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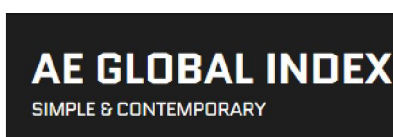
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We wish you success in your studies.

Cordially,

1st October, 2018

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THE OPINIONS OF YOUNG PEOPLE ON ECOLOGICAL PRODUCT DEVELOPMENT TRAINING: A CASE STUDY

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Abstract

The aim of this research was to classify the opinions of the young people on ecological product development training they participated in a Project under Grant Scheme for Promoting Youth Employment in Sectoral Investment Areas as the reasons of joining this Project, the benefits of the Project. The research is a qualitative study with a holistic single case study design. Data were collected via interviews by using semi-structured interview form. At the end of the research, conclusions emerged under three themes. The first one was that the main reason for participating in the project was improving their skills and learning new things about ecologic product development. The second one was that young people did not do any preparation before the training. The final benefit of the Project was improving their knowledge about nature, their manual skills, and learning how to use it in their future work.

Keywords: Vocational education, ecological product development training, youth employment.

INTRODUCTION

Youth unemployment is a major problem in nowadays in almost all countries. Young workers try to find a place in the labor force, change occupations frequently, and attend courses to acquire new skills or update their knowledge. The transition from school to work is one of the most effective tool to deal with youth unemployability. One way to deal with these transition problems is to link students more closely to jobs through vocational education programs and through apprenticeships with firms. (World Bank, 1991; Ryan 2001; Zimmermann et al. 2013.) European Commission (2010) underlines the need for enhanced vocational programs to deal with high youth unemployment in Europe.

Moodie (2002) defines vocational education and training by the four general characteristics; epistemological, teleological, hierarchical and pragmatic. According to his definition, vocational education and training is the development and application of knowledge and skills for middle level occupations needed by society from time to time. This definition may be accepted by many scientist, but the implementation may be different in different countries. In other words, countries implement different vocational education structures. Some stress vocational education that develops specific job-related skills in order to prepare students to work in specific occupations while others emphasize general education that provides students with broad knowledge and basic skills in mathematics and communication and serves as the foundation for further learning and on-the-job training (Hanushek et al. 2015). Many countries provide extensive vocational education and training at the secondary level, and they involve industry through apprenticeships. According to the Hanushek et al. (2015), the rationale is that by concentrating on specific vocational skills, it is possible to improve the entry of workers into the economy and to make them productive at an earlier point.

The Europe 2020 strategy (2018), which is for growth and jobs for the current decade, emphasises smart, sustainable and inclusive growth as a way to overcome the structural weaknesses in Europe's economy, improve its competitiveness and productivity and underpin a sustainable social market

economy. The specific targets in the strategy related to employment and education are: 75% of aged 20–64 to be in work, rates of early school leavers below 10%, and at least 40% of people aged 30–34 having completed higher education. Ertl (2002) states that EU educational policy has always been an important tool for achieving EU's economic aims. Especially, vocational education and training (VET) has been seen an important tool to achieve this economic aims. With the development of a European Qualifications Framework (EQF), it becomes easier to compare between national qualifications systems and enhance transferability and mobility of labour (European Commission, 2006).

European Union (EU) uses Instrument for Pre-Accession Assistance (IPA) to help candidate countries to comply with EU regulations. The IPA funds build up the capacities of the countries throughout the accession process, resulting in progressive, positive developments in the region. For the period 2007-2013 IPA had a budget of some € 11.5 billion; its successor, IPA II, will build on the results already achieved by dedicating € 11.7 billion for the period 2014-2020. IPA help the beneficiaries make political and economic reforms, preparing them for the rights and obligations that come with EU membership. Those reforms should provide their citizens with better opportunities and allow for development of standards for citizens of the EU (European Neighbourhood Policy and Enlargement Negotiations, 2018).

Grant Scheme for Promoting Youth Employment in Sectoral Investment Areas is delivered through IPA I to candidate countries. Under the scope of this grant scheme, youth will be provided with vocational training, entrepreneurship and internship opportunities according to trained labour force requirements in certain sectors, thus their employment in these sectors will be targeted. Turkish Ministry of Labour and Social Security as a beneficiary used these funding and distributed it to projects overall Turkey. "Make A Difference, Add Value to Local" was carried by Akdeniz University EuroMed Youth Centre under this Grant Scheme. The aim was organizing vocational education to young people who are out of formal education and work.

