in a desired manner (Akbaş, 2004).

As is known, curricula provide and limit the qualifications that students are expected to develop. The main source of textbooks is the curriculum. Teachers and their tools and materials play a key role in helping students learn the knowledge, skills, values and attitudes in curricula. The most commonly used materials are textbooks (Kılıç and Seven, 2002) because students spend most of their time in school with textbooks. Shannon (1982; in Ho and Hsu, 2011: 93) reported that students spent 70-95% of their time in classrooms on activities based on textbooks. Adıgüzel (2010) and Karaca (2011) found that teachers in Turkey generally used textbooks to teach. In fact, textbook-based education in both countries is a legacy of traditional Islamic education. A challenging examination system together with textbook-based education is a fundamental approach adopted by both countries to raise students' awareness of values and encourage them to internalize them. Therefore, social studies and equivalent courses, which provide a lot of knowledge, skills and values, are offered to students in many countries (United States, Australia, New Zealand, Finland, France, Turkey, Iran etc.). One of the objectives of comparative education research is to compare, within a certain period of time, educational systems that have developed in similar or different environments and processes. Although Turkey and Iran have undergone similar modernization processes, they claim to belong to and represent different worlds of thought. The aim of this study was, therefore, to compare Turkish and Iranian seventh-grade social studies textbooks in terms of value education.

Based on the significance of social life, values play a key role in the education systems of many states today. The National Council for the Social Studies (NCSS; 1994, 2010) prepared in the USA clearly specifies what values should be taught in schools, especially in social studies education. The values that should be taught directly in the social studies programs in Turkey are taught with reference to related learning areas. The social studies curriculum introduced in 2005 for 4-5 and 6-7 grades specifies the values that should be taught to students and treats the values and their teaching under a separate heading (MoNE, 2011). Of all primary, secondary and elementary social studies curricula in the Republican period, it is the first to directly include values education.

However, the curriculum revised in 2017 and introduced in 2018 makes more mention of values. The textbooks successfully capture the values stated in the objectives and explanations of the curriculum and presented on the basis of grade levels (MoNE, 2018).

Previous studies

Research on values education has been conducted for a long time in most developed countries. However, it has increased in Turkey only in the last two decades (Akengin et al., 2009; Baydar, 2009; Demircioğlu and Tokdemir, 2008; Demirhan, 2011; Dilmaç, 2007; Dilmaç and Ekşi, 2007; Doğanay, 2006; Ekşi, 2003; Kale, 2007; Kan, 2010; Katılmış et al., 2010; Kenan, 2009; Kınca and Işık, 2005; Koç, 2007; Sarı, 2005; Tezgel, 2006; Topkaya and Yavuz, 2011; Tozlu and Topsakal, 2007; Yiğittir and Öcal, 2011). Çelikkaya (2016), Çelikkaya and Esen (2017) and Çelikkaya and Kürümlüoğlu (2018) investigated what values were addressed in the fourth- and fifth-grade social studies textbooks, what preservice social studies teachers thought about those values, and in what way proverb and idioms were included in the curricula. Aktan and Padem (2013) focused on the values in the texts in the primary school fifth grade textbook while Topkaya and Tokcan (2013) investigated how often the sixth grade social studies textbook addressed values. As can be seen, these studies focus on the pre-2018 curricula and textbooks and do not make any comparative analysis. Moreover, there is no research on the seventh-grade social studies textbooks.

Turkey has a lot in common with its eastern neighbor, Iran, in terms of social structure and cultural codes. However, they have constructed a different sense of belonging and representation throughout history. The social studies textbooks currently used in Iran were rewritten after 1979 to make children adopt a narrowly defined state ideology. The objective of the Iranian textbooks is to create citizens who have adopted the values and appropriate political stance approved by the state. The Iranian government prioritizes certain values to achieve individual and social transformation in line with certain objectives, which clearly shows that textbooks are used for political agendas (Mehran, 1989; Mirfakhraie, 2016).

Research shows that social studies education in democratic states, such as the USA, highlights social and democratic values rather than individual ones (Merey et al., 2012). According to Parker (2009), the role of social studies education becomes more and more ambiguous as we move from social to individual values because the latter play a key role in individual decisions. Social studies curricula and textbooks, should therefore, by their very nature, promote general values, not individual ones.

In recent years, there has been an increase in the number of studies on values in the Iranian social studies curriculum and textbooks (Mehran, 1990, 2003; Higgins

and Shoar-Ghaffari, 1996; Zarean, 1998; Hakimzadeh and Mousavi, 2009; Mehrmohammadi, 2013; Azadmanesh and Husseini, 2014; Mirfakhraie, 2015; Imani, 2017; Yazdani and Maryam, 2017). Hedayati et al. (2017a) demonstrated the significance of value education in teacher education. Sarlak and Saadatmand (2013) conducted a content analysis to address citizenship education in the Iranian primary and secondary school social studies textbooks. Soltan-zadeh and Farouk (2010) identified the national and Islamic concepts in the Iranian social studies textbooks. Mehran (2010) determined how the pre-2010 Iranian social studies textbooks portrayed Arabs.

Significance of the study

Comparative studies on values address value priorities of people with different cultural backgrounds (Schwartz, 1992; Schwartz et al., 2001), values in social studies curricula in Turkey and US (Merey et al., 2012) and citizenship and its education in Turkey and Iran (Suphi, 2010; Genç, 2018). There are very few comparative studies on curriculum and social studies textbooks in terms of values education. We, therefore, believe that determining to what extent the Turkish and Iranian social studies textbooks focus on value education and what values they emphasize will help to fill that gap in the literature and pave the way for further research. However, there are no studies comparing value education in social studies textbooks in different countries, especially in Turkey and Iran. We, therefore, believe that this study will fill the gap in the literature and provide insight for further studies.

METHODOLOGY

Research design

This was a case study. Case study is a qualitative research method used to understand a social phenomenon in its natural setting. It allows detailed descriptions and convincing generalizations through syntheses that help in-depth understanding of a context and phenomenon (Büyüköztürk et al., 2008). The objective is to describe a sample in detail (Bloor and Wood, 2006). The aim of this study was, therefore, to accept Turkish and Iranian seventh-grade social studies textbooks as phenomena and put forward results based on their comparison.

Participants

The current editions of Turkish and Iranian seventh-grade social studies textbooks were provided. Turkish and Iranian students do not take social studies courses at the same age. For example, eighth-grade Turkish students are offered the Revolution History course instead of the social studies course. However, eighth-grade Iranian students are offered the social studies course. The study sample consisted of Turkish and Iranian seventh-grade social studies textbooks because Turkish and Iranian seventh-grade students are of the same age.

Table 1. Learning areas of Iranian and Turkish social studies curricula.

Turkish seventh-grade social studies textbook	Iranian seventh-grade social studies textbook
Individual and Society	Space and Place
Culture and Heritage	Time, Continuity and Change
People, Places and Settings	Culture and Identity
Production, Distribution and Consumption	Social order
Science, Technology and Society	Resources and Economic Activities
Active Citizenship	
Global Connections	

The objective of the social studies curriculum updated in 2017 in Turkey is to turn students into individuals who adapt to social and economic conditions and play active roles in the face of rising international competition. The current conditions have led countries to seek educational models that help raise innovative individuals with critical thinking skills who have the ability to take responsibility, solve problems and make decisions. The Ministry of National Education (MoNE, 2018) defines the main objective of the social studies curriculum as transforming students into individuals who feel a genuine sense of commitment to the society in which they live, use science and technology effectively, possess technical knowledge and skills and are aware that being an individual also means belonging to a larger global family. The Turkish seventh-grade social studies textbook (Tsst, 2018) based on the updated curriculum consists of 7 learning areas divided into 7 units and 43 topics.

The Iranian social studies curriculum was revised, and the textbook was rewritten in 2017. The new curriculum based on constructivism defines the social studies course as an important course that discusses the events (political, economic, economic, cultural and environmental) that take place in different times (now, past and future). It mostly addresses history, geography, civilization, law and human science. As in Turkey, the Iranian social studies course is associated with other courses. The Iranian social studies textbook based on the new social studies curriculum consists of 5 learning areas, 12 chapters and 22 units, each associated with other subjects. The main objective of the Iranian national education social studies curriculum is to inform students about personal and social fields of education within the framework of a unitary belief required by human nature. The aim of the social studies course is to transform students into devout and responsible individuals who protect the ethical and religious values and interests of Iran and its cultural identity in personal and social spheres. The social studies course is described as closely related to life skills (Isst, 2018) (Table 1).

Data collection and analysis

Data were collected using document analysis. Document analysis is a qualitative research method used to analyze written materials that contain information about a phenomenon or phenomena of interest (Yıldırım and Şimşek, 2005).

The objective of induction analysis is to reach concepts and relationships that can explain data. Induction analysis was used in this study, in which data were coded, themes were developed, organized and defined according to codes and themes, and results were interpreted (Yıldırım and Şimşek, 2005).

Validity of the instrument

A form was developed to examine the values in the Turkish and

Iranian social studies curricula. The form is based on 18 (eighteen) values which both curricula aim to help students to develop. In qualitative studies, observations and interviews should be conducted by more than one person in order to increase internal validity and minimize observer bias (Büyükoztürk et al., 2008). For analysis, the researcher read all the learning outcomes in the textbooks and encoded the overt, covert and associative learning outcomes concerning the values onto the related value box. Two more experts, who have conducted research on this subject matter, read and coded the textbooks as well. The results of the three analyses were compared for compliance. The number of agreements and disagreements was determined, and interrater reliability was calculated using the formula [Reliability = (number of agreements) / (number of agreements + number of disagreements)] suggested by Miles and Huberman (1994). A score higher than 70% indicates acceptable interrater reliability (Miles and Huberman, p. 64). The interrater reliability in this study was found to be 0.81. For the codes on which there was disagreement, a fourth expert coded the values. These codes were combined to develop subthemes under the eighteen values in the Turkish and Iranian social studies textbooks. The results section includes direct quotes from the books regarding the values (Table 2).

RESULTS

Results regarding seventh-grade social studies textbooks

The Turkish and Iranian social studies textbooks address the values below at varying rates (Table 3).

Justice

The Turkish social studies textbook addresses the value of "justice (7)" seven times under the subthemes of "justice by law" and "being fair to others." Some quotes from the textbook are "*It strives to increase social justice*" (Tsst, 2018: 208), "*His fairness and the laws that he enacted earned him the title of 'Kanuni' (Rightful)*" (Tsst, 2018: 59) and "*He guaranteed peoples' right to believe and made sure that the courts acted with justice and that no one was discriminated against in the Ottoman Empire*" (Tsst, 2018: 200).

The Iranian social studies textbook highlights the value of "justice" under the subthemes of "fairness," "being fair in weighing and measuring" and "ruling with justice." The

Table 2. Sample.

Code	Subtheme	Theme
Scientific thinking became increasingly important, and numerous scientific studies were carried out in Europe, which paved the way for the Age of Enlightenment. Critical thinking developed.	Appreciating scientific thinking	Scientificity
Reason was the dominant force, and scientific research focused on nature and experiments and observations in the Age of Enlightenment		
Galileo described the Earth revolving around the sun in his book published in 1610.	Appreciating scientists	Scientificity
Dr. Harvey conducted research in the field of medicine in 1628		
Harezmi (780-850) is a scholar of mathematics, astronomy and geography. Descartes invented analytic geometry		
Farabi is considered one of the greatest philosophers of human history	Modernization	
The advances in science and technology in the Age of Enlightenment paved the way for the Industrial Revolution		
The Ottoman Empire was, in fact, not completely indifferent to the scientific developments in the world and to the Age of Enlightenment in Europe. The greatest proof of this is the establishment of a modern observatory in the late sixteenth century		

Table 3. Values and their rate of appearance in Turkish and Iranian social studies textbooks.

Values	Justice	Caring for Family Unity	Independence	Peace	Scientificity	Diligence	Solidarity	Sensitivity	Honesty	Aesthetics	Equality	Freedom	Respect	Love	Responsibility	Frugality	Patriotism	Altruism	Total
Turkey	7	2	5	4	52	3	7	14	-	8	13	30	7	1	15	-	2	7	177
Iran	9	21	2	1	32	5	9	55	2	23	8	4	10	4	53	13	11	10	272

textbook contains such sentences as “*Our school administrators and teachers advise us to treat everyone morally and fairly*” (Isst, 2018: 5). It also alludes to the verse in Qur'an that commands fairness in weighing and states “*We should not sin by being wrongful in weighing and overcharging people*” (Isst, 2018: 36) and gives an example “*Kuroş, who was a powerful sultan, ruled humanly and justly the land that he conquered*” (Isst, 2018: 119).

Caring for family unity

The Turkish social studies textbook stresses the

value of “caring for family unity” under the subtheme of “care for family” with such statements as “*Family is the foundation of the Turkish society*” (Tsst, 2018: 85) and “*Women have a very respectable position as a result of the value given to family*” (Tsst, 2018: 85).

The Iranian social studies textbook also underscores the value of “caring for family unity” under the subtheme of “care for family.” It contains such expressions as “*Parents are good friends who love us, and when we get sick, they provide us with medication for our recovery*” (Isst, 2018: 3) and “*In ancient Iran, family was the cornerstone of society*” (Isst, 2018: 132).

Independence

The Turkish social studies textbook highlights the value of “independence (5)” under the subthemes of “personal independence” and “judicial independence.” Some quotes from the textbook are as follows: “*By identifying children as independent individuals in the society in which they live*” (Tsst, 2018: 33) and “*The execution of judiciary by independent courts proves the presence of the rule of law in our country*” (Tsst, 2018: 209).

The Iranian social studies textbook underlines the value of “independence (2)” under the

subtheme of “independence of the country” with such statements as “*It is our duty to protect the unity and independence of the country*” (Isst, 2018: 9) and “*and Canşiyân Eşk gradually freed his country from the domination of the Selocyan people and finally made it independent*” (Isst, 2018: 121)

Peace

The Turkish social studies textbook makes a mention of the value of “peace (4)” under the subthemes of “social peace” and “world peace” as it states “*The Ottoman Empire was also referred to as ‘Pax Ottomana’ (literally ‘the Ottoman Peace’) because it managed to keep many nations together*” (Tsst, 2018: 62) and “*UNESCO (United Nations Educational, Scientific and Cultural Organization) declared 1981 as the Year of the World Peace because it was the centennial of the birth of Mustafa Kemal Atatürk*” (Tsst, 2018: 220).

The Iranian social studies textbook stresses the value of “peace (1)” under the subtheme of “world peace” and states “*In addition to all these services, the Red Crescent makes an effort to maintain peace and friendship*” (Isst, 2018: 24).

Scientificity

Scientificity (52) is the value emphasized most by the Turkish social studies textbook under the subthemes of “appreciating scientific thinking,” “appreciating scientists” and “modernization.” The textbook states “*Reason was the dominant force and scientific research focused on nature and experiments and observations in the Age of Enlightenment.*” (Tsst, 2018: 70), “*Descartes invented analytic geometry*” (Tsst, 2018: 70) and “*The Ottoman Empire was in fact not completely indifferent to the scientific developments in the world and to the Age of Enlightenment in Europe. The greatest proof of this is the establishment of a modern observatory in the late sixteenth century*” (Tsst, 2018: 70).

The Iranian social studies textbook emphasizes the value of “scientificity (32)” under the subthemes of “scientific studies,” “definitions,” “proof,” “sources of information,” “scientists” and “characteristics of scientific knowledge.” The textbook states that many products, such as health care and television, are the products of scientific endeavors and address various scientific definitions. It emphasizes the value of “scientificity” through such statements as “*The ancient Iranians had made progress in the fields of science (mathematics, engineering, geology etc.)*” (Isst, 2018: 152), “*The questions of geography are...*” (Isst, 2018: 46) and “*How is soil formed?*” (Isst, 2018: 86). The fifth section “*Let’s Learn Where We Live*” argues that spheres, books and dictionaries, and the Internet and CDs are important resources of scientific information about geography. It

refers to sources of information by stating “*CDs provide us with very useful information about geography*” (Isst, 2018: 49), “*Today, the internet allows us to access information, photographs, maps and even films*” (Isst, 2018: 49) and “*Sources show us that Iran was home to great civilizations in ancient times*” (Isst, 2018: 112). The textbook also talks about climatologists (Isst, 2018: 61), historians (Isst, 2018: 98, 105, 106) and ancient historians and their ideas. The textbook highlights the “characteristics of scientific knowledge” by stating “*Historians sometimes change their knowledge according to new documents and findings*” (Isst, 2018: 105).

Diligence

The Turkish social studies textbook highlights the value of “diligence (3)” under the subtheme of “will to work” with such statements as “*But he did not give up and continued to work*” (Tsst, 2018: 147) and “*Although those people had to deal with many difficulties, they did not give up and instead devoted most of their time to their work*” (Tsst, 2018: 149).

The Iranian social studies textbook makes a mention of the value of “diligence (3)” under the subtheme of “will to work” as well. It contains such statements as “*I should listen to my teacher’s advice and study my lessons and get high grades*” (Isst, 2018: 8) and “*If people did not have the will to work and did not try hard, they would not survive*” (Isst, 2018: 33).

Solidarity

The Turkish social studies textbook underscores the value of “solidarity (7)” under the subthemes of “social solidarity” and “international solidarity.” It highlights the importance of solidarity by stating “*Throughout history, societies have established institutions to meet their social assistance, solidarity and security needs*” (Tsst, 2018: 168) and “*The objective of the Organization for Islamic Cooperation is to protect the rights and interests of the Islamic world and to strengthen cooperation and solidarity among the member states*” (Tsst, 2018: 222).

The Iranian social studies textbook lays stress on the value of “solidarity (9)” under the same subthemes as does the Turkish social studies textbook. It contains such statements as “*No one can survive alone.*” “*All living things survive thank to other living things*” (Isst, 2018: 68) and “*The Red Crescent helps people affected by incidents that occur anywhere in the world.*”

Sensitivity

The Turkish social studies textbook speaks of the value of “sensitivity (4)” under the subthemes of “sensitivity to the feelings of others,” “sensitivity to social issues,”

“sensitivity to living things” and “sensitivity to cultural heritage.” “Those who share the same feelings can understand each other” (Tsst, 2018: 14), “Ottoman architectural works also took into account the protection of animals” (Tsst, 2018: 86) and “Paper marbling was adopted by the Turkish civilization and it progressed together with calligraphy” (Tsst, 2018: 89) are some examples of this.

The Iranian social studies textbook addresses the value of “sensitivity (4)” under the subthemes of “sensitivity to humanity,” “sensitivity to the environment and living things” and “sensitivity to cultural heritage.” It highlights the importance of being sensitive to humanity by stating “We learn from the audiovisual media that many people become homeless or sick due to earthquakes, floods, fires and wars that take place all over the world. All these... events show us how beautiful empathy and friendship are” (Isst, 2018: 22) and “We should feel the same not only for fellow citizens, but also for the oppressed all over the world.” Chapter 12 entitled “Conservation of Natural Life in Iran” provides many reasons and focuses on increasing students' sensitivity under the headings of “Why Should We Protect Natural Life?” (Isst, 2018: 67) and “How Can We Protect Natural Life?” (Isst, 2018: 69). The textbook reinforces sensitivity through faith by stating “Human is not the only living thing on earth and other living things have the right to live as well because Allah has created them” (Isst, 2018: 68). As for sensitivity to the environment, the textbook states “I should plant trees and keep the environment clean and protect it” (Isst, 2018: 11), “We had a graduation dinner at school last year. I asked all my friends to bring their own plates and spoons, and so, we would not need to use plastics, in this way, we helped protect the environment.” As for sensitivity to cultural heritage, the textbook states “Nowruz is a cultural gift of Iran to the world. Did you know that the United Nations declared March 21 as the International Day of Nowruz and officially recognized it?”