30.6% of the population in Antalya is living in rural areas and working in agriculture field although tourism is an important sector in Antalya. Unemployment rate in rural areas are high since people have not enough vocational skills and competences to work in tourism sector. Because of these reasons, Akdeniz University EuroMed Youth Centre started "Make A Difference, Add Value to Local" Project aims to increase work opportunities for young people and their employability. It is funded by Ministry of Labour and Social Security and European Union Instrument for Pre-Accession Assistance under Grant Scheme for Promoting Youth Employment in Sectoral Investment Areas. Overall objectives of the project are enabling young people who have a big share in country's population but can't take part in labour market make a difference locally and making contribution to uprising of employment. One of the project purpose is to improve the main abilities and skills of 30 Young People which will increase the potential of employment in tourism sector that is the leading sector of Adrasan region in Antalya. The other purpose is to provide attendance of 30 young girls living in Adrasan but not having regular income to labour force by revealing the cultural values and by protecting the environment. The target group is young people who are at the age of 17-29 and living in Adrasan. They mostly graduated from secondary school or left school early, work part time in tourism sector, do not have skills to work in tourism regularly and especially young girls who get married early and do not go to school because of family, economic and social reason.

Main activities of the Project were:

- Organizing project team and beginning duty.
- Project Internal Evaluation Supreme Board: The board will meet each month and evaluate the Project process and write reports each three months.
- Project Opening Meeting.
- Carrying out the activities of dissemination.
- Electing target group.
- Application of Pre-test and post-test For Young People who will attend education.

- Vocational educations of 3 month cookery and 3 month ecologic product development.
- Setting up a Prefabricated Workshop for "Ecologic Product Development" Vocational Education.
- 2-month Tourism English Education for 60 young people.
- Education of general skills for 60 young for 5 days .
- Education of entrepreneurship: making business plan and utilizing from the funds like KOSGEB etc. for 5 days for 30 young.
- Apprenticeship Training of 30 young people for 30 days.
- 12-month guidance and consulting service for 180 young people.
- Guidance Booklet of Young Workers in Tourism Sector.
- 2 Agro Tourism Seminars for 200 people.
- 2 days gourmet talks and creating menu as per Adrasan'a Tat Kat Days.
- Study Visit to Ayvalik for setting samples of research, analysing, promotion and practice of local products.
- Setting up regional product market.
- Project Closing Meeting and Preparing Final Report.

The results of the Project were:

- The potential of young woman was evaluated in Adrasan.
- Local cultural values were revealed and put on market as products.
- A Prefabricated Workshop was set up for "Ecologic Product Development" Vocational Education.
- Cookery Course and Education of Ecologic Product Development were given to 60 young people
- Apprenticeship opportunity was provided for 30 young people.
- General and entrepreneurship skills of young people improved.
- Young women set up their own business by coming together.
- A guidance booklet with the theme Young Workers in Tourism was prepared.
- 2 Agro Tourism Seminars were arranged as seminars open to public attendance.
- Tourism English was taught to 60 young people who took vocational course.
- As part of the Adrasan'a Tat Kat Days, 30 menus were prepared and gourmet talks were arranged 5 times.
- Touristic products for sale including local food and souvenir were created and presented for sale in the market of local products.
- Understanding of collaboration, consulting and equity improved between young people.
- A study visit to Ayvalik with 30 young people who live in the region was arranged for setting the samples of research, analysing, promotion and well application of local products.

To reach the project aims, young people who were out of formal education and work force were chosen. A series of trainings and a study visit were planned. First of all, young people attended ecological product development training for 40 working days, then they attended entrepreneurship training for 5 days. Finally, they did a study visit to an NGO who produces goods from waste products, sells them, and helps women to earn their living (Gunbayi & Vezne, 2017).

The aim of this research was to classify the opinions of the young people on ecological product development training as the reasons of joining this Project, the benefits of the Project. To reach this aim, the answers to following questions was searched:

1. Why do young people participate in the project training?
2. What are the benefits of the Project Training?
3. What do young people think the Project training is like? Why?

METHODOLOGY

Sampling

This study was conducted in Antalya from November 31st, 2016 to January 15th, 2017. 29 young people from Adrasan District of Antalya participated in Ecological Product Development Training in the

Project. A non-probability sample technique based on purposive sampling method was used because 'the sample derives from the researcher targeting a particular group, in the full knowledge that it does not represent the wider population, it simply represent itself. This is frequently the in small scale research, for example, as with one or two schools, two or three groups of students, or a particular group of young people, where no attempt to generalize is desired; this is frequently the case for qualitative researches such as action ethnographic or case (Cohen, Manion & Morrison, 2007).

Table 1: Participant Status And Accompanying Data Collection

Code	Sex	Age	Interview
A	Female	19	Yes
B	Female	22	Yes
C	Male	25	Yes
D	Female	25	Yes
E	Male	24	Yes
F	Male	21	Yes
G	Male	20	Yes
H	Female	19	Yes

As seen in Table 1, the informants in this study were young people. Face to face interviews done with 8 young people who participated in the training. The participants were volunteers and there was no limitation.