Honesty

The Turkish social studies textbook makes no mention of the value of “honesty” while the Iranian social studies textbook addresses (2) it under the subtheme of “being true to one's word.” It highlights the value by stating “I should not lie” (Isst, 2018: 7) and “Herodotus wrote that Iranians had three main characteristics; horsemanship, archery and being true to their word” (Isst, 2018: 147).

Aesthetics

The Turkish social studies textbook underlines the value of “aesthetics” under the subthemes of “appreciating aesthetics” and “arts of aesthetic feeling.” The textbook contains such statements as “Ottoman architectural

structures reflect the superior aesthetics of the era in which they were built” (Tsst, 2018: 86) and “Calligraphy is the art of writing and decorating beautifully” (Tsst, 2018: 90).

The Iranian social studies textbook places an emphasis on the value of “aesthetics (23)” under the subthemes of “appreciating aesthetics,” “arts of aesthetic feeling” and “natural beauties.” The statement “Art was quite advanced in Iran” (Isst, 2018: 137) alludes to the appreciation of aesthetics. The textbook refers to the arts of aesthetic feeling by stating “One of the most important pieces of the museum is the Holy Quran written with beautiful calligraphy on gazelle skin” (Isst, 2018: 98), “Some masjids are the most important examples of Islamic architecture” and “Cemşid's throne has a universal reputation in terms of its dimensions” (Isst, 2018: 153). As for natural beauties, the textbook remarks “Some of the best examples of natural life, such as mountains, caves, spring waters, wildlife and forests, are on the World Heritage List” (Isst, 2018: 99).

Equality

The Turkish social studies textbook highlights the value of “equality” under the subthemes of “demand for equality,” “equality before the law,” “gender equality” and “social equality.” The textbook includes such statements as “As a result of the French Revolution, the concepts of nationalism, equality and freedom became important all over the world” (Tsst, 2018: 72), “The principle of equality applies to all in democratic societies. All citizens are equal before the law” (Tsst, 2018: 197), “With the adoption of the Civil Code (17 February 1926), gender equality was achieved in such issues as marriage, divorce and inheritance, thus leading to a significant democratic development” (Tsst, 2018: 204) and “A social state provides its citizens with equal opportunities for economic and social development” (Tsst, 2018: 208).

The Iranian social studies textbook addresses the value of “equality” under the subthemes of “equality before the law” and “equality of access to services.” The textbook contains such statements as “Everyone is equal before the law” (Isst, 2018: 17) and “The Red Crescent remains neutral in wars and conflicts and helps people in need, regardless of race, nationality and language” (Isst, 2018: 25).

Freedom

The Turkish social studies textbook makes reference to the value of “freedom (30)” under the subthemes of “appreciating the idea of freedom,” “freedom of communication,” “freedom of belief and expression,” “freedom of travel and settlement,” “freedom of education,” “freedom of work” and “freedom of the

country.” Some examplesentences are as follows: “*The ideas of equality, justice and freedom have accelerated global democratic movements* (Tsst, 2018: 72), “*Freedom of mass communication is associated with freedom of expression referring to expression of thought by means of words, texts and pictures*” (Tsst, 2018: 31), “*The Ottoman Empire granted non-Muslims rights to freedom of religion and belief and did not interfere with its subjects’ religions, life styles and customs and traditions*” (Tsst, 2018: 69), “*Scholasticism that dominated the medieval Europe prevented people from expressing their ideas freely*” (Tsst, 2018: 148), “*People have the right to travel and settle anywhere. Restricting that rightlimits not only the use of it but also people’s access to work, education and health, and their social and economic rights and freedom* (Tsst, 2018: 118) and “*The objective of NATO is to protect the freedom and security of the member states*” (Tsst, 2018: 221).

The Iranian social studies textbook tackles the value of “freedom (4)” under the subthemes of “absolute freedom” and “personal freedom.” It contains such statements as “*I do not have absolute freedom, but I do have rights that are limited by law*” (Isst, 2018: 14) and “*People have been granted rights and freedom, in other words, people are not servants and slaves but have been granted freedom*” (Isst, 2018: 2).

Respect

The Turkish social studies textbook touches upon the subthemes of “respect for private life,” “respect for differences” and “respect for the will of the nation” to stress the value of “respect (7).” The text on the subject “Freedom of Communication” in the unit entitled “Individual and Society” makes a reference to respect by stating “*Being impartial and respecting private life are the principles by which media organizations should abide*” (Tsst, 2018: 35). As for respect for differences, the unit entitled “Global Connections” states “*One way of ridding us of stereotypes is to recognize and respect differences*” (Tsst, 2018: 230). As for respect for the will of the nation, the textbook states “*This statement shows respect for the will of the nation.*”

The Iranian social studies textbook focuses on the value of “respect (10)” under the subthemes of “respect for family members,” “respect for social rules” and “respect for law.” The textbook states “*I should always respect family members*” (Isst, 2018: 8) and “*For example, it is a social rule to wait in line to get on the bus and everyone must follow it to maintain order*” (Isst, 2018: 17).

Love

The Turkish social studies textbook highlights the value of “love (1)” under the subtheme of “love among family

members” with the statement “*Travelers who wrote that the Ottoman family structure was very strong emphasized the love and affection among the elderly and children*” (Tsst, 2018: 85).

The Iranian social studies textbook emphasizes the value of “love (4)” under the subthemes of “love among family members,” “right to love” and “love for rulers” with such statements as “*Parents are our friends who love us*” (Isst, 2018: 3), “*All children are entitled to love and care by their parents*” (Isst, 2018: 3) and “*Dehyuk, a ruler of the Med society, was loved by all because he was a benevolent and fair ruler*” (Isst, 2018: 118).

Responsibility

The Turkish social studies textbook addresses the value of “responsibility” under the subthemes of “personal responsibility” and “responsibility of the media.” It contains such statements as “*Each family member has rights and responsibilities*” (Tsst, 2018: 211) and “*The language, music, humor, characters and stories that the Media use should be age-appropriate*” (Tsst, 2018: 35).

Responsibility (53) is the second most highlighted value in the Iranian social studies textbook, which approaches it from the subthemes of “individual responsibility,” “fulfillment of citizenship rights and responsibilities,” “corporate responsibility,” “responsibility of the state” and “responsibility to God.” As for individual responsibility, the textbook states “*I should avoid eating junk food and instead eat healthy food and pay attention to my hygiene and sleep*” (Isst, 2018: 7). Regarding fulfillment of citizenship rights and responsibilities, it states “*As a citizen, I should work for the progress and civilization of my country*” (Isst, 2018: 9) and “*Preserving the cultural heritage is not a personal duty but the responsibility of all Iranian citizens*” (Isst, 2018: 28). Concerning corporate responsibility, it says “*Every corporation is responsible for providing health insurance policies for their employees*” (Isst, 2018: 28). As regards responsibility of the state, it states “*The state is responsible for providing equal opportunities to all who wish to work*” (Isst, 2018: 18). To highlight responsibility to God, the textbook contains such expressions as “*I am responsible for worshiping God because He provides me with mind, idea, talent, family, food...and many more hundreds of priceless blessings....I must be grateful...I must not sin...*” (Isst, 2018: 7).

Frugality

The Turkish social studies textbook makes no reference to the value of “frugality.” The Iranian social studies textbook, on the other hand, addresses frugality (13) under the subthemes of “being frugal” and “religious aspect of being frugal.” It provides information on money, credit card, standards, shopping, legal dimension and

frugality under the heading "Spending" (Isst, 2018: 37-42). To emphasize the importance of frugality, the textbook states "*I should not let the water drain while showering or brushing my teeth. I should have dripping taps repaired*" (Isst, 2018: 84) and "*It is a waste of money to buy new furniture every year to keep up with fashion.*" As for the religious aspect of being frugal, the textbook states "*Waste is a great sin in Islam*" (Isst, 2018: 40).

Patriotism

The Turkish social studies textbook tackles the value of "patriotism" under the subthemes of "love for cities" and "Atatürk's love for the homeland." The sentences "*Out of love and respect for Akçakoca, the city of Kocaeli and the district of Akçakoca of Düzce were named after him*" (Tsst, 2018: 54) and "*This shows that Mustafa Kemal Atatürk was filled with love for freedom and homeland even in those years*" (Tsst, 2018: 202) emphasizes the value of "patriotism."

The Iranian social studies textbook talks about the value of "patriotism (11)" under the subtheme of "love for the country." To highlight it, the textbook states "*Iran is a large and beautiful country with natural beauties and historical treasures*" (Isst, 2018: 90), "*Iran is our home*" and "*The village where I live now is part of Iran, which is our precious country*" (Isst, 2018: 50).

Altruism

The Turkish social studies textbook mentions the value of "altruism" under the subthemes of "helping those in need" and "social welfare." Some example sentences are "*Turkey has helped many refugees from countries such as Afghanistan, Iraq, Syria and Sudan and guaranteed their safety*" (Tsst, 2018: 120) and "*Offering social assistance to people and other living beings, these institutions have protected human and animal rights*" (Tsst, 2018: 200).

The Iranian social studies textbook concentrates on the value of "altruism (10)" under the subthemes of "helping parents," "helping officers," "helping those in need," "charitable organizations" and "religious aspect of being helpful." To stress altruism, the textbook contains such sentences as "*I help my parents with household chores and help my brothers and sisters...*" (Isst, 2018: 8), "*I help other people and officers to maintain safety*" (Isst, 2018: 9) and "*I help the hurt and the oppressed*" (Isst, 2018: 23). The textbook asserts that recent developments in international relations and communication and transportation technologies have allowed for the institutionalization of charitable activities and presents many international aid organizations such as the Red Crescent and Red Cross as examples (Isst, 2018: 25). For example, it states "*The Red Crescent is an institution*

that sends aid to the victims of natural disasters and wars. The Red Crescent provides first aid to the wounded and takes them to the hospital in the event of an incident" (Isst, 2018: 24). As for the religious aspect of being helpful, the textbook includes "*And whoever saves one - it is as if he had saved mankind entirely,*" which is the 32nd verses (*āyāt*) of the Al Mā'idah chapter (*sūrah*) of the Quran. The textbook furthers its emphasis on altruism by stating "*Allah has commanded that people be empathetic and helpful*" (Isst, 2018: 23).

CONCLUSION AND RECOMMENDATION

The seventh-grade Turkish social studies textbook written in 2018 based on the updated curriculum highlights the value of scientificity most, followed by freedom, responsibility and sensitivity. This result is consistent with those of previous studies on curricula and textbooks of different grades. Keskin (2008) and Kuş et al. (2011; 2013) found that scientificity, responsibility and sensitivity were the most frequently emphasized values. The Turkish social studies textbook stresses scientificity under the themes of appreciating scientists and appreciating scientific thinking, highlights freedom under the subtheme of freedom of communication, emphasizes responsibility under the subtheme of individual responsibility and underscores sensitivity under the subtheme of sensitivity to cultural heritage. The textbook focuses on the value of love the least and does not make a mention of the values of honesty and frugality at all.

The seventh-grade Iranian social studies textbook highlights sensitivity most, followed by responsibility, scientificity and aesthetics. It stresses sensitivity and responsibility under the same subthemes as does the Turkish social studies textbook. The textbook emphasizes peace the least, which is only once.

The Turkish social studies textbook stresses the value of "caring for family" twice while its Iranian counterpart does it twenty times. As is known, religion, nation, tribe and family play a key role in identity formation (Kamyab, 2014). Most behavior patterns and social learning develop in the family. From birth to early adulthood, the family is the first environment where children observe and develop behavioral patterns. Vergote argues that relatives play the most critical role in the formation of the religious identity of children (1978; in Özkan, 2018) and refers to Joachim Wach, a religious scholar, who states that the religious attitudes of children are greatly affected by those of adults and the environment in which they live, regardless of what culture they live in, and that sociologists make a connection between the psychology of religion and family psychology (Vergote, 1978). The Iranian education system focuses on the Islamization of every aspect of society and the religious-oriented identity formation, and therefore, attaches great importance to family. It is known that Islamic values cannot penetrate

school and everyday life without family support. This could explain why the Iranian social studies textbook highlights family values more frequently than its Turkish counterpart.

The Turkish social studies textbook lays stress on the value of “sensitivity” fourteen times while its Iranian counterpart emphasizes it fifty-five times within the context of national and religious themes, which are believed to be complementary to the value of “sensitivity.” The Iranian social studies textbook portrays the pre-Islamic historical and cultural heritage of Iran as a holistic structure that has been preserved throughout history. It defines the pre-Islamic family structure, table manners and cultural elements (Nawruz etc.) as national values that have been passed on from generation to generation and should be preserved, and holds that the natural environment, including the historical structures, should be preserved as it is created by Allah. The fact that the Iranian social studies textbook makes references to religion for the preservation of national values and uses religion effectively in education and other fields for national purposes has been reported by other studies as well (Pals, 2018; Topaloğlu, 2010; Paivandi, 2012; Mehran, 1989; Mirfakhraie, 2016).

The Iranian social studies textbook highlights the value of “responsibility” ten times more than its Turkish counterpart. However, the former generally emphasizes responsibility within the context of personal responsibility to family and to God, which seems contrary to the nature of social studies that tend to promote general values rather than individual values as stated by Parker (2009).

The Turkish social studies textbook makes no reference to the value of “frugality” whereas its Iranian counterpart stresses it thirteen times, which is in line with the economic conditions of Iran. As is known, Iran's economy is based on the sale of petroleum products. The long Iran-Iraq war after the 1979 Revolution and the international sanctions imposed on Iran due to its nuclear programme cause economic problems, which adversely affect a large part of society. Therefore, the Iranian state encourages the public to perceive being frugal as a religious duty with reference to the Qur'an considering waste to be a great sin.

The Iranian social studies textbook lays stress on the value of “patriotism” more frequently than its Turkish counterpart, which could be interpreted as a reflection of Iran's political position. The Iranian social studies textbook refers to “Iran” as “our home” instead of “our country.” Home, which is a space from a sociological perspective, points to a homogeneous family structure. The fact that the Iranian social studies textbook defines Iran as a big home reveals the homogeneous vision of the “ideal citizen” constructed by the Iranian state discourse. In other words, the Iranian education system aims at creating a homogeneous society of citizens who are obliged to abide by the father, who is the head of household, as a religious duty.

The analysis of the values in the seventh-grade Iranian social studies textbook shows that Iran is a religious nation state that nationalizes religious symbols or attribute religious values to national values to create a homogeneous society embellished with Islamic values. The ideal citizen that the Iranian education system aims to cultivate is the Iranian, Muslim and Shiite citizen, whose greatest duty is to protect the religion and the homeland. The Iranian social studies education plays an important role in cultivating that ideal citizen and functionalizes religion for national purposes rather than emphasizing it. Other studies show that this is not limited to the Iranian social studies education but is also the case for the whole Iranian education system. Hakimzadeh and Mousavi (2009) found that ideological values constituted 45.43% of the Iranian religious education textbooks and pointed out that values education had nothing to do with Islamic values. Hashemi and Ghorbanalizadeh (2015) reported that the ideological values in the Iranian social studies textbooks focused mostly (50.81%) on the formation of national identity. This trend results in people developing an attitude, which warrants further research at different levels (Hedayati et al., 2017b, 2019; Shorehkandi and Aliasgari, 2017).

The seventh-grade Turkish social studies textbook highlights the values of scientificity and freedom the most, both of which refer to universality and Westernization. These two values emphasize social properties rather than individual and religious properties and are therefore consistent with the objectives of social studies education. This result might be due to Turkey's geographical proximity to Europe and its westernization efforts throughout history. The education system as a whole has served as a laboratory for the Westernization efforts undertaken by the Republican regime established after the Empire. The Turkish society was familiar, until recently, with Western values due to the Cold War and the transformations implemented for access into the European Union.

Islam was regarded as the only obstacle to Westernization and was therefore suppressed throughout the history of the Republic. The repressed Islam survived through underground activities carried out by families, small communities or religious communities. Since the early 2000s, Islam has gradually penetrated public life and become a political force that has challenged conventional secularism. As stated by Arjmand (2008), with the political power of Islam, which has always been a potential power against the Westernization project, a social transformation was underway. According to the social studies curriculum revised in 2017, the 2005 curriculum was incomplete in terms of values education (f, 2018). According to the discourse of the political power in Turkey, Western values cause social degeneration, and therefore, the education system should pay more attention to values education. The steps taken to integrate values education into all curricula and

textbooks can be interpreted as an indication of a trend bearing resemblance to what has been observed in Iran.

Different from the Turkish social studies textbook, the Iranian social studies textbook concentrates on the value of responsibility under the subthemes of “corporate responsibility” and “responsibility of the state.” Besides, the Iranian social studies textbook also makes reference to the religious aspects of the values and quotes the Quran, hadiths or prominent figures in history, which might be due to the fact that this method helps students learn values more easily. The two textbooks differ significantly by how frequently they underscore the values. The Iranian social studies textbook highlights the values 30% more frequently than its Turkish counterpart. Education is a process and learning occurs through periodic experiences and emphasis. It is, therefore, recommended that the Turkish social studies textbook makes reference to values more and in a balanced way.

The following suggestions can be made:

- 1) Future studies should make comparative analysis of how frequently social studies textbooks of other grades address values. Such studies can yield more general results regarding the curricula and textbooks of both countries. They can also address different levels of education, curricula and values education in different countries by using qualitative and quantitative methods such as observation, interview and document analysis.
- 2) Future studies can also investigate the effect of values education on Turkish and Iranian students' attitudes. Determining whether there is a relationship between how frequently textbooks address values and the way students develop attitudes will contribute to the field of values education.
- 3) The Iranian social studies textbook has a section titled “A Conversation with Dear Teachers” that explains the content and objectives of the social studies curriculum, and why it is taught and what teachers should be careful about. However, The Turkish social studies textbook has no such section. Adding such a section can help Turkish students to become more aware of what they learn and why they learn it.

CONFLICT OF INTERESTS

The author has not declared any conflict of interests.

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Full Length Research Paper

The approach of learning a foreign language by watching TV series

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In this study, the process of learning Turkish as a foreign language by watching TV series was analysed. It is a qualitative based study with document analysis, case study and mixed research design. The case study is based on the analysis of data obtained from 44 citizens of the Republic of Kosovo who have learned Turkish by watching TV series. 56.81% of these people do not know Turkish, while 29.54% of them know very little. It was found that after they watched a TV series with content in the target language and subtitles in their native languages for a period of 1 to 2 years, they achieved gains in four language skills at different levels. Accordingly, it was found that reading skill was obtained at B1 level with an average score of 3.02, writing skill at A2 level with an average score of 2.93, speaking skill at B1 level with an average score of 3.07, and listening skill at B1 level with an average score of 3.14. During this period, the TV series were basically watched for entertainment purposes, not for learning. The content of the TV series was in Turkish which is the target language. Subtitles in native languages, such as Albanian or Bosnian were added. After some time, they do not need subtitles in their native languages to understand the TV series. Learning takes place in a natural learning environment, either through acquisition or unconsciously. Language skills are learned in the sequence covered in the literature. The most difficult language skill is writing. Technological tools such as television, smartphone and computer together with some learning styles are also employed. The approach of learning a foreign language by watching TV series is considered to be authentic in terms of learning and teaching style, method, theory, strategy, and so on. In this context, it is recommended that detailed studies and analyses that will contribute to its adaptation to existing systems and better understanding of the system be made.