Method

The method of this research is qualitative study. The research is a case study with a holistic single case. Data were collected via face to face interviews by using semi structured interview forms. According to Yin (2017), qualitative study is a study which a process to present perceptions and events in a holistic and realistic way in their natural environment. Data collection methods such as observation, interview and document analyses are used in qualitative study. Case study present results by observing them in their real context which determines the reasons and results. In qualitative research design, the case study method allows investigators to retain the holistic and meaningful characteristics of real-life events—such as individual life cycles, small group behaviour, organizational and managerial processes, school performance, and interpersonal relations in real contexts (Cohen et al, 2007; Yin, 2017).

Data Collection

In order to classify the opinions of young people as the reasons of attending the training and the benefits of the training, semi-structured individual interview was used because it would provide an in depth exploration of the topic, it would allow the flexibility, for example, to change the order of questions, simplify the questions and to probe the interviews (Cohen et al, 2007). Data were collected from November 31st, 2016 to January 15th, 2017. Face-to-face interviews were used and informants' experiences, thoughts and feelings are recorded in a taped diary.

Data Analysis

Data analysis began with repeated readings of interview transcripts from conversations with young people. The purpose was to determine the essence of the phenomenon and structures of experiences of young people participated to Project training. During data analysis, the data were organized categorically and chronically, reviewed repeatedly and continually coded. Interview transcripts were regularly reviewed. In addition, data analysis process was aided by the use of a qualitative data analysis computer program called NVIVO 10. These kinds of computer programmes do not actually perform the analysis but facilitate and assist it. That is NVIVO 10 does not perform the analysis but only supports the researcher doing the analysis by organizing data and recodes and nodes etc. (Kelle, 1995; Cohen et al, 2007).

Ethical Considerations

Participants were briefed about the research aims, kept informed at all stages and be offered anonymity. A consent form was signed between researcher and each participant about the use of the data in terms of how its analysis would be reported and disseminated. It was also tried to be careful not to impose researcher's belief on others and researcher's beliefs were secondary and the participants thinking be what was required.

Interview Process and Mapping

The purpose of this study was to to classify the opinions of young people on Project training. Thus the mapping of interview questions was carried out in three levels. Firstly, young people were asked why they participated to the Project, secondly what the benefits of the Project were and finally what and why they thought the Project training were like.

Validity and Reliability

In order to ensure reliability and validity of the study, some steps were followed: (i) data were collected from various sources such as interviews (individual) and documents in terms of triangulation (ii) data were used as direct quotations from the interviews without making any comments on them, (iii) a purposive sampling method based on voluntarism was used in order to get opinions and experiences of young people in Göynük Science High School (iv) data were coded by two independent researchers and Cohen's kappa coefficient were calculated to determine inter-rater reliability of themes coded -0.92 perfect agreement- for inner reliability (Landis & Koach, 1977) and (v) records of interviews, documents and participant observations were kept for outer reliability.

FINDINGS

In this study, the opinions of young people participating in Project training are tried to be presented. The opinions of young people are classified as the reasons of joining this Project and the benefits of the Project. During the research process, participants were offered anonymity.

1. Reasons for Participating in the Project Training

Young people were asked about the reasons for participating in the training. The data can be seen in Table 2.

Table 2: Reasons for Participating in the Project Training

Reasons	A	B	C	D	E	F	G	H	f	%
1 Interest in ecological materials					√	√	√		3	37.50%
2 Interest in ecology			√	√					2	25%
3 Doing something with ecological products		√							1	12.50%
4 Free time activity		√							1	12.50%
5 Gaining knowledge about ecology	√								1	12.50%

As it can be understood from the frequency analysis of the reasons for participating in the training in Table 2, 37.5% of young people stated that the main reason of participation was interest in ecological materials. Some of the opinions of the participants are as follows:

I want to learn how to make souvenirs from materials in the nature. (E1, 4)

I was interested in ecological products. (F1, 4)

I was interested in natural, organic and ecological development (G1,4)

Next, 25% of young people stated that the reasons of participation were interest in ecology. Some of the opinions of the participants are as follows:

I was interested in ecological product development. (C1, 5)

I was interested in ecological product development. (D1, 5)

12.5% of young people stated that the reasons of participation were doing something with ecological products, free time activity and gaining knowledge about ecology. Some of the opinions of the participants are as follows:

I want to say, the reason I joined is I really like doing something with ecological products. (B1,1)

I wanted to gain some knowledge about progress of Ecology. (A1,3)

I wanted to have some things to do to spend my time in winter days. (B1,2)

When we interpret the opinions of young people on the reasons of participation in training generally, young people are interested in ecology and ecological materials. Thus, it was understood that young people participated in the training for learning about ecology and ecological products.