Key words: Learning foreign languages by watching TV series, natural learning environment, teaching Turkish as a foreign language.

INTRODUCTION

It is possible to explain the relationship between the definition of learning and the concept of communication

and interaction with the definition of learning. Learning is a spiral process of differentiation or differentiation that

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begins with communication, strengthens by interaction and results in skill acquisition. It is also defined as permanent behaviour or change that occurs in information and behaviour (Özdemir et al., 2012: 5). Learning is interacting with different stimuli and is done through experiences (Şahin, 2019: 9). There is an effort "to make meanings common" between learning and communication (Yalın, 2008: 12), and to exchange information between learning and interaction (Çakır et al., 2014: 89).

For learning to take place, a learning environment is required. In the literature, two learning environments, one natural and one systematic, are discussed. In natural learning environment, learning takes place without a systematic fiction through communication and interaction occurring in the learner, his family and the environment. In the systematic learning environment, there is a systematicity as mentioned. This systematicity is based on the assumptions that the whole process of teaching is realized as a whole. The design or planning of instructional design is explained by multiple elements. In according to Gültekin et al. (2016: 296), who put forward a systematic approach to foreign language teaching, these are explained with the elements of planning, design, development, implementation and evaluation. Teaching is constructed according to the elements in the teaching system. It is possible to divide these elements into categories such as learner, curriculum, teacher, school, and course material. Or they can be given names such as learner, learning strategy, learning material, teacher and learning (Bacanlı, 2018: 197). No matter which name (student, learner, trainee) is attributed, it is the most important element of the system. Learning occurs as a result of communication and interaction between the student's internal and external stimuli. These internal stimuli which are also referred as learning experience (Demirel, 2009: 151) are eye, ear and sensory organs while external stimuli are vision, hearing, hearing, motion and affective elements. Learning begins with messages from external stimuli to internal stimuli. In summary, the message that the learner receives from the external stimulants, passes to short and long term memory in their internal stimulants, gets processed there and finally, learning takes place by transferring to the memory (Selçuk, 2005; Yalın, 2008: 84-86).

For an effective and functional teaching design, "all elements related to learning need to be adapted to learning (Özkara, 2016: 24). One of the elements of teaching is the course material or learning material. One of the most important factors that affect the course materials is being goal oriented and technology. The rapid change of technology has also provided opportunities for the choice of goal-oriented course equipment. In the past, while explaining the relationship established between technology and learning, such materials: notebooks, pens, books, audio-visual learning objects and tools such as: television and radio were also

included. The computer has caused technological differentiation and very important transformations. The technological transformation that came up with computer can be summarized as follows. "The computer was invented in the 1940s. The first and second phases were completed until the early 1960s, and personal computers in the early 1980s and internet networks in 1990s (Newby et al., 2011: 18) began to be used. The transformation-based differences that the computer has caused are explained with web concept and periods. Accordingly, computers were "read-only" based in the Web 1.0 era. The Web 2.0 era introduced participant, read-write based computers. In Web 3.0, the environment and content suitable for the person and the smart web applications based on their adaptation and perception came to life. In Web 4.0, which is seen as the future technology, artificial intelligence and intelligent learning systems are predicted to come to life" (The Paisano, 2008). Nowadays, though Web 3.0 period is prevalent, a tendency towards web 4.0 period is observed.

Today, the transformation of technology "has increased and expanded communication and collaboration via the use of internet-based devices (Donaldson, 2010). This expansion has also influenced both teaching and foreign language teaching, which is one of its sub-disciplines. Moreover, it has also provided opportunities for "individual and collaborative learning, making learning fun, examples of various learning resources which can address to different learning styles and developing language skills in a similar way to real life" (Warschauer and Healey, 1998). There is a content-based link between the concept of information and e-learning, based on multimedia and internet technologies (Kern and Warschauer, 2000; Warschauer, 1996; Sütçü, 2014: 33). With these contributions, it has transformed the foreign language teaching process.

Foreign language teaching is one of the disciplinary areas in which transformation that was caused by technology is experienced. In order to explain the scope of foreign language teaching in detail, it will be appropriate to consider the disciplines of language and foreign language teaching. Language is mostly approached with the disciplines of language and literature. However, foreign language is a different discipline based on teaching. When we want to explain this difference in the context of language and language teaching, we can start by dividing the language into two main categories: mother tongue and foreign language. Accordingly, mother tongue is the language gained by the influence of the society and family culture in which the individual lives. Foreign language is the new language or languages learned apart from the mother tongue. As in language teaching, four language skills are the subject of foreign language teaching. These are "reading, writing, listening (or listening comprehension) and speaking" (Gültekin et al., 2016: 297; Güzel and Barın, 2013: 325; Tarcan, 2004: 8-9; Razi and Razi, 2012: 282-283). On

the other hand, in mother tongue or language teaching, “language, grammar and content associated with literary texts are important, while in foreign language teaching, language acquisition, communication skills and practical use of language are important (Devetaku, 2011: 79-80).

When we take foreign language teaching as a discipline field with systematic learning environment and the approaches, techniques, methods and strategy elements used, it is seen that there is an approach, technique, method and strategy that is used. One of them is Yunus Emre Institute Model in Teaching Turkish as a Foreign Language used by Yunus Emre Institute, which teaches Turkish as a foreign language abroad (Gültekin et al., 2016: 293-336). Other than that, Adıgüzel (2018: 56), Güzel and Barin (2013: 155-224), Çay (2016: 24-35), Demirel (2010), Durmuş (2013: 49), Güneş (2013), Larsen-Freeman (2000: 10-121), Richards and Rodgers (1995), and Sütçü (2014: 17-27), mention about 10 techniques and approaches, about 20 methods and more strategies. The abundance of techniques, approaches, methods and strategies used in foreign language teaching or abandoned over time is related to the qualitative change in the individual-knowledge-society triad and the development brought about by the interaction and change (Keser, 1991). This differentiation has been affected by the changes in teaching as well as technology. One of the differences in teaching has occurred in learning theories. Differences have emerged in teaching theories such as behaviourism, cognitive psychology and recently in constructivism (Brown, 2000: 12). “Vygotsky argued that culture and language had a significant impact on learning and claimed that knowledge was created through social interaction” (Şahin, 2015: 407). It is possible to call this differentiation as “traditional, behavioural, cognitive and constructivist approaches (Güneş, 2013: 38). According to Güneş, the constructivist teaching approach and foreign language teaching were shaped by the influence of the views of Piaget, Vygotsky and Bruner. In this process, “social and affective dynamics are also important” (Delfino and Manca, 2007). When we want to explain the social dynamics in question, it is seen that social dynamics are discussed around the concepts of metacognitive thinking, which is considered as an upper stage of thinking with the social environment or its nature. Accordingly, social environment is the environment where information is “continuously and actively structured. It is the source of concepts, ideas, phenomena, skills and attitudes in the child’s mind (Vygotsky, 1998). Metacognitive thinking, which is accepted as an upper stage of thinking, is influenced by cognitive, metacognitive and socio-emotional strategies. The studies conducted by Güneş (2013: 41), Navaro (2007: 10-50) and Wenden and Rubin (1987) provide detailed explanation of metacognitive and socio-emotional strategies. In these studies, metacognitive and socio-emotional strategies are summarized as follows:

“Metacognitive strategies are related to the learner’s regulation and control of the learning process”. There are elements such as prediction or planning, general and selective attention, self-management, self-regulation, and identifying a problem for learning”. Cognitive strategies have such axes as repetition, use of resources, classifying or grouping, taking notes, making inferences through estimation, induction, reasoning, completing, examining in detail, memorizing, summarizing, translation, transferring information and inference. Social-emotional or social strategies have elements such as “clarification and verification, cooperation, emotion control and self-reinforcement”.

Foreign language teaching is one of the disciplines in which the impact of technology and innovation, change and the differentiation caused by transformation, which is the highest stage of these, are effective. During his stay in the Republic of Kosovo, the researcher met individuals who learned Turkish as a foreign language while they were watching TV series. He thought this was unique to the areas of study such as learning, foreign language learning, natural learning and technological learning. He also made a preliminary assessment that there was no study in the literature within this context. Accordingly, he has also contemplated that the process of learning foreign languages while watching TV series (LFLWTS) can provide original approaches, concepts and definitions to foreign language learning studies. With these preliminary evaluations, it was considered necessary and appropriate to conduct this research.

Purpose of the research

In this research, the process of learning Turkish as a foreign language by watching TV series will be analysed and described. For this purpose, answer to the question of “How Turkish is learnt while watching TV series?” will be sought.

RESEARCH MODEL AND DATA COLLECTION TOOLS

Qualitative research methods were used in the study. Document analysis and case study method were employed. Document analysis was used for revealing the relevant literature, conceptual framework and explanations in the discussion and interpretation process. Case study was carried out to reveal the views, attitudes and behaviours of individuals (Aziz, 2015: 103), with exploratory, descriptive and explanatory strategies” (Büyükoztürk et al., 2012). For this purpose, the opinions of 44 citizens of the Republic of Kosovo were consulted. These are people who learn Turkish as a foreign language while watching TV series. Opinions were collected through a questionnaire used during the face-to-face interviews and group meetings. The questionnaires included 40 open-ended, short- or long-answer and multiple-choice structured questions. In order to make the validity and reliability of the questionnaire effective, the questionnaire was first applied to the first five individuals. Then, expert opinion was consulted and the questionnaire was finalized. The final questionnaire was then used

Table 1. Distribution of LFLWTS individuals by age groups, gender and mother tongue.

Age range	Number of individuals	Number of individuals by gender		Number of individuals by mother tongue	
		Woman	Man	Albanian	Bosnian
12-17	21	19	2	4	17
18-25	20	15	5	17	3
26-above	3	3	0	2	1
Total	44	37	7	23	21

Table 2. The time spent by LFLWTS individuals by using television, smartphone and computer to watch Turkish TV series during a week by age group.

Scale	Age	Mean	Std. deviation	Std. error mean
How many hours a week do you use television, smartphones and computers to watch TV series?	12-17	3:18	1:36	0.265
	18-25	3:37	1:38	0.317
	26-over	2:33	1:53	0.882

to collect data for 44 individuals.

Analysis of research data

The data obtained through the survey were recorded in Google forms or printed documents. SPSS statistical software was used for a clear understanding and analysis of these data. In this process, analysis techniques such as the number of individuals (frequency), percentage distribution, total score, average score t-test, and standard deviation were utilised. Likert-type questions, 1 point for the minimum and 5 for the maximum, were used and analysed. Then, findings, discussion and conclusions were presented.

FINDINGS

The data obtained in the research are compiled on the basis of the findings.

How is a foreign language learnt by watching TV series?

Some of the demographic indicators of learning a foreign language by watching TV series (LFLWTS) individuals are as follows. In terms of settlement, 67.56% of Kosovo live in separate cities. As shown in Table 1, 52.24% belong to the Albanian community and 47.72% belong to the Bosnia community. They are between the ages of 12 and 35. 77.27% were students and 22.73% were graduates. While 56.81% did not know Turkish before, 29.54% knew very little or 13.63% little. In addition, a significant number of them speak their mother tongue and other foreign languages besides the target language. Accordingly, as reported by them, 61.36% of them know English and 25% of them know German having mastery in four language skills, with B1 level. Out of the 44

participants above, 84.09% of the individuals were female and 15.91% were male.

During the LFLWTS process, 44 individuals used television, 40 smartphones and 31 computers. As can be seen in Table 2, 12-17 years old people watched 3.18 h, 18-25 years old people 3.37 h and 26 and older years 2.33 h on average watched Turkish TV series either on television, smartphone or computer.

As shown in Table 2, television makes the most contribution to the learning of Turkish as a foreign language of LFLWTS individuals. It is followed by smartphone and then computer. As a learning object during the LFLWTS process, TV series in the target language prepared by the cinema or film industry are used. Actually, the aim of watching TV series is not to learn a foreign language but to have fun. As a result, the viewer is not even aware that he is initially learning a foreign language.

Besides the TV series, music also contributes to the process of learning Turkish as a foreign language of the LFLWTS individuals. As shown in Table 3, TV series are the most effective in the process of learning Turkish as a foreign language of LFLWTS individuals with an average score of 4.89. The contribution of music to LFLWTS has an average score of 3.55 while both TV series and music has an average score of 2.07.

The TV series are initially watched with their content in the target language and subtitles in the native language. Subtitles are not needed after some time. Accordingly, as seen in Table 4, 65.90% of LFLWTS individuals can watch TV series after one year and 20.45% of them after two years in the target language without subtitles. The result was obtained between the groups who continued to watch the TV series after one or two years without subtitles.

In the early stages of watching TV series, the

Table 3. The content used in the process of learning a foreign language by watching TV series and watching the series with or without subtitles and subtitles.

Scale	TV series	Music	TV Series + Music
Number of individuals	44	44	44
Average	4.89	3:55	2.07
Std. deviation	0.31	1:29	1.13
Variance	0.097	1.67	1.27
Total	274.00	199.00	116.00

Table 4. Time spent until the TV series are watched without subtitles.

Scale	Number of individuals	%	F	t	Sig. (2-tailed)	Average deviation	Std. error difference	
Time	1 year later	29	65.90	8:44	0.778	0.446	0.456	0.587
	After 2 years	9	20.45	-	1136	0.318	0.456	0.402

Table 5. Acquisition levels according to language skill types.

Language skill level	Reading	Writing	Speaking	Listening comprehension
N	44	44	44	44
Average	3.02	2.93	3.07	3.14
The average Std. failure	0.203	0.202	0.208	0.209
Std. Deviation	1.519	1.511	1.559	1.565
Variance	2.31	2.29	2.43	2.45
Total	169.00	164.00	172.00	176.00
A1 - 1 point - elementary (%)	25.0	26.8	25.0	23.2
A2 - 2 points – pre-intermediate (%)	14.3	12.5	14.3	14.3
B1 - 3 points - intermediate (%)	16.1	21.4	14.3	12.5
B2 - 4 points - upper intermediate (%)	25.0	23.2	23.2	30.4
C1 - 5 points - advanced (%)	17.9	12.5	21.4	14.3
C2 - 6 points - proficiency (%)	1.8	3.6	1.8	5.4

individuals focus more on following the subtitles than listening and comprehension. Then reading decreases and gradually listening and comprehension becomes active, and after a while, it continues only by listening and comprehension without reading.

During the LFLWTS process, language is acquired with four language skills and at different levels. As shown in Tables 5 and 6, the acquisition levels of the language skills are: reading with an average of 3.02 at B1 level, writing with an average of 2.93 at A2 level, speaking with an average of 3.07 at B1 level and listening comprehension with an average of 3.14 at B1 level.

Individuals (61.4%) in the LFLWTS process learn through sentences and 27.3% learn through words. 11.3% have no clear views on this issue. The primary answer to the question of "why do you think you learn through the patterns, not the word was that words may have different meanings, and this prevents us from

understanding the whole".

In the first attempt to watch the TV series in the target language, the trailer in the mother tongue, the individual himself, his family, the environment he lives in and friends are effective. The reason why watching TV series turns into a habit forming activity is explained by such reasons as feeling of pleasure and happiness, love of the setting that the story takes place, the good and evil that happen or may happen in their lives as well. Moreover, until the age of 18, the desire to take the actors as model and have a similar life is also effective.

During the LFLWTS process, it was seen that individuals benefit from some learning styles or technological tools to understand the content and support the process. They do not share a common standard view. Moreover, almost half of them have never used any software, methods and tools, especially during the period when they watched the TV series with subtitles. However,

Table 6. Acquisition levels according to age groups by language skills.

Language skill level	Age	N	Average	Std. deviation	F	t	Sig. (2-tailed)	Average difference		
Reading	12-17	21	3:07	1:44	0.343	-0.572	0.570	-0.235		
	18-25	20	3:30	1:52		-0.568		0.573	-0.235	
	26-over	3	1:00	.00		-10.69		0.000	-2173	
Writing	12-17	21	2.86	1:36	0.491	-0.666	0.508	-0.268		
	18-25	20	3:13	1.54		2.598		-0.930	0.356	-0.730
	26-over	3	2.25	2.50		-0.577		0.602	-0.730	
Reading	12-17	21	3.00	1.44	1.486	-0.914	0.365	-0.391		
	18-25	20	3.39	1.64		-0.900		0.373	-0.391	
	26-over	3	1.75	1.50		-1.826		0.152	-1.423	
Listening and comprehension	12-17	21	3:10	1:47	0.212	-0.585	0.561	-0.2443		
	18-25	20	3.35	1.52		-0.583		0.563	-0.244	
	26-over	3	2.25	2.50		-0.759		0.500	-0.961	

a very limited number of individuals use similar technological tools. The most preferred technological tool in this process is to listen to music or watch its video clip. Some individuals think that listening to music and watching video clips is more effective than watching TV series in terms of their contribution to improving foreign language skills.

Other learning styles and technological tools used in the LFLWTS process and their intended use from most to least are as follows: Note-taking is mostly used to note down new words and sentences, words, topics (ex. numbers, seasons, etc.) that are liked from TV series. Taking notes is expected to contribute to grammar learning as well. Google translation or dictionaries are used for finding meaning and repetition. In addition, this process is reinforced by memorization. Repetition is aimed to pronounce and make speeches in the same way as in the TV series, imitate, study and memorise the notes taken while watching the series and understand the subtitle. Besides, it also involves watching the episode(s) again and again. The search for meaning in the dictionaries or electronic dictionaries (Google Translate) is made to find the meanings of unknown words in the TV series or its music, to understand the sentence or topic. It is also reported that it contributes to learning the alphabet and to the development of writing skills. Tools like Google translation, Google search engine and print dictionaries are also used. There are applications such as Yunus Emre Institute Turkish education portal and Lingohood which can be downloaded or used on the internet via smartphone or computer. Inferencing or prediction is described as an effort to understand what the individual hears, reads and sees while watching the TV series and make deductions and estimations. In this process, styles such as note taking, imitation and dictionary usage are

also employed. Imitation or model-taking is based on repetition of the actors' speech, gestures and facial expressions or behaviours. Google is used to search for more comprehensive content, such as topics or themes, rather than the unknown words and phrases in the content of the TV series or music. As in dictionaries, it contributes to the learning of the alphabet and development of writing skills. Applications such as Google or internet search engines in general and YouTube are employed in the process. Communication and interaction with people who know and use the target language or watch the same TV series is another support mechanism used in the process. These include family members, people around them, at school and in their social environments.

In the LFLWTS process, there are no teachers, curriculum and aim which are important elements of instructional design. Learning takes place in a non-systematic and natural learning environment.

DISCUSSION

The differentiation of technology and the transformation of technology by the computer technology and its final phase digitalization have affected the approaches, methods, techniques and strategies for foreign language learning. As a result of this, differentiation has revealed itself in the form of innovation, sometimes as a change and transformation. Learning foreign languages through watching TV series has become one of the products of this differentiation.