2. Benefits of Project Training

Young people were asked about the benefits of training. The data can be seen in Table 3.

Table 3: Benefits of the Project Training

Benefits	A	B	C	D	E	F	G	H	f	%
1 Helpful for finding a job in the future	√		√		√		√	√	5	62.50%
2 Improvement in handcraft						√		√	2	25%
3 No future plan or development	√								1	12.50%
4 Start producing ecological goods				√					1	12.50%
5 Learning new things		√							1	12.50%

As it can be understood from the frequency analysis of the benefits of training in Table 4, 62,50% of young people stated that the main benefit of the Project was helpful for finding a job in the future. Some of the opinions of the participants are as follows:

I don't think I will do this in the future. (A2,1)

I think if I do business in this industry in the future, it will be helpful. (C2,1)

If I do this business in the future, I believe this training will be very beneficial. (E2,1)

I thought if I do this business in the future, I believe this training will be very beneficial for me. (G2,1)

I am thinking about finding a job related to the trainings. (H2,1)

Next, 25% of young people stated that the benefit of the Project was improving in handcraft. Some of the opinions of the participants are as follows:

I have learned things about..... I improved my handicraft. (F2,2)

I joined because I wanted to improve my handicraft. (H2,2)

12.5% of young people stated that the benefits of the Project were learning new things and 12.5% of young people stated that they had no future plans or development. The other 12.5% of young people stated that they started producing ecological goods. Some of the opinions of the participants are as follows:

Actually it affected a lot, for example while doing things like with horns in front of us..... we learned something new. I was doing something, they were doing something, when we compared it, it was very different. Things like that. (B2,5)

I don't think I will do this in the future. (A2,3)

Ecologically, for example we started doing some things from natural products.(D2,4)

When we interpret the opinions of young people on the benefits of the training generally, the opinions are compatible with the reasons of participation. They stated that training would help them to find a job in the future. Having the similar opinions, young people stated that the benefits of the training were improvement in the handcraft, learning new things, and producing ecological products.

3. Metaphors for Project Training

Metaphors formulated by 8 participants can be categorized under one theme as in Table 4: nature. A defined training as "I would liken it to nature, generally everything we take is from nature, so we do everything ecologically". B defined training as "Because you took ecological product development training and you used lots of natural things. -Exactly, in short terms, just nature". C described the training as "I would liken it to nature because we benefited from nature alot". D defined training as "I would liken it to nature because we take our materials from nature. Products you develop are about nature".

Table 4: Metaphors for Project Training

Metaphors	A	B	C	D	E	F	G	H	f	%
1 Nature	√	√	√	√	√	√	√	√	8	100%

E described the training as: "I liken it to nature because every product's material was provided by nature". Similarly, F used nature metaphor for describing the training: "I would liken it to a tree, because everything was made out of tree, nature". As for G, he defined training as a nature: "It is like nature. We used natural and organic products. We took everything from nature". Participant H said: "I think it was about nature, everything we learned was about nature".

As it can be understood from the frequency analysis of metaphors defined by young people in Table 4, training was perceived as nature. It is most probably because of the content of the training. Participants used ecological materials from the nature to produce goods.

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This study was done to understand and classify the opinions of young people living in Adrasan and unemployed on Project training as the reasons of participating in this training and the benefits of the training. Accordingly, data were collected through semi-structured individual interviews.

The young people's reasons of participation in Project training were interest in ecology and ecological materials. Thus, it was understood that young people participated in the training for learning about ecology and ecological products. The opinions of young people on the reasons of participation in Project training revealed that young people did not know detailed information about the training in advance. They just knew the training topic and they wanted to attend the training because it had an appealing heading.

When we generally interpret the benefits of the Project training, we can say that the training will help them to find a job in the future. Having the similar opinions, young people stated that the benefits of the training were improvement in the handcraft, learning new things, and producing ecological products. According to the results of Hanushek, et al (2015)'s study, in the group of vocational countries, individuals completing a vocational education are more likely to be employed when young. Powell (2012) did a research about the role of vocational education and training (VET) in poverty alleviation. The research is based on interviews with 20 South African Further Education and Training (FET) college students. The central argument is that VET has an important role to play in poverty alleviation, but only if located in a multi-dimensional view of poverty which understands poverty as capability deprivation across multiple human functionings. In this broader notion of poverty, the role that VET plays includes training for employability, but also includes the expansion of other important capabilities. The opinions of young people on the benefits of the Project training are also compatible with the findings of Pieck (2011)'s study. He argues that VET short courses provided in rural Mexico have benefits which go beyond the mere learning of a trade or skill but also include "socialisation, empowerment, [and] the motivation to set up micro-businesses. . ." (Pieck, 2011). His argument has validity and strong resonance with the experience of the participants interviewed in this study.