When the data in LFLWTS are observed, it is seen that LFLWTS takes place in a natural learning environment. In the learning process, there is only the learner. There is

almost no communication and interaction with others. 'Institutional and teaching-based approaches are replaced by individual and learning-based approaches (such as learning to learn, individual learning)' (Bariş, 2013: 151). There is no systematicity in this learning. Moreover, he is unaware that he has learned a foreign language until he watches it without subtitles or stops reading them. As in infancy, he has a communication and interaction with the TV series. However, it is not for learning, but for fun. With the technological devices he uses to watch the TV series, he gets influenced by technological differentiation and hence experiences renewal, change and even transformation. Accordingly, he uses smartphone and computer with internet connection.

In addition to personal characteristics, the messages faced by the external and internal world are influential in the process. External stimuli involved in this interaction: "visual-verbal, non-visual-verbal, auditory-verbal and motion-affective elements. Internal stimuli are the eyes, ears and sensory organs" (Yalın, 2008: 84-86). Learning takes place by reading and following the content through eyes and listening to it through ears. In other words, it is in accordance with "concrete experience" which is one of four learning styles defined by Kolb (1984) "which favours an approach based on feelings instead of a systematic and scientific approach".

The media basically provides the opportunity to inform, educate and entertain individuals and communities. The films, which are one of the contents of the media, are mostly prepared for entertainment purposes. In TV series, the content includes multimedia elements such as picture, video, graphics and animation (Erol and Gülcü, 2016: 1128). These contents reflect "real life, popular culture and art" (İşcan, 2011: 939). In the beginning, TV series become unwittingly a learning object of foreign language learning for individuals. Therefore, in a sense, we can call this process a period of blind learning. The concept of blind learning is not covered by this concept in the literature. It is consistent with the expression in the literature that initially listening and then speaking skills develop during foreign language learning process (Demirel, 2004: 27). In addition, "speaking is not achieved by speaking but by listening, understanding and reading (Godin, 1986: 329). LFLWTS is recognized when the individual leaves the blind learning period and begins to understand the content of the TV series and start to watch them without subtitles, or when starts to speak the target language and his/her demonstrate speaking skills.

It was found that language skills were learned in the order of listening-comprehension, speaking, reading and writing during the LFLWTS process. This situation coincides with the explanations in Demirel (1993: 27). Writing skill may be difficult to learn because "it is generally boring and a difficult skill" (Bird and Copper, 2013: 499). Listening comprehension, speaking and reading skills are learned with similar difficulty. Writing is

the most difficult and harder skill compared to other skills.

TV series also have advantageous activities to make learning effective and functional, such as "sense-making, organization and repetition" (Demirel, 2009: 156). They also give the opportunity to understand the message step by step using small pieces of information (syllables, words, sentences) and make predictions about the message by using the past experiences and see if they are right (Yaylı et al., 2013: 415).

In Turkey, there are many institutions that teach Turkish as a foreign language. These are mostly public institutions. Generally, they are within universities. They are referred to as Turkish education centres and generally called with the acronym TÖMER. Besides, there are institutions especially abroad like Yunus Emre Institute that also teach Turkish as a foreign language. In all these institutions, Turkish language teaching is conducted in a systematic teaching environment. In terms of determining the effectiveness of the LFLWTS process, it is considered that it would be quite appropriate and meaningful to compare the time used to teach Turkish as a foreign language by some leading institutions and the time spent in LFLWTS process. Accordingly, the periods allocated in their curricula for teaching Turkish as a foreign language are compiled from the websites of Ankara University TOMER (2019), Gazi University TOMER (2019), Istanbul University-Language Centre (2019), and Yunus Emre Institute (2019b). The duration of the course varies from institution to institution, but it is approximately 125 h per skill level. Courses usually last 6 h a day, 30 h per week and 8 months in a year excluding public holidays and weekends. Language skills levels are divided into six levels according to common European framework of reference for languages: A1, A2, B1, B2, C1 and C2 TEL (TELCH and Ministry of National Education, 2013: 38). A trainee starting at level A1 is expected to acquire language skills at level C1 and above. On the other hand, according to the findings of the study, those who watch TV series generally watch Turkish TV series for 1 and 5 years. As shown in Table 2, 12-17 years old people watched 3.18 h of films, 18-25 years old people 3.37 h and 26 and older years watched Turkish TV series for 2.33 h. In Table 6, the average scores that the individuals get for each language skill out of 6 points, even they do not know the target language at all before and watch them for entertainment purposes are as follows: reading skill 3.02, writing skill 2.93, speaking skill 3.07 and listening skill 3.14. However, the data is far from giving generalizable results and is not fully oriented to the intended purpose. Nevertheless, when the LFLWTS process is compared with these data in terms of the level of foreign language skills acquisition and time in systematic learning environments, it can be stated that though the LFLWTS process is less effective than the systematic learning environments, it cannot be ignored that it contributes to language skills significantly.

It is accepted that social learning methods are shaped

according to the constructivist approach and that this is the case in the process of foreign language teaching design as well. In social learning methods, the two elements which are metacognitive and social strategies” (Navaro, 2007: 10-50; Wenden and Rubin, 1987) are important. Of these two elements, metacognitive strategies are summarized in the literature as follows.

Metacognitive strategies consist of “prediction or planning, general and selective attention, self-management, self-regulation, repetition, use of resources, note-taking, reasoning, inferencing, detailed examination, memorization, translation and transfer of knowledge, classification and grouping and completion”. It is possible to assert that these elements are employed in the LFLWTS process knowingly or unknowingly. Hence, it can be alleged that LFLWTS process is based on constructivist approach and social learning.

Among the approaches that explain the relationship between learning and motivation is the ARCS-V approach. The ARCS-V theory was introduced by John Keller in 2008. Keller first described the relationship between learning and motivation around four concepts. However, in 2015, he added the concept V to these concepts. This theory takes its name from the first letters of the concepts. These concepts are attention, relevance, confidence, satisfaction and volition (ELearning Industry, 2015). It is believed that the motivation elements put forward in this theory are in line with the motivation elements used in the LFLWTS process. However, it is believed that there is a need for academic studies within the extent discussed earlier in order to confirm these explanations on a scientific basis.

Conclusion

LFLWTS takes place in a natural learning environment. The technological tools used in this process are television, computer and smartphone with Internet connection. As a learning object, the content produced in the target language for TV series is used. Subtitles written in the native language are added to the TV series until the end of the blind learning period. Watching is performed with two sensory organs: eye and ear. The eye is used for reading and following content, and the ear is used for listening. Learning is focused on reading subtitles written in the native language at the beginning of the learning process. Listening is overshadowed by reading during this period. However, it is then gradually activated. Monitoring continues without reading after some time.

In the LFLWTS process, the order of learning language skills are from easy to difficult; listening comprehension, speaking, reading and writing. Speaking, listening comprehension and reading skills are learned with close difficulty. Writing is by far the most difficult type of skill to learn compared to the others.

The LFLWTS process is mostly based on patterns or sentences. In addition, though limited, there are individuals who learn with words.

When a TV series is watched for the first time, the trailer in the mother tongue, the individual himself, his family, his friends' interest, attitude and preferences are effective. At first, the individual is not aware of the contribution of the TV series to his learning. The series is watched for entertainment purposes. The TV series attracts the audience in a sustainable way by offering opportunities such as pleasure, happiness, loving the settings in the scenarios, finding beauty and evil that can also be experienced in his/her life. Furthermore, the TV series also lead to a desire to model and live like the actors until the age of 18. It provides information about life to the learner and mediates validation, collaboration, emotion control and self-reinforcement between the emotions and the script edited in the series. The learner establishes connections with the topic, setting, actions, words and attitudes. In other words, the TV series provides unique mental and emotional integration. Moreover, this integration is carried on from one TV series to another. That is, the TV series features motivation elements that contribute to the individual's attention, interest, confidence, continuity and willpower in the LFLWTS process.

A number of learning styles or technological tools are used to support learning in the LFLWTS process. However, their use is not a requirement or obligation. Nearly half of the LFLWTS individuals initially used some non-standard information technology-based tools for understanding the content, organization and reuse, which could vary according to the learner. They are listening to music, taking notes, using Google translation, electronic dictionary, and smartphone application named Lingohood, Turkish games and Google search engine. The Google translation or electronic dictionary is used to check the meaning of words in the native language. The Google search engine, is used to search for the content related to the topic, location, person or theme. Note taking and watching the series repeatedly are used to repeat or memorise a word in the content. Up to the age of 18, the gestures, speech and manners of the actors could also be modelled. There is also an effort to communicate with people who use the target language or watch the TV series in the target language, though very limited. After the blind learning period, there also individuals who start to use the Yunus Emre Institute's Turkish Teaching Portal or start systematic Turkish foreign language courses. Listening to music in the target language or watching video clips in addition to the TV series, also provides significant support for acquiring language skills during the LFLWTS process.

LFLWTS takes place in a natural learning environment without instructional design elements such as a teacher, a curriculum and a learning objective or a systematic learning environment; it is compatible with the

constructivist approach and social learning approaches. There are metacognitive and social strategies in the LFLWTS process such as: prediction, planning, general and selective attention, self-management, self-regulation, repetition, use of resources, note taking, reasoning, inferencing, memorization, translation and the transfer of information, classification, grouping and completion.

Suggestions

The approach of LFLWTS is considered to be authentic in terms of learning and teaching style, method, theory, strategy, principle, etc. It is recommended that detailed studies and analyses that will contribute to its adaptation to existing systems and better understanding of the system be made.

The SFSI approach provides a new perspective on issues addressed around the concepts of natural and systematic learning and teaching environments in foreign language teaching. In this context, new academic studies should be conducted in order to adapt to the systematic learning environment and reveal similarities and differences in foreign language teaching, especially the learning processes conceptualized around the blind learning period.

It is suggested that new studies that will investigate the relations between motivational approaches and ARCS-V approach, between the technological tools and the adaptation of them to TV series and music in foreign language learning process be carried out.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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Full Length Research Paper

The influence of learning styles on academic performance among science education undergraduates at the University of Calabar

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This research work investigated the influence of learning styles on academic performance among Science Education undergraduates of the University of Calabar, Nigeria. The learning model used for this study comprised, visual, auditory, kindergarten, global analytical impulsive, reflective, individual and group models. Expo facto design was used for the study. The target population included all Science Education students in the University of Calabar. Two instruments were used for the study, Learning Styles Questionnaire (LSQ) and 2017/2018 second semester examination raw scores of Introduction to Science Education Result (ISER). The Cronbach's Alpha reliability coefficient was used for LSQ and the reliability coefficient was calculated, ranging from 0.62 to 0.82. Proportionate stratified and random sampling techniques were employed to get the sample. A total of two-hundred Science Education undergraduate students were chosen at random from the population. Findings showed that students have different learning styles preference. Data analysed revealed that there was a significant difference in student's choice of learning styles. There was a positive correlation between learning styles and academic performance of students. It was therefore recommended that teachers vary in their teaching methods and strategies to pave way for students to use different learning styles.

Key words: Learning styles, students, effective learning, performance, audio-visual.

INTRODUCTION

The development of any country be it economic, political, social, scientific and technological depends on academic performance of students. Students' academic performance is important in every country as it produces the type of graduates that will have significant impact to the society. When student's academic achievement is poor, it therefore means that graduates from those schools may not be able to perform the duties they were

trained to do (Nja and Obi, 2019). It is not surprising to see buildings collapse because the civil engineer did not have a good education in school. In the medical sector, patients die in the hands of quack doctors. Fire outbreak in homes, offices and public places becomes the order of the day, because the wiring of buildings were poorly done by electrical engineers who did not have a good education.

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The issue of student's poor academic performance in Science Education has continued unabated for a long time. Common reasons cited by researchers include among others: lack of instructional resources and ill equipped Chemistry laboratory, at times the laboratory exist only in the consciousness of the teachers (Nbina and Obomanu, 2011; Nkanu, 2009; Opera, 2008; Oriade, 2008). Although efforts have been made to remedy this situation something is still missing. There is the need for an indepth understanding of learning styles adopted by students.

Researchers have studied the relationship between students' learning styles and academic performance. In a research by Dalmolin et al. (2018) it was discovered that there was a positive connection between learning styles and academic performance of students. Magulod Jr. (2019) also conducted a research on learning styles and academic performance and found a significant relationship between learning styles and academic performance of students. The characteristics, strengths and preferences in the form, in which an individual receive and process information, is termed learning styles (Hsieh et al., 2011). Ghaedi and Jam (2014) defines learning styles as the changes among learners in using one or more senses to understand, organize, and, retain experiences. Fatemeh and Camellia (2018) study revealed that students prefer learning with divergent learning styles, as it enhance students' academic achievement.

Learning styles is a term that is used to explain various ways that learners acquire knowledge. It seeks to give an explanation on how people learn. The issue of individual difference is very crucial in learning styles, as it works under the premise that no two persons learn in same way. There is the understanding that every student learns differently. Learning styles therefore is an individual's unique way of absorbing, processing, comprehending and retaining information.

Students' learning styles are influenced by environmental, emotional and cognitive factors alongside their previous experiences. Learning style is primarily concerned with "how" students learn, not "what" they learn (Gokalp, 2013; Fardon, 2013). Knowledge of the various learning style preferences of students admitted in Science Education programme will eventually lead to more effective learning experiences. Alavi and Toozandehjani (2017) revealed that learning styles of students can enhance their learning. In the same vein, Barman et al. (2014) study on learning style and academic performance of students conclude that students' knowledge of their learning style can improve their academic performance. Therefore, in every school environment, be it primary, secondary or tertiary institutions, the academic performance of students is a pointer to the quality of learning experiences. Academic performance is evaluated in terms of students' remarkable scores across their subjects. This can be assessed through formative and summative evaluation.

Previous researches reviewed suggest that students have different learning styles of. The influence of learning style preferences and academic performance of students among science education undergraduate students in University of Calabar prompted the researcher to investigate the relationship existing among these variables. Recognizing students innate learning styles towards their studies will enable the University to design and implement educational interventions with the goal of enhancing their academic performance and the quality of their learning experiences.

VARK theory of learning

The VARK model of learning styles according to Desire (2019) suggests that there are four main types of learners. These four key types are: visual, auditory, reading and writing preference and Kinesthetic. Dunn and Dunn (1989) learning styles model comprises of visual, auditory, kindergarten, global analytical impulsive, reflective, individual and group.

Visual learners

These are learners who prefer to learn using sense of sight. Materials in the learning environment that will appeal to the sense of sight like charts, diagrams, graphs, maps and other pictures or graphically based forms of communication are important. Media movies, PowerPoint presentations or videos are necessary to assist visual learners in learning.

Aural/Auditory Learners

These are learners who prefer instructions that deal with sense organ of hearing. Spoken words during lectures, recordings, discussions are mechanisms that allow people with the sense of hearing to learn in their environments.

Read/Write learners

Learners under this group learn best when they read and write down on a paper or board what they have read. Their tools of choice are dictionaries, the Internet, PowerPoint, written responses and text signs.

Kinesthetic learners

This group learn by being involved in the activities of the learning process. The method of instruction in this group includes demonstrations, simulations, videos and case studies.

The above learning styles were categorized into three distinct groups namely physiology, psychological and sociology. Physiology comprises visual, auditory, kindergarten, psychological is made up of global, analytical, impulsive and reflective, while sociology included, individual and group (Dunn and Dunn, 1989).

Statement of the problem

Academic performance of undergraduate students in Science Education had witnessed a deplorable trend in the past years. Observations from 2014 to 2018 have consistently revealed poor performance in "Introduction to science education course (SED124)" examination organized by course lecturers at the end of every second semester of the academic session. Studies reviewed indicated teaching methods and lack of instructional materials/resources as reasons for poor academic performance of students in Sciences. Learning styles have been investigated in other Universities but not in University of Calabar, especially Science Education Department. The present exercise is an endeavour to empirically find out if undergraduate Science Education students differ in their learning styles. Against this background, the researcher tends to investigate the influence of learning styles on academic performance among Science Education undergraduates in the University of Calabar.

Purpose of the study

The purpose of the study was to investigate the influence of learning styles on academic performance among Science Education undergraduates in the University of Calabar. The specific objectives of this study sought to investigate:

- (1) The learning preference of Science Education undergraduate students .
- (2) Learning styles of Science Education undergraduate students with respect to sex.
- (3). Science Education undergraduate students' level of study and its influence on their learning style preference.
- (4) Science Education undergraduate students learning style and their academic performance.

Research questions

- (1) What is the learning preference of Science Education undergraduate students?
- (2) What are the learning styles of undergraduate Science Education students with respect to sex?
- (3) How does students' level of study influence their learning style preference?

- (4) What is the relationship between Science Education undergraduate students learning styles and their academic performance?

Statement of hypotheses

The following null hypotheses were formulated to guide the study:

- (1) There is no significant difference in the learning styles of undergraduate Science Education students with respect to sex
- (2) Students level of study does not significantly influence their learning style preference.
- (3) There is no significant relationship between Science Education undergraduate learning style and their academic performance.

METHODOLOGY

Ex Post **Facto** research **design was used for the study**. It was used because, the researcher compared qualities that already exist with dependent variable. It is also known as "after the fact" research. This is so, as the researcher did not manipulate the independent variable. The research design compared the independent variable that is, students learning styles with the dependent variable, academic performance.

The target population includes all the Science Education students in the University of Calabar, Cross River State Nigeria. Proportionate stratified and random sampling techniques were employed to arrive at the sample. A total of two- hundred Science Education undergraduate students were chosen at random from the population. The basis for stratification was the students' discipline of study. These disciplines are Biology, Chemistry, Physics and Mathematics. The second variable was year of study: 1st, 2nd, 3rd, and 4th year participated in the study. Of the 200 students, ninety were males and one hundred and ten were females.

Two instruments were used for the study. They were Learning Style Questionnaire (LSQ) and raw scores of Introduction to Science Education Result (ISER) of 2017/2018 second semester examination. The LSQ was an adaptation of Dunn and Dunn (1989) learning styles model and as such, no validity was done as it was done by the developer of the instruments. LSQ was made up of 45 closed ended questions that elicited the nine learning styles of students. Learning Style Questionnaire instrument was trail tested to ascertain the internal consistency. Data collected were analysed for reliability. The Cronbach's Alpha reliability coefficient was used for LSQ and the reliability coefficient was calculated, ranging from 0.62 to 0.82. Reliability of 0.5 and above indicates that the instrument is reliable. Exploratory factor analysis was used to determine the pattern of relationship amongst the nine learning styles. The goal was to investigate the influence of learning styles on the over-all academic performance of students. Pearson product moment correlation coefficient was used to analyze data for learning styles and academic performance.

Scoring, ranking of learning style questionnaire and data analysis

The items on the LSQ were scored using rated options: 4 for strongly agreed, 3 for agreed, 2 for disagreed and 1 for strongly

Table 1. Reliability value of learning styles survey items (90 items).

Dimension	Element	Number of item	Cronbach Alpha
Physiological	Visual	5	0.68
	Auditory	5	0.72
	Kindergarten	5	0.69
Psychological	Kindergarten	5	0.80
	Global	5	0.79
	Analytical	5	0.75
	Impulsive	5	0.62
Sociological	Individual	5	0.82
	Group	5	0.69

Table 2. Learning style profile of students.