According to the findings of this study, the followings are suggested by the researcher:

- Young people should be informed more about different trainings which will support and enhance their employability and should attend those trainings in order to increase their different skills.
- Young people should be informed about EU Projects in order to get benefit from different kinds of projects.

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NOMOPHOBIA AMONG UNDERGRADUATE STUDENTS: THE CASE OF A TURKISH STATE UNIVERSITY

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Abstract

The research aimed to investigate undergraduate students' nomophobic behavior; and its relationship with certain demographics and certain mobile phone activities. Moreover, it was explored whether there were any significant differences among the four sub-dimensions of nomophobia: "not being able to communicate", "losing connectedness", "not being able to access information", and "giving up convenience". A correlational research design was employed with a sample of 146 undergraduate students from four different faculties of a Turkish state university by using convenience sampling method. The Turkish Nomophobia Questionnaire was used for data collection. By conducting One-Way Repeated ANOVA, a significant difference between the mean scores of four dimensions was found. While the students' scores on the fear of "losing connectedness" were significantly lower than the other three factors, the fear of "not being able to access information" had the highest mean scores. There was no difference between the factors "not being able to access information" and "not being able to communicate". Furthermore, the Pearson' Product Moment correlation was performed; its results indicated that there was a weak, yet significant, correlation between gender and the sub-dimension of "not being able to communicate". There was also a weak positive correlation between the Internet browsing and the four dimensions of nomophobia. The study also found a weak positive correlation between learning/education and the level of "not being able to access information".

Keywords: Nomophobia, smartphone, educational mobile phone use, undergraduate students.

INTRODUCTION

Today, technology has embedded in the core of our life. Mobility feature of technology triggers this situation because of meeting direct and instant needs at the site of use. Hence mobile communication has taken a prominent place in users' daily communicative practices through telephony, web access, and applications (Kang & Jung et al., 2014). However, how it affects our life is still vague. King and his colleagues (2010) stated in their analysis of individuals' communication that people acquired certain habits by modern devices. While these habits include good aspects such as convenience, comfort, and availability, some have bad aspects such as pathological dependency, fear, and anxiety as the result of not being able to use those modern devices. It is clear that people are becoming increasingly reliant on technology with its positive and negative aspects. According to the report of the International Telecommunications Union (2014), smartphone ownership is more popular among young people in the world as well as in Turkey. What makes smartphones so popular among young adults are under three main items, which are psychological needs and motives, content-specific motivations, and social communication (Aoki & Downes, 2003; Ho & Syu, 2010; cited in Kang & Jung, 2014). It is clear that smartphones provide noticeable benefits, and help people satisfy their needs;

but on the other hand, some recent studies show that people exhibit physical, mental, emotional, and other symptoms when they are deprived of their mobile phones. Compulsive checking habit, overdependence on a smartphone or mobile phone addiction can be shown as examples related to problems as mentioned above (Oulasvirta et al., 2012; Billieux et al., 2007, 2008; Hong, Chiu, & Huang, 2012). Another problem related to mobile phone use behavior is "nomophobia" – "no mobile phone phobia" – which means "the fear of being out of mobile phone contact" (SecurEnvoy, 2012, p.1). People who have such symptoms means afflicted, are called "nomophobe" and characteristics of describing nomophobe are called "nomophobic." Despite involvement in the definition, nomophobia can be generally defined as a psychological fear of losing connectivity via mobile phone or any other virtual communication devices. All these issues mentioned above were about the impact of smartphones on our daily life regarding both bad and good aspects. However, besides of impact on daily life, technology is increasingly beginning to play a part in an educational environment, as well. Among new technologies leading to significant changes in education, fields are distance education, e-learning and consequently mobile learning. The term "mobile learning" refers to the use of mobile or wireless devices for the purpose of learning while on the move. Basically, three unique features of mobile learning which are personalized, authentic, and situated make mobile learning different from other media usage in learning (computer-based, web-based and so on).

The aim of this study was to investigate the level of nomophobic behavior of the undergraduate students in the case of a Turkish state university. Specifically, the following research questions were addressed in this study:

- Is there any significant difference among the sub-dimensions of nomophobia ("not being able to communicate", "losing connectedness", "not being able to access information", and "giving up convenience")?
- Is there any relationship between nomophobia level and certain demographics (gender, age, duration of cell phone ownership, and duration of a smartphone ownership)?
- Is there any relationship between nomophobia level and the frequency of using mobile services (messaging, Internet browsing, games/music, learning/education)?

METHOD

Research Design

The study utilized a correlational research design in which the researchers aim to explore the possible association between two or more variables with no attempt to control them (Frankel, Wallen, & Huyn, 2012).