Learning style	F	%
Visual	189	95
Auditory	180	90
Kindergarten	134	67
Global	150	75
Analytical	125	63
Impulsive	80	40
Reflective	120	60
Individual	150	75
Group.	190	

disagreed. The highest point a student could score was 180 and the least was 45 points. In addressing research question 1, these frequencies were analyzed and then used to create a rating system for the overall level of learning style for each student. A score between '45-89', was assigned 'low', 90- 127 'moderate' and 128-180 'high'.

Regarding hypothesis 1, the independent t test was performed to identify if there were any significant differences in the level of learning styles of the Science Education students, based on sex (male and female). This t-test was performed as it is the appropriate analysis to be done, when comparing two independent means. Learning Styles based on the level of study was done, using one-way analysis of variance (ANOVA) test as found in hypothesis 2. Pearson product correlations analysis was used to investigate hypothesis 3, the relationship between learning styles and academic performance of Science Education undergraduate students. A 95% confidence level was the set level used in all statistical analyses.

RESULTS

Table 1 show the reliability of the learning style elements, ranging from 0.62 to 0.82. Table 2 show the learning styles profile of the students' revealed that visual element had the highest (95%), this was closely followed by auditory (90%) and the least was impulsive (40%).

Examination of Table 3 showed better performance was from the use of impulsive style with 16% coefficient of variation. The visual style had 26%, the smaller the coefficient of variation, the better the performance. As seen in Table 4, physiological learning styles dimension have the best with 13% coefficient of variation, followed by the sociological, with a score of 11% and psychological having the least, 15%. Table 5 showed that 39% of students scored between 45-89 points of the items they responded to with low grading. The table also showed that 42% of students scored between 90 and 127, with a moderate grading; and 25% scored between 120 and 180 and was graded high.

Analysis of data, using independent t test in Table 6, reveal that the calculated t value was 2.63 and the *p*-value was 0.009174. This was with 198° of freedom at 0.05 level of confidence. The null hypothesis, which states there is no significant difference in the learning styles of undergraduate Science Education students with respect to sex, was not accepted. This is so, as the calculated value of 2.63 was higher than the *p* value. When the calculated value is higher than the *p* value, the null hypothesis is retained. Sex significantly influences the learning styles of science education students.

Table 3. Mean score and standard deviation score of students learning styles elements.

Learning style element	Mean score	Standard deviation	Coefficient of variation (%)
Visual	16.49	4,20	26
Auditory	16.75	4.00	24
Kindergarten	15.14	3.85	25
Kindergarten	16,00	3,90	24
Global	15.06	3.10	21
Analytical	14.69	2.98	20
Impulsive	13.06	2.10	16.
Individual	14.01	2.85	20
Group	15.80	3,60	23

Table 4. Mean score and standard deviation score of students learning style dimension.

Learning style dimension	Mean score	Standard deviation	Coefficient of variation (%)
Psychological	16.15	2.43	15
Physiological	15.65	2.05	13
Sociological	14.81	1.58	11

Table 5. Score rating, frequency and percentage of learning styles.

Score	Rating	Rating of description	Frequency	Percentage
45-89	1	Low	77	39
90- 127	2	Moderate	83	42
128-180	3	High	50	25

Table 6. Independent t test of the difference in sex, and learning styles of science education students.

Sex	N	Mean	Std. deviation	t- Cal
Male	90	153.27	232.79	2.63
Female	110	140.05	1684.34	

The f-ratio value is 19.62532. The p-value is < 0.00001 . The result is significant at $p < 0.05$. A cursory view of Table 7, descriptive statistics, reveal that year 2 students had a higher mean (159.48) that was followed by year three (141.96), and year one had the lowest mean (117.06). The one -way analysis of variance in that same Table 7 showed that the F value was 19.62532; whereas the p-value was < 0.00001 at 0.05 significant levels. The null hypothesis which sought to find out if there is a significant difference in the Learning Styles of Science Education students, with respect to year of study, was not accepted. This is so as the calculated $F = 19.62532$ value was higher than the p-value that is < 0.00001 . Students year of study significantly affect their learning styles.

The result summarized in Table 8 indicate that the calculated r-value was 0.7765. The null hypothesis which

stated that there is no significant relationship between Science Education undergraduate learning styles and their academic performance was not accepted. When the calculated value is from 0.5 and above, the result is significant. The alternate hypothesis was upheld. Hence, there was a significant relationship between learning style and academic performance of Science Education undergraduate students. The relationship was positive, meaning that academic performance increases with the type of learning styles adopted by students.

DISCUSSION

This study examined the learning styles preference of students (Visual, auditory, kindergarten, global,

Table 7. One-way analysis of variance (ANOVA) of the comparison of the distribution of learning styles based on level of study.

Summary of data	Treatments				Total
	1	2	3	4	
N	50	50	50	50	200
$\sum X$	5853	7974	7098	6920	27845
Mean	117.06	159.48	141.96	138.4	139.225
$\sum X^2$	810391	1279568	1017670	966000	4073629
Std.Dev.	50.5559	12.6769	14.3128	12.9929	31.4562
Result details					
Source	SS	Df	MS		
Between-treatments	45485.655	3	15161.885	$F = 19.62532$	
Within-treatments	151423.22	196	772.5674		
Total	196908.875	199			

Table 8. Pearson product correlations analysis of the relationship between learning styles and academic performance of undergraduate Science Education (N=200).

Variable	$\sum X \sum Y$	$\sum X^2 \sum Y^2$	$\sum X Y$	Df	r-cal
Learning styles	13827	138.27			
Academic performance	13107	131.07	162297.11	198	0.7765

p < 0.05.

analytical, impulsive, reflective, individual, group) on the academic performance of Science Education undergraduate students of University of Calabar, Nigeria. The first research question was to find out the learning styles that existed amongst Science Education undergraduate students. The findings of this research as recorded in Table 2 show that the element visual had the highest (95%), this was closely followed by auditory (90%) and the least was impulsive (40%). This is not unconnected with the fact that, what we see sticks in the memory for a longer time and therefore recall is enhanced. The result also showed that, students prefer visual and auditory, than other learning styles. This work confirms the earlier study of Fatemeh and Camellia (2018), whose study revealed that students prefer learning with divergent learning styles.

The first null hypothesis states that there is no significant difference in the learning styles of undergraduate Science Education students with respect to sex. Analysis of the data using independent t test in Table 6 reveal that the calculated t value was 2.63 and the p-value was 0.009174, with 198° of freedom at 0.05 level of confidence. The null hypothesis was not accepted as the calculated value of 2.63 is significant with a p value of 0.009174; while the alternate hypothesis was accepted. In this part of the world, the upbringing of the girl child is different from that of the boy child. The males had a higher mean in learning styles preference 153.27

and the females had a lower mean of 140.05. The boy child is free in his preference at an early stage, but the girl child is controlled. The boys could therefore choose learning styles freely, but the girl child chose fewer items.

The second null hypothesis sought to find out if there is a significant difference in the Learning Style of Science Education students with respect to the year of study. A cursory view of Table 7 reveal that year 2 students had a higher mean (159.48); this was followed by year three (141.96), while year one had the lowest mean (117.06). The one-way analysis of variance in that same Table 7 showed that the F value was 19.62532 and p-value was < 0.00001 at 0.05 significant levels. The null hypothesis was retained. Year of study did not significantly affect student's choice of learning styles because many factors may have come into play in choosing learning style. Students' prior knowledge may have influenced their choice because what students do not know or understand or have not been exposed to will not be accepted by the students.

The third null hypothesis stated that there is no significant relationship between Science Education undergraduate learning style and their academic performance. The result summarized in Table 8 indicated that the calculated r-value of 0.7765 was greater than the r-critical value of 0.159 at 0.05 level of significance, with 198° of freedom. Table 8 indicates that there is a significant relationship between learning styles and

academic performance of students. This finding of the study is consistent with that of Fatemeh and Camellia (2018) as well as Vaishnav (2013), stating that there is a positive relationship between learning styles and academic performance. Likewise, Magulod Jr. (2019), Dalmolin et al. (2018) and Abidin et al. (2011) observed the significant relationship between academic achievement and learning styles.

From the result, it is crystal clear that learning styles affect student's academic performance. Majority of the students prefer visual and auditory learning styles as against other learning styles. This study collaborates with earlier studies by Slavin (2010), Onasanya and Adegbiya (2007), and Idris (2015). Those studies discovered that students learn better and have good academic performance when audio-visual materials are presented during teaching and learning. The positive relationship between kinesthetic, visual, tactile, and group learning styles and the academic achievement of the students admitted into Science Education programme indicate that when students have access to visual information during learning activities, their academic performance is enhanced.

Conclusion

This research has revealed that students have multiple learning styles. No one learning style is self-sufficient for students' academic performance. The best combination is the audio-visual learning styles. When students have knowledge of their learning style preferences and harness their various learning styles, it may improve their academic performance.

RECOMMENDATION

In view of the above findings, it is recommended that:

- (i) Teachers vary their teaching methods and strategies to pave way for students to use different learning styles.
- (ii) Students should endeavor to identify their unique learning styles and use them.
- (iii) School administrators should provide learning resources that covers all the learning styles.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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Full Length Research Paper

Relationship between social challenges and the education of the girl-child as perceived by female academics in the tertiary institutions of Edo State, Nigeria

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The study looked at some social challenges confronting the education of the girl-child as perceived by female academics in the tertiary institutions in Edo State. To guide this study, seven research questions were raised and one hypothesis was formulated. The population was made up of all the female academics in all the tertiary institutions in Edo State, Nigeria. Three hundred and fifty females made up the sample of study through the purposive sampling technique. The instrument used to collect data was the questionnaire which was content validated by experts and had a reliability value of 0.72. Three hundred and eleven retrieved questionnaires were analyzed using frequency and percentage for research questions and Pearson product moment correlation co-efficient (r) for the hypothesis. There was a strong positive relationship ($r=0.932$, $p<0.05$) between social challenges and the education of the girl-child in Edo state, Nigeria. Based on these findings, recommendations were made.

Key words: Challenges, girl-child education, female academics perception.

INTRODUCTION

Educational development of a child whether girl or boy is very important. When the educational foundation of a child is solid, it is easy to build on it as the years roll by. The education of a girl - child has faced untold hardship because of the societal perceptions of a girl-child, such as the girl-child is to be nurtured and brought up to play her natural role as a wife, sex partner, baby machine, mother, service to her husband and in-laws. Her place is

the kitchen (Stronguist, 2000). In other words, a woman has no other purpose but to be a wife and mother to her husband and children respectively. The idea that a woman has no other purpose than to marry and have children has brought a lot of disadvantages and consequently backwardness to the society, in the sense that children have populated the streets, without education, mothers are illiterates that cannot give what

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they do not have, hamper development in the nation. It has been observed that female children are still disadvantaged educationally, even in this 21st century, but male children are sent to school. When a tour of market places is taken, incidences of house helps, hawkers on the streets, it is amazing the number of girls involved in these practices as compared to boys. A girl-child is raped, abused and sent off to early marriage as if this was the only reason she was created by God. This kind of practices can never move the nation forward especially when the female population is more in number. Ignoring this problem that has brought underdevelopment to the society is a de-service to the nation. Natural intimidation and oppression from men to the girl-child have not all gone well in the upbringing of the next generation. She is striped of any form of empowerment, and majority of them are mostly in hunger and poverty which is a catalyst for her to be victimized. She is constantly harassed, shut down and fear is her middle name. This is why it was necessary to find the root cause(s) of this problem. In doing this, several factors such as: poverty, parental illiteracy, ignorance, level of understanding, religion beliefs, culture and traditional prejudices were perused. The perception of the female academics in the tertiary institutions in Edo State was sought. These institutions are included in alphabetical order: Ambrose Alli University (Owned by State Government), Auchu Polytechnic (owned by Federal Government), Benson Idahosa University (Private Owner), College of Education, Ekiador, (State owned) and University of Benin (Federal Government owned).

The benefits of educating the girl-child are numerous, for a start, she is well informed in areas of education, health, industry, agriculture, technology, communication, reading, writing etc. All these knowledge acquired can make her a better person, home maker, wife, mother, helper and contributor to her society and the larger national and international communities. The males on the other hand are not thinking of these benefits but thinking that when women are educated, they will not be loyal, submissive and obedient to them as if women were created as a sub-standard to them or for their use. This in turn, brings fear and anxiety to them. Some men may not agree with this statement but this conclusion was reached through observations and discussions with men. Girls now go to school, thank God! But there are still obstacles that make sure they drop out of school, making it impossible for them to be empowered in education. There are still some parts of Nigeria that are still hesitant of the idea of a girl-child education; for example, in 2015, over two hundred girls were kidnapped away from their school in the Northern part of Nigeria, although some of the girls have been released, very many of them are still with their captors. From observation and interviews, the idea that girls go to school cannot be comprehended by them, because they believe that girls have no business going to school. Very many of the girls have become

women and mothers without husbands and deprived of seeing their families because of the northern male concept of women and girls, this is pathetic!

Statement of the problem

The problem that is known, is half solved. Relegating women to the background in the 21st century Nigeria is a puzzle that needs unraveling. There are great injustices against the girl-child, such as child bride, discrimination between the upbringing of male and female child, in the home, the preference of male child education by parents etc. These have resulted in several psychological effects of both sexes, such that the males feel superior to the females, therefore, in a home where one child must be educated by parents or through scholarship, the male child is preferred even when the female seems to be more academically inclined. This has tremendous negative impact on the females, such as increased illiteracy, right from birth the females are inculcated with ideas that relegate them to the background, behind the males and this cake is bought, eaten and sold to the next generation because of her illiteracy. Sociologists have often found out that the environment a child grows matters to the development of that child (Eguavoen, 2007). Psychologists have also supported this view from research findings (Osasenaga, 2015). Researches from education also support the argument that environmental factors also affect students' behavior, personality, discipline, learning and understanding (Omorieg and Aluede, 2008). The females who manage to go to school, from observations, look as if they have been programmed by the society to believe that after school, they may never get husbands, because of the general societal belief that an educated woman cannot make a good home. This is absolutely stupid and far from the truth, but for illiteracy, the women believe, therefore, in their final year in school, very many of them start hooking up to men via pregnancies, there are very many pregnant girls on campus, some even have babies outside marriage, while in school in a bid to get men who may be forced into marriage because of pregnancy. The society pressurizes the females and justify their actions by sayings statements such as "women's education ends in the kitchen", "No husband for you, if you are too educated", "you better bring a man "you are getting old", 'child bearing years are short' etc.

These statements have caused a lot of fear and anxiety in the hearts of the females, to the extent that they preferred not to be educated than to be educated and have no husband to father their children. They are not ambitious to go into manufacturing, production, space science, technology, etc. Their statements reveal their emotional and psychological state, such as "after all am I in competition with my husband", "I want to start having my own babies before I get to my menopause", "after all if

I go to school, will I not still end up in a man's house", etc. All these statements are borne out of societal pressure on the girl-child to give up education and focus on serving the man and his children. The worry of this research was that, if females that are more than half of the population in the nation, continue to have this mentality about their lives, then the societal problems encountered by the nation, that has stunted the growth and development of the nation, may worsen and get deeper without a solution in sight. This can be grievous to the development of the nation. Nigeria is ambitious to meet up with vision 2020 millennium goals and yet will not educate her girl-child. Let us not deceive ourselves; this will not be a reality, because women are sidelined and virtually cut off from the scheme of things. It is a puzzle that any country that is as ambitious and clamoring for attention at the world stage like Nigeria, will not do all that is within its powers to educate more than half of its population

This study therefore, highlighted seven factors that could be responsible for this challenge against the education of a girl-child. These factors included: level of acceptance of a girl child education, poverty, parental illiteracy, ignorance of benefits, level of understanding, religious practices, cultural and traditional prejudices, so as to find out what may or may not be responsible for the challenges the girl-child education is experiencing in the 21st century, Nigeria. This study, sought after the perceptions of female academics in the tertiary institutions of Edo State, Nigeria.

Purpose of study

The major purpose of the study was to identify the social challenges confronting the education of the girl-child as perceived by female academics in the tertiary institutions in Edo State. The specific purposes were as follows: To

- (1). Examine if level of understanding is a challenge experienced by the girl-child.
- (2). Examine if the societal level of acceptance is a challenge to the full actualization of the girl-child education.
- (3). Determine if poverty is the challenge to achieving the girl child education.
- (4). Identify if parental illiteracy is a hindrance to the successful implementation of the girl- child education.
- (5). Determine if ignorance of benefits constitutes the challenge faced by the girl-child education.
- (6). Examine if religious practice is one of the challenges faced by the girl child education.
- (7). Find out if cultural and traditional prejudices stand as challenges against the girl-child education.

Research questions

The following research questions were raised to guide the study.

- (i) Is societal level of understanding a crucial factor militating against the girl-child education?
- (ii) Is societal level of acceptance a challenge to the full actualization of the girl child education?
- (iii) Is poverty one of the challenges militating against the full delivery of the girl child education?
- (iv) Is parental illiteracy a factor serving as a hindrance to the successful implementation of the girl-child education?
- (v) Does ignorance of the accrued benefits of the girl-child education constitute one of the challenges faced by the girl-child education?
- (vi) Do religions practices constitute a challenge to the full delivery of the girl-child education?
- (vii) Are cultural and traditional prejudices among factors standing as challenges against the girl-child education?

Hypothesis

There is no significant relationship between social challenges that confront the girl-child and their education.

Scope of study

The geographical location of this study is Edo State. The population was limited to only the female academics in all the tertiary institutions. Out of the ten (10) Tertiary Institutions in Edo State which included: Ambrose Alli University(AAU), Auchi Politechnic (AP). Benson Idohosa University (BIU) College of Education, Igueben (COE), Edo State Polytechnic, Usen (EPU), Light House Polytechnic, Evbuobanosa (LPE), Igbinedion University, Okada (IUO), College of Education, Ekiadolor (C.O.E.E), University of Benin (UNIBEN), Edo University, Iyahmo (E.U.I.) only the data from five of them were used. These include: A.A.U, A.P, B.I.U, C.O.E.E, and UNIBEN, therefore, the findings were based on these five tertiary institutions, which represented 50% of the schools.

Limitation of the study

The findings of this research may not be generalized because only Edo State Tertiary Institutions data were collected and analyzed. This is one of the States in Nigeria that is highly educationally inclined, even though there are still traces of discrimination between the education of the boy and the girl-child found in some communities. It was difficult retrieving questionnaires from the respondents because of busy and tight schedules, which was actually the reason why five schools out of ten were used. Some departments had no female academic staff.

Operational definition of terms

Girl-child education: meaning formal schooling/training

given to the girl-child.

Societal challenges: Problems that can constitute hindrance to the furtherance of the girl-child education, such as already mentioned above.

LITERATURE

The girl-child education has suffered abuse and neglect over the years despite efforts put in by government. Some of these efforts as enumerated by Uzoma (2013) are programmes and organizations which include: Blueprint on woman's Education, National Commission for mass Literacy and Non-Formal Education, Family support Basic Education program, Universal basic Education Program, Education for all (EFA), Fast track initiatives, Strategy for acceleration of girls education in Nigeria (SAGEN), National Economic Empowerment and development strategy (NEEDS), Universal Basic Education act, Federal Ministry of Women Affairs and Social Development (FMWASD) (2015) etc. In addition, the Federal Government has also worked closely and actively in collaboration with International bodies such as International Development partners (I.D.P.), Non-governmental Organizations (NGOs), IDP include Organizations such as UNICEF, DFID, UNESCO, USAID, WORLD BANK etc. Ohaji (2005) also reported that Nigeria is a signatory to major international initiatives and conventions which include: Conventions on the Elimination of all Forms of Discrimination Against Women (CEDAW), the United Nation Girls Education Initiatives (UNGEI), World Conference on Education for all (EFA), Jomtien, Girls Education project (GEP) in joint collaboration with Department for international Development (DFID) and UNICEF to boost girls international in Northern Nigeria. Despite these efforts, the country does not seem to have significant results on the girl-child education in Nigeria. Attempts were made to review literature on these factors hereunder.

Level of understanding

It is one thing to have a concept but another thing to sell it and actually make the benefactors see reasons they should buy into the concept. Majority of human beings are naturally afraid of the unknown. They think it is better to stay where you know than to delve into territories that may lead to their destruction. To them, testing a new territory is a risk they are not willing to take, after all, it is often said that 'the devil you know is better than the angel you do not know'. Perhaps this concept may have contributed to the reasons why the nation has remained underdeveloped and transferring technology because they are afraid to exploit. There is a level of understanding that a proponent will need to give out in order for the recipients to receive and work with. If the level of understanding is not deep enough or not backed

up by action, it will be difficult to receive and virtually impossible for that concept to work; for example the concept of training/educating every Nigerian child so as to eliminate illiteracy is beautiful, but the actions the proponent takes to implement this concept does not portray seriousness such as inadequate funding to take care of school fees, uniform, books, other instructional and infrastructural facilities, teachers training etc. Even in the 21st century Nigeria, children are still found hawking during school hours; laws were enacted to fight this trends but lack of follow up, accountability, corruption etc. during implementation, the beautiful concept is only beautiful at the dream state while in reality children are still being used during school hours to fetch money for their parents. The point made here is that when a new concept is not deeply understood, by the application of drastic and frequent actions to drive home the message to the recipients, they do not see the need to buy into the vision. Recipients may listen to you to tell your stories, but when your actions do not match your words, they go right back to their comfort zone, you will be standing alone and frustrated, at the end of the day, when concept fails. The girl-child education is a concept which is beneficial in all its ramifications and to all. Nigerian illiterates need to have a deeper understanding of the girl-child education because an educated girl is a better person to dialogue with; acquiring knowledge will make her a better Individual citizen, wife, mother etc (UNESCO, 2011; United Nation Human Development (UNHD) Report, 2010; Federal Republic of Nigeria (FRN 2013); Kpee and Chuu- Uzomah, 2015).

Level of acceptance

Level of acceptance is a big issue to reckon with in the implementation of the girl-child education. Education is an eye opener, enlightenment, voice empowerment and all these ingredients can make an oppressed, slave driven person to see the light and want out of the darkness. For centuries, women have being oppressed, dehumanized, intimidated, relegated, felt less superior than her male counterpart through actions of others and always reminded that she is good for sex and procreation. Her mentality has been so programmed in such a way that even when she sees another woman trying to excel out of the box, she is spat on and called unpalatable names by her fellow women. The society is shaped in such a way that there are roles for male and females and on no account should the boundaries be crossed. Nigeria has operated a patriarchal system of living and still is, perhaps because of the level of acceptance ascribed to the education of their daughters.

Girl-child is treated as before especially in rural areas, with a little difference in the urban areas. The Northern Nigeria simply refuses to accept the concept of a girl-child education. This is perhaps the reason why a group of extremists called the 'Boko Haram' will go into a girls

hostel in school, to kidnap over two hundred girls and got away with it, because girls are seen as part of their properties to use and abuse at will and no one can challenge them. This level of acceptance is the reason why a great grandfather will marry a twelve years old girl without guilt in his conscience and other men around will hail him. The girl-child has been known as house helps, hawkers, sex machine, baby manufacturer, some of the men do not think of her welfare and maturity, when she dies, they feel, there are many more to replace her. This is pathetic and not the way God intended it. Nobody has the opportunity to choose his/her sex; otherwise everybody would have chosen to be the male because of the life of freedom they live. In pregnancy, the boys could have been the girls; the fact that people arrogate males as more superior than females is a sign of illiteracy. The circle of the level of acceptance is difficult to break because Nigerian women have lived in a male dominated environment for centuries and the females are under subjection even when the females are more in number (Ejimodu, 2013; Makama, 2013). The males' object to education of the girl-child for obvious reasons which include illiteracy, lack of understanding, unwillingness to change their status quo of the girl-child, because when the light comes, darkness will naturally disappear. Education is the light that when acquired the position of a girl-child will change for the better not only to liberate the girl-child from centuries of oppression but the male folks are afraid that tables will turn and this they think may not be good for them. The myopic mentality of some men will not allow them to see the much greater benefit that lies behind the girl-child education. Nigerians need a greater level of acceptance from men and women before the benefit can be seen and enjoyed.

The process of women empowerment cannot be complete until women themselves become active initiators and participants in decision making (Amaechina et al., 2015). The society at large has much to gain from women and girls education. Women represent two third of the 796 million illiterates recorded by UNESCO throughout the world (UNESCO, 2010a). Yawe and Amaechi (2015) posited that education and gender equality should be fully recognized as mutual reinforcing catalysts of development and they further assert that the millennium development goals(MDG) cannot be realized, unless girls and women have the knowledge and skills that education can provide to better their lives, their families and communities. Transformative potential of girls education has not been realized in many part of the world says (UNICEF 2016); therefore all hand must be on deck to accept this phenomenon and run with it, for a better nation and humanity.

Poverty

Poverty is never a friend to anybody, in any place and at any time. Mbanefo and Okafor (2015) postulated that

women in Nigeria are harder hit than men. This is due to lack of emphasis placed on female education and the prevalence of early marriage which tends to further impoverish women and subject them to statutory discrimination such as preferring to educate a boy-child than a girl-child. In order to supplement the poor socio-economic status of parents, the female children are more accessible to engage in street trading, farming, house-help, commercial activities. Under such poverty-stricken circumstances, if such girl-child is sent to school at all, they do not go beyond primary level of education. Poverty also leads to early marriage of the girl-child. Most children from a low socio-economic status forget about school, because there is no food to eat in the house; therefore, the idea of going to school does not arise. The progression of women through schooling has been low with large dropout rate; only 18.64% of girls who finished primary school proceed to secondary school, with an average drop-out rate of 80.16%. The average dropout rate from secondary school to higher institution was 93.15% (Moda, 1992).

Obayan (2014) indicated that the situation is more pathetic than ever before. Access and equality of educational opportunities is also married by economic system operated in Nigeria. Nigeria is a capitalist state where there is unequal distribution of wealth and excessive individualism. The nation is stratified into upper, middle and lower classes. Children from upper and middle classes have special privileges and unhindered access to the best schools and so irrespective of the claims by government officials that government has invested so much in public education, their children are never found in those schools (Obayan, 2014). There are various schools which represent various classes in society as observed by Zubairu et al. (2003), that most of the universities and other tertiary institutions have special primary and secondary schools called 'demonstration schools' which are entirely different from public schools. Unity schools are dominated by children of highly placed in the society such as the rich, academics and top government personnel. All these schools have helped in widening the gap of equality of educational opportunities. The girl-child from a low socio-economic background may find it difficult to be educated. The Universal Basic Education (UBE) was created for the low socio-economic individuals but as observed, this has failed because it has not actualized its purpose which is to give education from primary school to junior secondary school three to all children regardless of the social economic status and, free of charge, to eradicate illiteracy.

Poverty is one of the greatest threats to high equality education for the girl-child from this social class, even where primary education is technically free in UBE, there are additional charges for uniforms, books, transport fare to and from school, create financial burden for their parents (Igbinedion and Maha, 2015). Parental poverty according to Kpee and Chuu-Uzomah (2015) is a

situation where a parent is unable to provide the basic needs for the family even at a minimal level; accessibility of education to children from such homes is difficult. The burden is more on the girl-child who is less likely to be given opportunity for education should there be any. They reiterated that when financial challenges come up in the family, the girl-child is given out as collateral for loan or forced into early marriage. This agrees with the submission of lenshie (2013) that girls in the poorest 20 percent of households have the lowest chance of getting educated.

Parental illiteracy

Home background matters in the life of any child (boy or girl). The education status of the parent can affect the decision to send their children to school or not; more so, to send a girl-child to school. It is illiteracy of parents that will make them to send their boy child to school and leave the girl to hawk on the streets and sell in market stores. It is illiteracy that will make them think that girl child is another man's wife therefore training her is of no benefit to them; it is illiteracy that will make parents to think that their girl child is less superior to their boy child (Orimogunje, 2012). It is only illiterate parents that believe that marrying off their girl-child brings more profits than educating her. Nigeria still has a lot of illiterate mothers through the backlogs of illiterate parents, who did not send their girls to schools, backlogs of illiterate children who are now parents and their mentality about educating their girl child span from decades back. It is a vicious cycle that refuses to stop even in the face of Government Interventions (Watkin, 2013; Ejimodu, 2013; Yawe and Amaechi, 2015).

Ignorance of benefits accrued

When the use of a thing is unknown, abuse is inevitable. Ignorance is a disease that kills individuals and nations more than any terminal disease that one can think of. The lack of knowledge of the benefits accrued to the girl-child education has contributed immensely to the reasons why the society cannot flow with Government efforts to eradicate illiteracy or see it as a worthwhile venture (Abdukadir, 2014; Kpee and Chuu-Uzomah, 2015). The society does not see the need to waste resources, but this has however been proven wrong on many instances like the following examples of educated women who rose to the zenith of their careers: Dora N. Akunyili, Director general, National Agency for food and drug Administration and Control (NAFDAC), Ngozi Okonjo-Iweala, Minister of finance, worked at the world bank, Obiageli Ezekwesili, minister of solid mineral Development, Kofo Adamola, the first lady to obtain a

university degree in Nigeria, Major-general Aderonke Kole, a Medical Doctor, also the highest female officer in Nigerian Army, Grace Alele Williams, Ph.D. Mathematics, the first female vice chancellor, University of Benin, Flora Nwapa, the first African woman to publish a book in English, Ifueko Omoigie-Okao, Director, Federal Inland Revenue Services, Fumilayo Ransome-Kufi, the first female to drive a car in Nigeria, Abimbola Awoniyi, first medical doctor in Nigeria and others too numerous to mention (Ene, 2005; Byohn, 2007; Boomie, 2008 in Hephzibah-Awulor, 2017). Although too few compared to millions of educated women in Nigeria but it has proven that women can get to the top of their careers.

There are so many benefits accrued to the education of the girl-child which this work may not be able to comprehensively cover, nevertheless, the followings are some: UNESCO (2008) confirmed that women with formal education are more likely to seek medical care, ensure children are immunized, give children nutritional requirement, adopt improved sanitation practices. As a result, their infants and children have higher survival rates and tend to be healthier and better nourished. The education a girl-child receives is the strongest predictor of the age she will marry and a critical factor reducing the prevalence of child marriage. Educated girls can voice their opinion, stand up for herself monetarily and emotionally; education will reduce sexual violence, insecurity, have higher socio-economic status, better employment prospects, higher standard of living, Life expectancies. Educated women also educate their children. Education will enhance a girl's parental roles in National Development. Education gets rid of intimidation, and eye opener, broadens her reasoning horizon. Ejimodu (2013) asserts that female education is a multidimensional process involving empowerment and transformation of the economic, socio-psychological, political and legal circumstance of the powerless. Educating a girl-child brings about the strengthening of the existing capabilities in the society to enable them perform towards developing themselves, their families and the nation. A nation that is developed has strong words in the committee of Nations. Education of women according to Makama (2013) enables her and the nation to harness the hidden or untapped potentials geared towards National Development. But if a girl-child is deprived access to education and skills for productive employment, it will have far reaching effect in terms of poverty creation and perpetuation in the present as well as in the next generation (Safilios- Rothschild, 1991).

Religious practices

It has been observed that religions in Nigeria, especially some Christian denominations and Islamic practices do not believe in the education of the girl-child. The Northern parts of Nigeria, which practice mainly Islamic religion,

restrict the movement of their girls; they are always indoors and not allowed to go to school outside the home, but if and when they must go to school they do it near their homes called “Makaranta” meaning school, where they are taught how to recite the Holy Koran (their religious book), chant some verses and chapters in Arabic songs, at the end, they go home. The girl-child or any child for that matter, is not given a western education, for the fear that they will deviate from their Islamic faith and follow western pattern of lifestyle which they abhor. Therefore, because they are afraid that their children may go astray, they are deprived of the kind of education that can help them blend with others and have a broader view of life. This practice makes people think and believe that this practice is synonymous to Islamic religion; but on a second thought, when one takes a look at the Arabs and other nations who brought this religion to Africa, their daughters are allowed to go to schools with western education orientation and they do not give out their tender daughters in marriage until matured enough.

This thought raises some questions, such as could this practice in northern Nigeria be as a result of poverty? illiteracy? cultural practice? or are there two types of Islamic religions? These questions certainly need answers. Education of the girl-child is an investment that places power and authority on recipients to wage war against poverty. Educated women are better positioned than her illiterate counterparts to train her children; she is better equipped to contribute effectively towards the development of the nation. One time Secretary General of the United Nations, Kofi Anan said; “there can be no significant or sustainable transformation in society nor any significant lasting reduction in global poverty, until girls receive basic quality education which will empower them to take their place as equal partners in development; hence, women are the best and most efficient investment made towards economic development” (Ashimole, 2015). A lot of articles for years have apportioned blame to the Islamic religion for not educating their girls (Osindeinde, 2000; Emetarom, 2000; Salami and Uko-Aviomoh, 2000; Wariowei et al., 2015; Obi, 2011; Igbinedion and Maha, 2015; Amaechina et al., 2015).

But in disagreement with this view, scholars have posited that the Quran and the hadith do not discourage girls from education especially in sports. Momodu (2000) asserts that Islam has never opposed or rejected rights of women to engage in physical activities but “they must wear modest sport costumes and do not mix with men during training”. Also the lack of knowledge among Muslim women about the importance of sports also seems to be among the main obstacles that prevent women from participating in sports (Alansari, 1999 in Momodu, 2000). From the statements above it is obvious that the Quran and Hadith also have some blame aside cultural practices. How can the holy books state that

women/girls do not mix with men/boys during sports. The understanding is that women should stay away from men and in the education of a girl-child, there must of a necessity be boys around, either as fellow students or as teachers and after, graduation, it is also of a necessity that the girl-child who is now a woman must work with the men folks in their employment, by not mixing with boys/men in school. It is an indirect instruction from the holy books, to stay away from school because they will surely meet boys/men. The question now is: will they continue to stay indoors? and for how long will parents continue to lock up their daughters without education for better living? For how long will the northerners continue to be backward educationally and socially? Ironically, it has also been observed that northerners who dare to go to school are always excellent, polished, both in speech and character, why will any parent not want such attributes for their daughters? Education came to the North in the 1930 and was only operational in the non-Muslim areas (sabongari) (Wariowei et al., 2015). This is the 21st century and the Muslims in the North are still dragging their feet in the education of their girl-child.

Cultural and traditional prejudices

Tied closely to patriarchy in Nigeria is culture (Kpee and Chuu – Uzomah, (2015). Culture is simply a way of life. In Nigeria, it is generally believed that the position of a girl-child is subservient. Culture has placed a lot of demand on her, as the one who should do most of the domestic chores like; fetching water, firewood, farm work, care for her siblings, prepare meals, clean the house, wash dishes etc. Marginalization of women arising from traditional, social cultural, socio-economic and religious constraints denies them full access to political participation. In spite of the overwhelming contributions that women have made, are making and are expected to make to the socio-economic development of the Nation, they are still frustrated with many obstacles that tend to limit their activities. This cannot usher in National Development (Amaechina et al., 2015). Cultural and traditional practices have made it virtually impossible for women to be very active in the patriarchal environment, where men in organizations are much larger in number and domineering.

As Adeniran (2010) rightly pointed out, man is the head of the family, hence his decisions are always right, final and binding on the women, whether right or wrong and whether she likes it or not. Men are the authority in all occasions and situations and the women are mere followers. This dominance, power and authority they enjoy as the head, make them do their best, to ensure that the women under them are kept in ignorance. It is a taboo to train/educate girls, in the culture of some communities as earlier mentioned, because it is seen as waste of money to educate them. It is also the belief that

education of a girl-child will delay her marriage. Olaleye (2008) posits that debates on the status of women and the need to integrate them into development process of any Nation have included both National and International workshops, seminars, fora, conferences, conventions etc. but the problems of women opportunities for education loom large at the turn of twenty-first century in Africa and according to Okojie (2017) and Ejimodu (2013), women represent two-thirds of the world illiterate adults while girls account for a singular proportion of the world's out of school population. The believers of male dominance, the traditional believe that women's place is in the kitchen, to satisfy her husband's sexual urge, have plenty children, go to farm to sow or harvest, manage the home have over the years pushed the women to the degrading, derogatory position, in national affairs and in many ways affected her mentality, ambitions which consequently affect her public life.

Traditionally, another reason for not sending girls to school is that it is believed that in the formal school system, girls are taught about sex and sexuality matters; therefore elders feel that such exposure to the innocent girls will lead to promiscuity which will rob them of their chastity (virginity) which is a highly valued moral quality of the girl-child and her parents in this part of the globe. In fact, a disvirgined bride before marriage is not accepted by the groom and his family, in this situation, the bride prize(s) are requested to be refunded back to the groom's family, even in some rural communities in this time and age. Traditional prejudices against the women according to Amaechina et al. (2015) and Olaleye (2008) is an inhibiting factor to the girl-child education and participation in public life such as politics, education, science, technology, and competing with their male counterpart.

Traditionally, women are to be seen and not heard; consequently, a woman who is seen and heard is considered to be living the life of a man. She is cautioned even by her fellow women and threatened with a divorce, by her husband and in-laws if she refuses to retrace her steps. People will shout her down, to remember her place, embarrass her and call her "prostitute", and other ugly names. Women who dare to go outside the box are cut off by friends and some family members. Some women cut her off because their husbands see her as a bad influence on their wives. This is so, because she dared to cross the line of freedom, she is seen as a deviant because she went against societal cultures and traditions norms, which is: "woman sit down there", "who are you to talk where men are"? "It is a taboo". Women have been known to assume a passive state with its degrading effects and attendant consequences even in the 21st century Nigeria. Cultural and traditional prejudices are still operational with little difference from the past. This has contributed to the reason why the education of a girl-child is at its lowest in Nigeria, especially in the Northern part. It has been realized that

sustainable human development cannot be effective if half of the human race remain ignorant, marginalized and discriminated against (UNESCO, 2010b; Olomukoro and Oyitso, 2014).

Culture plays a vital role in shaping the society. Babawale (2008) asserts that the peculiarity of a given culture is a direct function of its distinctiveness as it relates to its impact on the attitudes, aspirations, motivation, representations, skill and behavior of the people, celebrating some and discarding others. Nigeria is a country with a population of about 170.1 million people according to the last census in 2012; about 49% of these are females. There are 389 ethnic groups with a total of 36 states and a Federal Capital Territory, Abuja. 54% of the population still lives below the poverty line (Population Reference Bureau, 2012; British Council, 2012). The fact that Nigeria is still dealing with same problem of the girl-child education as though new, is a pointer to the unseriousness of the constituted authorities empowered to implement the programme. The Nigeria vision 20:2020 (2009) declared that the importance of gender equality is underscored by its inclusion as one of the eight millennium goals (MDGS). What is needed as a matter of emphasis and urgency is action, not words, so as to meet up with the vision ahead.