Sample

The sample of the study included 146 undergraduate students from a Turkish state university in Ankara. The nonrandom convenience sampling method was used in the present study to collect data. Out of 146 students, 72 (49.3%) of them were female, and 74 (50.7%) of them were male. The participants were from four different faculties and all level of study. The majority of participants ($n = 81$) were studying in the faculty of education (55.48%) as seen in Table 1. The rest of participation was as follows: 39 of them from the faculty of engineering (26.71%); 20 of them from the faculty of economics and administrative sciences; the minority of the participants ($n = 6$) from the faculty of arts and science. Out of 146 students, 55 of them (37.7%) were junior, 51 (35.6%) of them were senior students, 36 (24.7%) of them were sophomore, and 3 (2.1%) were freshman students.

Table 1: Distribution of the Gender, Faculties, and Study Year

Variables	<i>f</i>	%
Gender		
Female	72	49.3
Male	74	50.7
Faculty		
Arts & Science	6	4,11

Economics & Administrative Sciences	20	13.70
Education	81	55.48
Engineering	39	26.71
Study Year		
Freshman (1.)	3	2.1
Sophomore (2.)	36	24.7
Junior (3.)	55	37.7
Senior (4.)	52	35.6
Total	146	100.0

Data Collection

The survey used for the present study had two parts. The first part included the Nomophobia Questionnaire (NMP-Q), which was developed by Yildirim and Correia (2015). The NMP-Q had 20 items with four factors as followings: (I) "not being able to communicate" – 6 items; (II) "losing connectedness" – 5 items; (III) "not being able to access information" – 4 items; and (IV) "giving up convenience" – 5 items. The scale was 7-point Likert type ranging between 1 – "strongly disagree" and 7 – "strongly agree".

Table 2: The Dimensions and the Number of Items in the Nomophobia Questionnaire

Dimensions	Number of items	Sample Item
I: Not being able to communicate	6	10-15
II: Losing connectedness	5	16-20
III: Not being able to access information	4	1-4
IV: Giving up convenience	5	5-9

The scale was translated to the Turkish language by Yildirim, Sumuer, Adnan, and Yildirim (2016). They extracted four factors as the original one, and had good construct validity. In addition, they reported that acceptable alpha coefficients were obtained, which were above .70 (Field, 2009; Kline, 1999). The Cronbach coefficients of four sub-dimensions were .90, .74, .94, and .91, respectively. Arpacı (2017) also validated the scale and found a good construct validity and high-reliability coefficients for each dimension; .86, .84, .92., and .88. Thus, a validation study was not needed to perform again. The demographic information (gender, age, year of study, and department) was gathered from the second part of the instrument. This part also included some technology use related questions as followings: the year of cell phone ownership, the year of smartphone ownership, and the frequencies of mobile phone activities (messaging, Internet surfing, game/music, and learning/education).

Before collecting data, the ethical approval was taken for aforementioned university from the Research Center for Applied Ethics at Middle East Technical University. The data were collected during the fall semester of 2015-2016. The researcher distributed hand-delivered questionnaire and administrated face-to-face. The survey took approximately 10 minutes to complete. The students participated voluntarily in the study. They also were informed about the confidentiality of their responses.

Data Analysis

For the current study, descriptive and inferential statistical analyses were conducted via SPSS 22.0. The descriptive analysis was presented with the frequencies, percentages, mean, and standard deviations in Table 3.

Table 3: Descriptive Statistics

Variables	<i>M</i>	<i>SD</i>	<i>f</i>	%
Age	22.45	2.30	-	-
Smart Phone Ownership (in year)	9.11	2.71	-	-
Cell Phone Ownership (in year)	3.74	1.87	-	-
Activities in Mobile Phone				
Messaging				
0 – 5	-	-	38	26.0
> 5	-	-	108	74.0
Internet Browsing				
0 – 5	-	-	33	22.6
> 5	-	-	113	77.4
Games/Music				
0 – 5	-	-	68	46.6
> 5	-	-	78	53.4
Learning/Education				
0 – 5	-	-	77	52.7
> 5	-	-	69	47.3

In the present study, the dimensions of nomophobia scale were compared by using One-Way Repeated Measures of Analysis of Variance (ANOVA). Additionally, the Pearson correlation coefficients were performed to investigate the relationship between nomophobia and certain demographics. Similarly, to examine the relationship between the factors of nomophobia and activities done in a mobile phone, the Pearson correlations were employed. Before all analyses, the assumptions for each analysis were checked, and the results were satisfying

RESULTS

Is there any significant difference among the sub-dimensions of nomophobia ("not being able to communicate", "losing connectedness", "not being able to access information", and "giving up convenience")?

A one-way within-subjects ANOVA was performed to investigate the mean difference among the dimensions of nomophobia ("not being able to communicate", "losing connectedness", "not being able to access information", and "giving up convenience"). The Huyn-Feldt values were applied since the sphericity assumption was violated (because it was found significant, $p = .000$). The main effect of dimensions of nomophobia was significant, $F(2.54, 368.45) = 40.96$, $p = .00$, $\eta^2 = .22$. Thus, it was concluded that it is a large effect, and 22% of the variance in the undergraduate students' level of nomophobia was accounted for by the factors of nomophobia, namely, "not being able to communicate", "losing connectedness", "not being able to access information", and "giving up convenience". (see Table 3).

Table 3: ANOVA Results

Source	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	η^2
Factors of nomophobia	123.34	2.54	48.54	40.96	.22
Error	436.68	368.45	1.19		

* $p < .05$

In addition, the dimensions of nomophobia were compared. The alpha level was calculated as .0083 by dividing .05 into the number of compared groups (6). According to the paired difference, a significant difference was found out between undergraduate students' fear of "not being able to access information" ($M = 4.40$, $SD = .15$) and "losing connectedness" ($M = 3.17$, $SD = .15$). This

shows that students' scores on the dimension of "not being able to access information" were significantly higher than "losing connectedness", $t(145) = 8.97, p < .0083$. Similarly, there is a significant difference between students' fear of "not being able to access information" and "giving up convenience" ($M = 3.93, SD = .13$). This also indicated that students' scores on the dimension of not being to access information were higher than "giving up convenience", $t(145) = 4.29, p < .0083$. There is a significant difference between the fear of students' "losing connectedness" and "not being able to communicate" and "not being able to communicate" ($M = 4.15, SD = .14$) and "losing connectedness". This means that students' scores on the factor of "losing connectedness" were lower than "not being able to communicate", $t(145) = -8.71, p < .0083$. Similarly, there is a significant difference between the students' fear of "losing connectedness" and "giving up convenience". This means that students' scores on the factor of "losing connectedness" were lower than "giving up convenience" $t(145) = -8.57, p < .0083$ (see Table 4).

Table 4: Paired Difference of Factors of Nomophobia

I (Factors of Nomophobia)	J (Factors of Nomophobia)	Mean Difference (I-J)
(1) Not being able to communicate	(2) Losing connectedness	.98*
	(3) Not being able to access information	-.25
	(4) Giving up convenience	.22
(2) Losing connectedness	(3) Not being able to access information	-1.23*
	(4) Giving up convenience	-.76*
(3) Not being able to access information	(4) Giving up convenience	.47*

Is there a relationship between the students' nomophobia level and the certain demographics (gender, age, the duration of cell phone, and the duration of smart phone)?

The Pearson correlations were performed to investigate the relationship between the factors of nomophobia level and the certain demographics. The results showed that gender and the duration of smartphone ownership had a relationship with some of the dimensions of nomophobia. According to Cohen (1988), the relationship is determined as "weak" when correlation coefficients are between .10 and .29. Thus, as seen in table 5, there was a weak and negative between gender and the factor of "not being able to communicate" ($r = -.23$), and the factor of "giving up convenience" ($r = -.17$). The meaning of negative correlation between gender and two dimensions of nomophobia was that female students had a higher level than male students. More specifically, the factors of "not being able to communicate" and "giving up convenience" of female students were higher than male students. While there was not any relationship between nomophobia and the duration of cell phone ownership; the duration of smartphone ownership had a weak positive relationship with the factor of "not being able to access information" ($r = .17$) and the factor of "giving up convenience" ($r = .29$). Besides, the total nomophobia had a weak positive relationship only with the duration of smartphone ownership ($r = .19$).

Table 5: The Relationship *between the Dimensions of Nomophobia and Certain Demographics*

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
(1) Total Nomophobia	-								
(2) Not being able to communicate	.87**	-							
(3) Losing connectedness	.88**	.68**	-						
(4) Not being able to access information	.77**	.52**	.55**	-					
(5) Giving up convenience	.91**	.70**	.79**	.68**	-				
(6) Age	-.00	-.06	-.01	.13	-.03	-			
(7) Gender	-.15	.23**	-.04	-.06	.17*	.29**	-		

(8) The Duration of Cell Phone Ownership	.09	.07	.04	.15	.06	.43**	.21*-
(9) The Duration of Smart Phone Ownership	.19*	.16	.13	.17*	.21*	.20*	.15 .29**-

** $p < .001$ (2-tailed), * $p < .05$ (2-tailed)

How the students use their mobile phones? Is there a relationship between the activities do with mobile phones and nomophobia level?