METHODOLOGY

There are ten tertiary institutions in Edo State, out of which five were purposively selected for the study. The research design adopted for this study was the survey research design. The population was made up of all female academics in the tertiary institutions of Edo State, in the 2016/2017 session. Stratified sampling technique was used faculty by faculty, department by department from five tertiary institutions which included: A.A.U, A.P, B.I.U, C.O.E.E, and UNIBEN. Simple random sampling was further used to select individual female academic staff from their departments to obtain a sample of 350 female staff which was representative of 30% of the population of 1167. Questionnaire was the instrument of the study used to collect data. The instrument was content validated by experts, Reliability was tested using Cronbach Alpha reliability and value yielded 0.72, the questionnaire consisted of 10 statement items rated on a four point scale of Strongly Agree (SA), 4 points, Agree (A), 3 points, Disagree (D), 2 points and strongly Disagree (SD), 1 point. 350 questionnaires were distributed by the researcher and 2 assistants, 311 questionnaires representing 88.9% copies were retrieved (Tables 1 and 2). The methods of data analysis were frequency and percentage for the research questions and Pearson(r) for the hypothesis. SA and A were treated as agree while D and SD were treated as disagree.

RESULTS AND DISCUSSION

Research question 1: Is societal "level of understanding" a crucial factor militating against the education of the girl-child?

From Table 3, 216 respondents which represented 69.45% agreed while 95 respondents which represent 30.55% disagreed. From this statistics it can be deduced

Table 1. Demographic characteristics (Population and sample of participants).

S/N	Institution	Female academics population	Sample 30%	Administered questionnaires	Retrieved questionnaires
1	A.A.U	270	81	81	74
2	A.P	164	49	49	41
3	B.I.U	172	52	52	47
4	C.O.E.E	141	42	42	39
5	UNIBEN	420	126	126	110
	Total	1167	350	350	311

Source: Fieldwork by Osarenren-Osaghae (2017)

Table 2. Social challenges in girls education.

S/N	Statements on: Education of a girl-child	N	Agree		Disagree		Decision
			Freq.	%	Freq.	%	
1	Educating a girl-child is still contested today in Nigeria	311	197	63.3	114	36.7	Agree
2	I am satisfied with the level of acceptance of the girl-child education in Nigeria.	311	138	44.2	173	55.8	Disagree
3	The boy-child is still strongly preferred to be educated.	311	191	61.4	120	38.6	Agree
4	Poverty is the causes for choosing from educate a boy over a girl in Nigeria.	311	140	45.0	171	55.0	Disagree
5	Parental illiteracy is the cause for choosing to educate a boy over a girl in Nigeria.	311	193	62.0	118	38.0	Agree
6	Ignorance of the benefits accrued to the girl-child education is the cause for choosing to educate a boy over a girl in Nigeria.	311	256	82.3	55	17.7	Agree
7	Level of understanding is the cause for choosing to educate a boy over a girl in Nigeria.	311	216	69.5	95	30.55	Agree
8	Religions practices are the cause for choosing to educate a boy over a girl in Nigeria.	311	120	38.6	191	61.4	Disagree
9	Cultural and traditional prejudices about educating the girl-child is still a strong hold in the education of a girl-child in Nigeria.	311	199	63.98	112	36.02	Agree
10	I went through school without any harassment from male teachers or students	311	106	34.1	205	65.9	Disagree

Source: Fieldwork by Osarenren-Osaghae (2017).

that level of understanding is a factor militating against the education of the girl-child.

Research question 2: Is societal "level of acceptance" a challenge to the full actualization of the girl-child education?

From Table 4, 138(44.2%) agreed while 173(55.8%) disagreed. Level of acceptance was not satisfactory; therefore, it is a challenge to the full actualization of the girl-child education.

Research Question 3: Is poverty one of the challenges

militating against the full delivery of the girl-child education?

From Table 5, 140 (45.0%) respondents agreed while 171 (55.0%) respondents disagreed. It is deduced from this analysis that poverty is not one of the challenges why a boy will be chosen over a girl to be educated.

Research question 4: Is parental illiteracy, a factor serving as a hindrance to the successful implementation of the girl-child education?

From Table 6, It can be seen that 193 (62.0%) responded in agreement, while 118 (38.0%) disagreed with the

Table 3. Frequency and percentage analysis of the perception of female academics regarding education of the girl-child.

S/N	Statement item	N	Agree		Disagree		Decision
			Freq	%	Freq	%	
7	Level of understanding is the cause for choosing to educate a boy over a girl	311	216	69.5	95	30.5	Agree

Source: Fieldwork by Osarenren-Osaghae (2017).

Table 4. Frequency and percentage Analysis of the level of acceptance of the girl-child education.

S/N	Statement Item	N	Agree		Disagree		Decision
			Freq	%	Freq	%	
2	I am satisfied with the level of acceptance of a girl-child education in Nigeria	311	138	44.2	173	55.8	Disagree

Source: Fieldwork by Osarenren-Osaghae (2017).

Table 5. Frequency and percentage Analysis of “poverty” as a challenge against the full delivery of the girl-child education.

S/N	Statement item	N	Agree		Disagree		Decision
			Freq	%	Freq	%	
4	Poverty is the cause for choosing to educate a boy over a girl in Nigeria	311	140	45.0	171	55.0	Disagree

Source: Fieldwork by Osarenren-Osaghae (2017).

Table 6. Frequency and percentage analysis of parental illiteracy as a factors challenging the successful implementation of the girl-child education.

S/N	Statement Item	N	Agree		Disagree		Decision
			Freq	%	Freq	%	
5	Parental illiteracy is a factor that challenge the successful implementation of the girl-child education.	311	193	62.0	118	38.0	Agree

Source: Fieldwork by Osarenren-Osaghae (2017).

Table 7. Frequency and percentage analysis of “ignorance of the accrued benefits” as a challenge faced by the girl-child education.

S/N	Statement item	N	Agree		Disagree		Decision
			Freq	%	Freq	%	
6	Ignorance of benefits accrued, to the girl child education, is one one of the causes militating against the implementation of a girl-child education.	311	256	82.3	55	17.7	Agree

Source: Fieldwork by Osarenren-Osaghae (2017).

statement. It is concluded therefore, that parental illiteracy is a huge challenge in the education of a girl-child.

Research question 5: Is “ignorance of the accrued benefits” constitute one of the challenge faced by the girl-

child education?

From Table 7, 256 (82.3) respondents agreed while 55 (17.7) disagreed with the statement, therefore “ignorance” is a very big factor constituting a challenge against the girl-child education.

Table 8. Frequency and percentage analysis of religious practices as a challenge to the full delivery of the girl-child education.

S/N	Statement Item	N	Agree		Disagree		Decision
			Freq	%	Freq	%	
8	Religious practices stand against the education of a girl-child	311	120	38.6	191	61.4	Disagree

Source: Fieldwork by Osarenren-Osaghae (2017).

Table 9. Frequency and percentage analysis of cultural and traditional prejudices standing as challenge against the girl-child education.

S/N	Statement Item	N	Agree		Disagree		Decision
			Freq	%	Freq	%	
9	Cultural and traditional prejudices about a girl-child is still a strong hold against the education of a girl-child in Nigeria.	311	199	63.98	112	36.02	Agree

Source: Fieldwork by Osarenren-Osaghae (2017).

Table 10. Pearson (r) Analysis of the relationship between societal challenges Confronting the girl-child and their Education (Level of Significance at 0.05).

Variable	N	X	SD	df	Pearson (r) Cal.	P-value	Decision
Societal challenges	311	1.85	0.880	309	0.932	0.000	Null hypothesis rejected
Girl-Child Education		3.22	0.629				

Source: Fieldwork by Osarenren-Osaghae (2017).

Research question 6: Religious practices constituting a challenge to the full delivery of the girl-child education? From Table 8, 120 (38.6%) agreed, while 191(61.4%) disagreed, meaning that religious practices did not constitute a challenge to the full delivery of the girl-child education.

Research question 7: Are cultural and traditional prejudices factors standing as challenges against the full actualization of the girl-child education? From Table 9, 199 (63.98%) agreed while 112 (36.02%) disagreed, the conclusion therefore is that cultural and traditional practices are indeed stronghold to the education of a girl-child.

Hypothesis 1: There is no significant relationship between societal challenges confronting the girl-child and the girl-child education.

From Table 10, it can be seen that Pearson calculated 0.932 was greater than the p-value of 0.000 with a degree of freedom of 309 at 0.05 level of significance. This means that the null hypothesis of: There is no significant relationship between societal challenges confronting the girl-child and the girl-child education was

rejected; in other words, there is a significant relationship between societal challenges confronting the girl-child and the girl-child education. There is a strong positive relationship ($r = 0.932$, $p < 0.05$) between societal challenges and girl-child education. However, this means that the greater the challenge, the more the challenges to access quality girls education; this is not generally acceptable. Challenges and girls education are expected to have negative relationship with each other.

Summary of findings

The followings were the findings of the study:

- (1) It was found out that "level of understanding" was a factor that is militating against the girl-child education.
- (2) It was found out that "level of acceptance was one of the factors against the full actualization of the girl-child education.
- (3) Poverty was found not to be one of the factors militating against the full delivery of the girl-child education.
- (4) Parental illiteracy was found to be hindrance against the girl-child education.

- (5). Ignorance of accrued benefits was found to be one of the factors constituting a challenge against the girl-child education.
- (6). Religious practice was found not to be one of the factors that constitute a challenge against the girl-child education.
- (7). Cultural and traditional prejudices were found to be factors that are militating against the actualization of the girl-child education.
- (8). There was a significant Relationship between societal challenges confronting the girl-child and the girl-child education.

DISCUSSION

From the findings of the study, it can be deduced that five out of the seven factors looked at, constituted challenges against the education of a girl-child, they include: level of understanding of the girl-child education, level of acceptance of the girl-child education, parental illiteracy, ignorance about the accrued benefits, cultural and traditional practices which collaborated with the studies of Osindeinde (2000), Emetarom (2000), Salami and Uko-Aviomoh (2000), Momodu (2000), UNESCO (2008, 2010), UNICEF (2004, 2011, 2016), Hephzibah-Awulor (2017), Njoke et al. (2017) e.t.c. It is difficult for a concept which in this case is "The girl-child education" to actualize its purpose, when the level of understanding and level of acceptance is low, cultural and traditional prejudices are still in vogue like in the case of Nigeria that has practiced patriarchy and still holding on to that system for selfish and sentimental reasons that are archaic and perpetually keep men claiming superiority. The majority and at the echelon of dominance even when they are 52% of the population according to the last census conducted in 2012, in Nigeria. Africa, with exception of Rwanda has the widest gender gaps in the world with Nigeria being amongst the lowest in ranking (United Nations Global Gender Gap Report, 2016). The consequences of this report are numerous but the major one is the need to address the gender inequality crises. In conclusion, Safilios-Rethoschild (1991) posited that " a society that has a powerful gender stratification system that tends to place men in decision making positions with women relegated to traditional training and economic activities with limited demands that do not provide them with adequate means of livelihood is an endangered society". This statement was made in 1991 and as can be observed, Africa is still underdeveloped, compared to other continents of the world that have given women "close" to a fair chance. Factors such as parental illiteracy and ignorance still thrive because when a girl-child is not educated, she becomes an illiterate mother tomorrow even when her husband is educated. The education from him may not impact much on the children because the children are more than 80% of the time with their mothers, what she does not know, she cannot impact.

She is in a position where she does not see any reason to send her children to school, when they should help her at home, fetch her money through hawking, go to farm with her to bring food etc. because she is ignorant of the benefit of schooling and acquiring knowledge, other than the one already known. Her daughters are not sent to school because she does not see the need to, after all, she had her children without going to school, and she does not know that there is more in life than just having babies. This vicious circle will go on and on, and as long as there are illiterate mothers, there will continue to be illiterate daughters, until it is broken.

The study however found out that woman academics in the Tertiary Institutions of Edo State did not agree that religion and poverty were among the challenges faced by the girl-child education; these findings support the positions of Momodu (2000) in terms of religion. Although the assertions from various authors such as Abdukadir (2014), Hephzibah-Awulor (2017), Warriwei et al. (2015), Adiele (2015), Obi (2011), Alozie and Ohanu (2017), Lenshie (2013), Igbiniedion and Maha (2017), e.t.c tend to counter this findings. It was a shock that the findings of religion and poverty were not part of the challenges the girl-child education faces. The findings probably turned out this way, perhaps the female academics did not believe that poverty could be the reason why a boy-child is preferred over a girl-child for education, because when opportunity for training is available, the boy is picked; secondly, the Universal Basic Education (UBE) was put up to handle such poverty cases in Education and yet same poor people prefer their children selling and hawking goods than to send them to school. This is amazing! The reason that can be adduced to the finding about religion could be that the respondents are all from the south and are all Christians; therefore, they may be looking at the "statement" from the Christian point of view.

A lot of positions and assertions have been made regarding Islamic religion as a key challenge to the education of the girl-child especially in the Northern part of Nigeria, but this study did not agree with this assertions perhaps because no religion that profess God as the creator and maker of all men (Man and Woman) were created equally will deliberately put any human being in bondage as they do to women in the North. The northern part of the country is part and parcel of Nigeria. There are laws put in place to ensure the education of the girl-child. The police have been empowered to arrest any child found hawking during school hours. The courts have been empowered to put in prison any parent(s) who failed to register their children in schools. Is the north above law? How many parents have been put in prison to serve as a deterrent to others? The question is: Is the government serious about implementing these laws to favour the girl-child? or is the government as usual playing politics to show the world they are doing something whereas, they are doing nothing. In agreement with Kpee and Chuu-Uzomah (2015) declarations,

policies, conferences, workshops, conventions etc organized in respect of the girl-child education without concrete and progressive actions are simply politics personified. It is not about gathering people from all over the world to discuss any issue that seems to have been over-flogged, yet the action on ground does not reflect the numerous efforts put in place, but it is about matching words with actions, by next decade.

RECOMMENDATIONS

Based on the findings of this study, the following Recommendations were proffered:

(1) Level of understanding was found to be one of the challenges against the full delivery of girl-child education. Therefore, vigorous awareness campaigns, enlightenment programmes by all stakeholders especially the Government, should be mounted up, using the door to door campaigns, social media, print media etc. so as to get to all the nooks and crannies of the nation, to foster understanding of this wonderful concept behind the girl-child education.

Energy providers will be helpful in this regard, because without light to power the systems, how will the people hear and understand what is being told them, how will information flow to areas it ought to go?. Laws enacted to make a success of the girl-child education should be implemented without fear or favor, to any part of the country especially in the North where girls, women are locked up in total exclusion from education, not knowing what is happening around them. Vigorous measures need to be put in place and pursued to their logical conclusions.

Northern men and women who believe in this concept of girl-child education, as a weapon for better life and National Development must help in this regard to reach their fellow northerners, all hands must be on deck.

(2) Level of acceptance was also found to be one of the challenges stunting the growth of the girl-child education. This is not surprising because human beings generally, are resistant to change and until they understand the concept, it will be difficult for them to accept. Therefore, as recommended above, in addition, benefits of girl-child education must consistently be highlighted in campaigns to drive home the message.

(3) Poverty was not seen as a factor of challenge against the girl-child education; this is probably so, because, of the Universal Basic Education (UBE) programme already operational in schools, mounted up by the Federal Government to assist poor families. UBE is free tuition, books, uniforms, schools are near the homes of pupils, so they do not need transportation to and fro school. But there have been series of complaints about this programmed. Lunch is supposed to be served to the children in schools but there is no lunch, parents still pay for uniforms, books, and other levies are still collected

from parents this is worrisome to poor parents. Therefore, the Federal Government should revisit the UBE programme with the mind to properly implement their intentions about this programme, follow up the implementation, laws enacted for this purpose should be vigorously pursued and problems emanating should be tackled immediately.

(4) Parental illiteracy was also found out to be one of the challenges faced by girl-child education. This is not surprising because illiteracy does not give room for expansion neither will it understand and accept a new concept. Therefore, interpreters are needed to properly explain and convince illiterate parents of the need for their girl-child to go to school, so that their next generation will be literate.

(5) Ignorance of benefits accrued, was found out to be one of the challenges against the girl-child education. When the purpose of a thing is not known abuse is inevitable, therefore, all stakeholders who have anything to do with the education of girl-child, should mount pressure on parents holding back their daughters from education, should speak out and educate the populace of the need to educate the girl-child.

(6) Religious practice was not also found to be a hindrance to the education of girl-child; perhaps because other parts of the globe where these religions are practiced, do not deprive their daughters from going to school because when girls are kept in the dark, boys will always take advantage of their ignorance, oppress them, claim superiority over them etc. This is not the way God proposed it. Therefore, religion should not be practiced in wickedness but with the fear of God in our hearts. Church and mosque leaders have big roles to play in speaking the truth and enlightening members, on God's intension for creating human beings.

(7) Cultural and Traditional prejudices were found to be one of the major challenges against the education of a girl-child. It is certain that a culture or tradition that has been practiced from generation to generation is hard to break. The preservation of cultures and traditions is good but the cultures and traditions that tend to oppress women/girls and reduce them in value, reduce them to food, puppets, animals, properties etc. should be expunged and done away with. Women should be honored as God ordained it and not humiliated. Cultural and traditional visions should include the education of a girl-child.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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Review

Activity suggestions for improving critical listening skills

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Listening skill is the least researched language skill. Most of the published studies include theoretical information about this skill. The fact that individuals have acquired some theoretical knowledge does not mean that they will use them effectively in their lives. In very few studies, listening activities were suggested and implemented. Moreover, there are no recommendations and practices of activity in the literature related to critical listening. In our age, which is accepted as the age of persuasion and propaganda, the effective and efficient use of critical listening skills has gained great importance. Developing critical listening skills is possible through the use of different methods / techniques and classroom activities. For this reason, it is thought that this study which is prepared by field experts and which includes activity suggestions that can be used to develop students' critical listening skills will contribute to the field of education.

Key words: Education, critical listening, activity, suggestion.

INTRODUCTION

Although listening is the first language skill acquired, it is accepted as a “neglected” (Dixon, 1964; Elin, 1972; Funk and Funk, 1989; Hunsaker, 1991; Kline, 1996; Çifçi, 2001; Melanlıoğlu, 2012; Özbay and Melanlıoğlu, 2012; Sevim and İşcan, 2012; Tüzel and Keleş, 2013; Kurudayıoğlu and Kana, 2013) and “forgotten” (Elin, 1972; Anderson, 1949; as cited in Tabak, 2013; Porat; 1990; Palmer, 2014) language skill in the literature. However, the place and importance of listening skills is enormous in the mother tongue education which affects all areas of our lives. According to Brent and Anderson

(1993), people acquire 80% of what they know through listening; according to Hagevik, people spend 40% of their time listening (as cited in Cihangir, 2004). According to Çifçi (2001), students' being good listeners have a significant role in terms of learning. Kurt (2008) argues that listening is the most important source of information during the course. Therefore, listening skill has an important place in the education life of the individual.

Although listening is an innate skill, the development of this skill requires an educational process (Maden and Durukan, 2011). Listening, as other language skills, can

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¹This study was carried out by a doctoral thesis prepared by Gülten Erkek, under the supervision of Associate Professor Zekerya Batur.

be improved by activities using effective methods and techniques (Kardaş and Harre, 2015; Epçaçan, 2013). Not only formal education, but also the relationships established in business and community life are closely related to listening (Özbay, 2014). Listening skill, which has many functions, is considered as the key to success (Doğan, 2016). The development of listening skill is possible through effective listening education (Erdem and Erdem, 2015).

In the literature, it is stated that critical thinking ability is not sufficient and that this ability needs to be developed with suggestions to improve critical thinking. (Dewey, 1930; Facione and Facione, 1992; McPeck, 1990; Norris, 1992; Norris and Ennis, 1989; Paul, 1990; PerkinsJay and Tishman, 1993; Resnick, 1987; Taube, 1995). Critical listening is to determine whether what is being listened to is accurate or not (Özbay, 2005; Yalçın, 2012). Hiner (2016), in his work entitled "Critical Listening: The Key To Effective Communication," describes the characteristics of critical listeners as follows:

- (i) They are active: They seek deliberate understanding and messages when they listen.
- (ii) They are completely meticulous: They do not form an answer until the speaker finishes his / her speech.
- (iii) They think systematically, analytically: They resort to knowledge, claims, and reasoning.
- (iv) They seek clarity: they ask follow-up questions until they reach the conclusion.
- (v) They are sensitive: They interpret the speaker's explanations to show that they understand.
- (vi) They can empathize: They try to understand the needs, assumptions, values, and ideas of the speaker.
- (vii) They collaborate: they seek a common path in the combination of ideas and inputs.

Considering that today's world is developing with a dizzying pace of scientific advances and concordantly human beings are under the bombardment of messages from all sides, we need to say that the effective and efficient use of critical listening skills has gained great importance (Aytan, 2011). Developing critical listening skills is possible through the use of different methods / techniques and classroom activities.

The aim and importance of the study

The aim of this study is to make suggestions for activities that can be used by field experts in order to improve the critical listening skills of secondary school students.

Most of the published studies include theoretical information about this skill. Experimental studies on listening skills are very rare in the literature. The fact that individuals have acquired some theoretical knowledge does not mean that they will use them effectively in their lives. In order for individuals to be able to use the information they have acquired effectively, activities

prepared by field experts and studies on the basis of these skills need to be carried out. In very few studies, listening activities were suggested and implemented. Moreover, there are no recommendations and practices of activity in the literature related to critical listening.

Model of the study

Qualitative research model was used in this study.

Data collection tools and collection of data

In this study, first of all, a document analysis was conducted. The objectives and attainments in 2018 Turkish Course Curriculum, Turkish textbooks prepared by Ministry of National Education for secondary school students in 2018-2019 academic year, the fifth and sixth level competences of the PISA exam, educational objectives and attainments of the first three countries in reading skills in the PISA exam were examined. Data and suggestions in studies on listening skills and critical thinking have been effective in creating our data collection tools. In the light of the information and suggestions in the literature and the experts' opinions, activity suggestions have been created in order to show students the "characteristics of critical listeners" mentioned in the literature.

Validity and reliability

Activities were viewed by nine field experts. Three of the experts are fifteen-year experienced teachers in the Ministry of National Education, three of them work in an educational institution with doctoral degrees and they have critical thinking education; three of them are academicians and experts in the field of Turkish education.

Activity suggestions

School representative

It is very important for the students who will vote for the country administration in the future to determine the candidate who will represent them in their schools in the best way, both for their successful choices in their lives and for the successful management of the country in which they live.

Implementation of the activity

The followings are the speech texts of three students who are candidates for school representative elections. While the students listen to the speech texts, the activity visuals



Figure 1. Activity visuals.

are shown to the students from the smart board. Speech texts are read to the students. Students will accept their teachers who read the texts as a different school representative candidate for each text and if they wish, they can ask their teachers questions after the texts. The aim is to make the students active listeners and gain self-confidence in critical listening. After listening to the texts, the students will answer the evaluation form containing such questions “Which candidate's speech was more realistic, which persuasion and propaganda methods were used, which candidate would you choose if they were in your school? Why?” and through the activity, students will be tried to think critically” (Figure 1).

Activity visuals

Activity texts

My dear friends,

I am Gülseren Pastutmaz from Class 8 / C. I am a candidate for the presidency and I am very confident in this matter. I have the competence to represent you. I have fulfilled my duties as class president in the 5th grade, vice president in the 6th grade and class representative this year. I'll do my best for being school representative. You know that last year our school representative was a sixth grader and could not represent our school well. This year, the same wrong choice will have similar results. As one of you, I can say that I know the problems of our school very well. I guarantee that I will make this school more attractive. If I'm elected a school representative, I'm going to increase break time to thirty minutes and reduce the lesson time to fifteen minutes. I will organize a school trip every week after being school representative. I'm waiting for your vote to do that. Some of our friends in the lower classes describe the persuasion work of my friends who are studying in eighth

grade and who support me as a pressure. These are informative meetings that will help you make the right decision. It is our duty to inform you about our work and to help you make the right choice. I believe you will choose the best candidate to represent you. Thank you for listening to me.

My dear friends,

My name is Onur Orhan, from Class 7 / B . I'm a candidate to represent our school. A school representative means solving the problems of all friends in the school related to education. If I can become a school representative, I will forward the problems we encounter, the negativities we have experienced and your messages to the school administration in a timely and complete manner. The quick and lasting solution of problems is the key to a happy school. I'm ready to do everything I can for your happiness. I'm not even going to talk about mistakes and impossibilities in the promises of the other candidates. I believe you are aware of them. I am a student of this school and I can predict who can do what and how much. You are precious to me. Therefore, I aim to beautify our school with promises that can be made instead of deceiving you with other candidates' promises that cannot be made. I'm planning to talk to our physical education teacher and school administration about organizing football tournaments for male students and volleyball tournaments for female students. Also, I plan to increase social activities by mediating various travel organizations. But I need your support to do these tasks. So I'm waiting for your vote. Thank you.

My dear brothers and sisters,

I am Hamza Ceylan, from Class 6 / D and I am a candidate for the presidency. Our school may not be a great school, but it is the students inside it that will make it a great school. You are the most valuable elements of

this school and you deserve to be represented in the best way. The school representatives elected in previous years have forgotten their promises immediately after the election, and they have made no contribution to our school. I believe that I am a candidate that can meet all your needs. As our principal said, "The school representative you choose should be someone who can best represent you." Solving your problems related to school is my only goal in being a candidate. I would like to thank our principal for his support. Friends, new school representative will be elected next week. If you don't elect me, you may regret it, I will try to help you as much as I can. My friends in Grade 5 and 6 said they would support me. I expect the votes of my brothers and sisters in 7th and 8th grade.

Activity questions

Answer the following questions based on the speech texts you have listened to.

- (i) By which words did Gülseren Pastutmaz try to convince you in her speech?
- (ii) Do you think Gülseren Pastutmaz's promises are realistic? Why?
- (iii) By which words did Onur Orhan try to convince you in his speech?
- (iv) Do you think Onur Orhan's promises are realistic? Why?
- (v) By which words did Hamza Ceylan try to convince you in his speech?
- (vi) Do you think Hamza Ceylan's promises are realistic? Why?
- (vii) Did you ask questions while listening to the texts? If yes, which questions and for what purpose did you ask? Please explain.
- (viii) Have the visuals of the speakers been effective in evaluating the texts? Why?
- (ix) Which of these candidates would you vote for in the school representative elections? Why?

YOU SHOULD KNOW

Nowadays, media organs can publish biased news for various reasons. For this reason, it is very important for students who have graduated from primary school to listen to the news presented on radio and television critically. According to Nosich (2018), if we are truthful in knowing the truth, or at least knowing the closest to the truth, we must act with the superiority of the evidence before reaching a conclusion.

Implementation of the activity

The following news texts are listened to by the students

in order. They are asked which news text can convince them more and are expected to discuss their reasons with their friends. Before the activity, students are given information about ways to improve thought, and in practice, students are asked to recognize and evaluate them accordingly.

Activity texts

News 1: Global warming can kill 152,000 people in Europe

An international online journal published a research on climate change. According to this research, if the measures for global warming are not taken, the number of deaths due to climate disasters in 2100 will be more than one hundred fifty thousand annually. Two-thirds of the world's population is expected to be affected by changing weather conditions. The research shows that the number of people who died due to weather conditions between the years of 1981-2010 annually was about 3000 and this number will be around one hundred fifty two thousand between the years 2071-2100. Researchers state that heat wave will be the most lethal reason caused by climate. Similarly, there is an average of six deaths a year due to coastal floods, but this figure is expected to rise to 233 per year by the end of the century. One of the co-authors of the research Giovanni Forzieri from European Commission's joint research center in Italy, once again highlighted the importance of the issue, saying global warming was the biggest threat to human health in the 21st century.

News 2: Shocking Claim: Global Warming is a Lie

According to British researchers, global warming, the biggest problem in the world in recent years, is a myth. The researchers also believe that global warming is not caused by humans. Professor Phil Jones from Climate Research Unit (CRU), East Anglia University, made a statement to BBC that global warming is not as important as it is thought. Jones, who also said there had been no significant change in global warming since 1995, surprised everyone with his words. Previously he claimed that 72 scientific articles, including this information, more than a thousand archival documents and current e-mail were stolen from the computer of the research center. He emphasised that this could be a sneaky game being held to get "climate taxes" from the public and businesses in the future. Jones said that "The global warming scandal is the work of those who keep the world under constant alarm and concern," adding the research is the kind of powerful scientific research that will change what we know about global warming. He claims that global climate change is not caused by humans, and that a few degrees

of Earth warming is normal, as the results of scientific research show.

Activity questions

Answer the following questions based on the news texts you have listened to.

- (i) In the first news, what ways did the author use to prove what he wrote?
- (ii) In the second news, what ways did the author use to prove what he wrote?
- (iii) Which of the news you've listened about global warming has convinced you more? Why?
- (iv) What do you think we can do to determine the accuracy of news with different information on the same subject?

IS EVERYTHING OKAY?

Critical thinking is a learning-acting model based on reasoning and problem-solving, based on the process of not accepting the given information as it is and putting it into the process of cause-and-effect relationship (Cihaner, 2007). Critical-thinking individuals reach judgment by passing the information through their mental processes rather than accepting the information they receive as they are presented (Evren, 2012).

Implementation of the activity

The following text is listened to by the students and they are asked to find out what is wrong with the child's life in this text. In the activity text, the diligence and honesty of a young child is explained fluently. However, it is intended that the students question why this young child is employed at the age of eight, while other children go to school.

Activity text

Bagel seller boy

I got up early in the morning. I washed my face and went to the bakery immediately. I could smell Uncle Baker Arif's beautiful bagels from the beginning of the street. I ran to bakery. I came out of the bakery with the bagels I had put on my bagel board and wishes of "Have a nice working day!". I was only eight. I could not stand hunger for long time. I would always be my first customer and sit on the sidewalk and eat a bagel until the end of the street. And I would put first-sold bagel's money in the bag of money to be given to the baker for blessings. I would cover my bagels on cold winter days. They had to stay

Table 1. Activity questions.

Sentences	True	False
The boy is always late for the work.		
He is a hardworking boy.		
He is of primary school age.		
He can stand hunger for long time.		
He's honest enough to pay for the bagel he ate.		
He doesn't like the smell of Uncle Baker Arif's bagels.		

warm, for children going to school in the early hours of the morning, for adults going to work; and most importantly, to keep my dreams warm with their warmth.

Activity questions

Fill in Table 1 based on the text you have listened to.

- (i) Who does the boy sell bagels to?
- (ii) Do you think everything is OK in this text? Please explain.

PERSPECTIVE

Critical thinking, which aims to see different perspectives and develop different perspectives, will also support democratic attitude as it will be conducive for individuals to gain and respect different perspectives (Ofias, 2009). Children build an unconditional trust in characters who are described as "good" in fairy tales. The aim of this activity is to show the students that when they approach a situation that is always presented to them with the same perspective from different perspectives, their ideas may change and they must approach each situation with different perspectives.

Implementation of the activity

The reason for the selection of "Little Red Riding Hood" tale as the activity text is that the students are more likely to have heard this tale before and the tale is always presented to children with the same perspective. First, the fairy tale is read to the students. The aim is to remind students the fairy tale in detail. In the next text, Little Red Riding Hood tale is narrated by the wolf. Following this text, students are asked questions about the importance of empathy and looking at events from different perspectives. Finally, students are asked to rewrite the tale of "Snow White" which they are very likely to have listened to before from the Queen's narration. At the end of the activity, it is aimed that the students realize that

when they look at the events from different perspectives, they will reach more accurate results.

Activity texts

(i) Little red riding hood tale (It can be listened to on the Internet or the teacher can read the story to students from a fairy tale book).

(ii) Let's listen to the tale of Little Red Riding Hood from the narration of the wolf.

They rewrote "Little Red Riding Hood" tale from the wolf's point of view. Let us see how the wolf tells this tale. "I went out to clean the forest like I do every day. The forest is my house; I have to keep it clean. Then suddenly there appeared a girl. She had a very suspicious appearance in her red hood and cape. Who'd think of wearing this strange outfit? She must have been a cunning girl. I pricked up my ears and watched her for a while. Who knows what she was carrying in the covered basket in her hand! When I approached her and asked her, she told me she was going to her grandmother's house, but I didn't believe her. I said "Let me see if she is telling the truth." "Is there really such a grandmother?" The forest is my house. I am both a host and responsible to other dwellers in the forest... Anyway, I checked it and I really found a grandmother. When I asked, she said "Yes, this little girl is my grandchild". I said, " This little girl hasn't learned that she mustn't talk to strangers yet". Grandma and I decided to teach the little girl a lesson. She hid under the bed so I put on her nightgown and laid on her bed. The little girl just walked in. She thought I was her grandmother. "Oh, Grandma, what big ears you have!" said the little girl. What a shame! "All the better to hear you with!" I replied. She also asked why my nose was so big. She was so disrespectful and rude. I had problems with my nose and didn't like this question. I was trying to ignore her but this time she said "What big mouth you have!" I got angry and started to chase her. Suddenly a hunter appeared in front of the door. He exclaimed "You traitor! You ate the grandmother!" I jumped out of the window and escaped. After that day everybody in the forest called me "traitor". I am so unhappy."

(iii) Snow White tale (It can be listened to on the Internet or the teacher can read the story to students from a fairy tale book).

Activity questions

- (1) Do you think it is important to look at the events from different perspectives? Why?
- (2) When you listen to the Little Red Riding Hood Tale and this tale written from the narration of the wolf, who do you think is right? Why?
- (3) Rewrite Snow White tale from the Queen's narration.

PREJUDICE

Critical thinking is a way of thinking that aims to reach a decision in the end, in which the different aspects and consequences of prejudices, assumptions, and all kinds of information presented are tested, evaluated and discussed (Evren, 2012; Cihaner, 2007; Şentürk, 2009). In order to reduce prejudices, it is necessary to reduce stereotypes and change students' perceptions through education (Sağıroğlu, 2014). According to Sağıroğlu, the most effective way to change perception is to change the perspective and teach empathy. Empathy education was found to be highly effective in reducing prejudices based on variables such as age, gender and race (Plous, 2003).

Based on the importance of unbiased and unprejudiced listening in critical listening, it was decided to include activities related to situations in which the students might be biased in their daily lives among the activities that will be used to develop students' critical listening skills. The activity texts took their final form by taking expert opinions.

Implementation of the activity

The following dialogues are listened to the students and they are asked some questions about prejudice. The aim of this activity is to develop students' listening skills without prejudice. In the activity, it is aimed that the students realize that the important thing in the speech they listen to is the content of the speech, that when they listen to it without prejudice, they will reach more accurate information and solve the problems in a more rational way.

Activity texts

Dialogue 1: Pharmacy Huzur

- (i) I've had a sore throat for a week. My friends recommended this medicine. Do you think that's good for me?
- (ii) Your symptoms indicate infection. You can use it if there is no simultaneous use of clarithromycin or insulin. This medicine is perfect for Pneumonia diseases. You can use it. (talking formally)

Dialogue 1: Pharmacy Özer

- (i) I've had a sore throat for a week. My friends recommended this medicine. Do you think that's good for me?
- (ii) I think you have an infection but you should see a doctor, my little girl. Almost everyday authorities warn people not to use wrong medicine. Health center is right there. (talking informally).

Activity questions

(i) What do you think the pharmacist at Pharmacy Huzur is like? Please explain.

(ii) What do you think the pharmacist at Pharmacy Özer is like? Please explain.

If you were the patient who went to these pharmacies, which pharmacist would you find more accurate? Why?

DISCUSSION

Listening is called “neglected” skill in the literature. Doğan (2016) mentions various factors that play a role in neglecting listening skills. Some of these factors are that teachers think that due to the intense curriculum, there is not enough time for listening skills, that listening skills naturally develop and therefore there is no need to be emphasized, listening cannot be taught and evaluated even if taught. Contrary to these prejudices, it has been demonstrated by various studies in this field that listening can be taught and improved (Graves and Loazia, 1999; Doğan, 2007; Yılmaz, 2007; Boğa, 2010; Kırbaş, 2010; Kocaadam, 2011; Bostancı and Ceran, 2015).

Aytan (2011) carried out a doctoral dissertation on the effect of activities prepared with active learning techniques on the listening skills of the students. In the research conducted on the 6th grade students, active learning techniques were used in the experimental group, while the control group was taught with traditional method. As a result of the research, it was found that the listening skills of the students in the experimental group were more developed than the students in the control group. This study also supports the idea that listening is a skill that can be improved.

Doğan (2010) stated the following sentences in the conclusion part of his study “Utilizing Activities in Developing Listening Skills”: “*Like any skill, listening skill can be improved through education. Researches on listening skill confirms this claim. (...) In order to improve listening skills continuously, thinking about the subjects of all courses and examples from daily life and preparing activities based on them should be considered as the most effective and efficient applications in this process.*”

In Doğan (2016) book “Listening Education”, listening skill has been examined in all its details and examples of activities have been given as well as theoretical information for the listening skill in education. Some of the activities in the book have been used in the Turkish textbook prepared by the Ministry of National Education (MEB, 2018) for the 6th grade students in the 2018-2019 academic year and found successful by the educators. These studies are the products of the need for listening skill activities and the successful results of teaching with activities.

According to the researches, the most common teaching material in Turkey is textbooks (Güleç and

Demirtaş, 2012). Textbooks, which are very easy to reach and use and are the most important tool after teachers (Küçük, 1996), can be called as the main source of education (Alkan, 1992; Yalçın 2012; Halis, 2002). These tools, which enable students to have learning attainments, are an indispensable element of teaching (Binbaşıoğlu, 1995; Topçuoğlu, 2010). Therefore, it is very important to increase the quality of the activities to be used in textbooks. Çifci et al. (2018), in their study examining English and Turkish textbooks, suggested that “*The activities in Turkish textbooks should be able to develop students' critical thinking skills and creativity in connection with the attainments.*” In order to implement these suggestions, there is a need for activities in the field.

CONCLUSION

In this study, activities that can be used by educators in order to improve the critical listening skills of middle school students were prepared. Experts' opinions on critical listening activities were taken and the final form was given to the activities in line with these opinions. It was found that there were limited studies on activities in the literature. Therefore, it is thought that the activity suggestions prepared to increase the number of activities aimed at developing critical listening skills of secondary school students will contribute to critical listening in education.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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