The students were also asked how frequently they use certain activities (messaging, Internet browsing, game/music, and learning/education) with their mobile phones in a day. A 2-point response format from 1 (0-5 times in a day) to 1 (more than 5 times in a day) was used. As seen Table 4, the activities rated most common were as followings: the Internet browsing (77.4%), messaging (74.0%), game/music (53.4%), and lastly learning/education (47.3%), respectively. This means that students were mostly browsing Internet with their mobile phones and they used at least for learning and education in a day.

Table 4: The Students' Mobile Phone Use Frequency in A Day

Use in a day	Messaging (f)	Internet browsing (f)	Game/Music (f)	Learning/Education (f)
0 – 5	38 (26.0)	33 (22.6)	68 (46.6)	77 (52.7)
> 5	108 (74.0)	113 (77.4)	78 (53.4)	69 (47.3)

In order to examine the relationship between the factors of nomophobia and certain activities, the Pearson correlation coefficient was employed. The results showed that browsing the Internet was had a relationship with total nomophobia and two dimensions of nomophobia. All correlations were weak and positive as follows: total nomophobia ($r = .20$), "giving up convenience" ($r = .20$), "losing connectedness" ($r = .18$), and "not being able to access information" ($r = .16$). Moreover, there was a weak yet significant relationship between the factor of "not being able to access information" and learning/education.

Table 5: The Relationship between the Dimensions of Nomophobia and Certain Activities

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
(1) Total Nomophobia	-								
(2) Not being able to communicate	.87**	-							
(3) Losing connectedness	.88**	.68**	-						
(4) Not being able to access information	.77**	.52**	.55**	-					
(5) Giving up convenience	.91**	.70**	.79**	.68**	-				
(6) Messaging	.04	.00	.05	.03	.06	-			
(7) Internet Browser	.20*	.15	.21*	.13	.18*	.43**	-		
(8) Game/Music	-.02	-.01	.01	-.02	-.07	.32**	.38**	-	
(9) Learning/Education	.11	.07	.06	.20*	.07	.19*	.22**	.33**	-

** $p < .001$ (2-tailed), * $p < .05$ (2-tailed)

DISCUSSION AND CONCLUSION

The present study, firstly, aimed to investigate undergraduate students' nomophobia level by comparing its four sub-dimensions, which were "not being able to communicate", losing connectedness, "not being able to access information", and "giving up convenience". Secondly, the study aimed to find out whether any of the dimensions of nomophobia had a significant relationship with certain demographic variables and certain mobile phone activities. The results showed that there was a significant difference between the mean scores of four subscales of nomophobia questionnaire. In detail, students' fear of "losing connectedness" was significantly lower than the other three factors. While the students' fear of "not being able to access information" was significantly higher than the factor of "giving up convenience", no difference was observed with the factor of "not being able to communicate". In other words, the undergraduate students showed a higher level of fear regarding

the factors “not being able to communicate” and “not being able to access information.” The present study was consistent with the study of Yildirim et al. (2015). Furthermore, research on mobile phone use in higher education revealed that communication (e.g., Carini, Kuh, & Klein, 2006; Kuh, Cruce, Shoup, Kinsie, & Gonyea, 2008; Bomhold, 2013; Lauricella and Kay, 2013; Moreira, Ferreira, Santos, & Durao, 2016) and seeking information were two major motivations of students (Wai et al., 2018; Sawaya, 2015; Quinn, 2013; Clough et al., 2007). Thus, it might be said mobile phones play an important role in undergraduate students’ lives regarding communication and access information. The relationship between the sub-dimensions of nomophobia and certain demographics was also examined. The findings showed that there was a weak, yet significant relationship between gender and both the factors of “not being able to communicate” and “giving up convenience”. More specifically, female students had a higher level of fear in the factors of “not being able to communicate” and “giving up convenience” than male students. However, the literature showed mixed results related to gender. While some studies reported that gender had a significant effect on nomophobia (Mail Online, 2008), some reported that there was no difference (Uysal, Özen, & Madenoğlu, 2016; Gezgin, Sumuer, Arslan, & Yildirim, 2016; Adnan & Gezgin 2016; Dixit et al. 2010). The duration of smartphone ownership was the only variable which had a significant relationship with total nomophobia level. Besides, it had a weak positive relationship with the subscale of “not being able to access information” and with the subscale of “giving up convenience”. This result showed consistency with the previous studies (Gezgin et al., 2016; Yildirim et al., 2016; Yildirim & Correia, 2015). The other demographics, age and the duration of cell phone ownership, had no relationship with nomophobia level, which was consistent with the previous studies (Gezgin et al., 2016; Adnan & Gezgin, 2016; Yildirim et al., 2015). Among the mobile phone activities, browsing the Internet was the only variable which had a significant relationship with all factors of nomophobia. In the literature, some studies also pointed out the relationship between Internet use and problematic mobile phone use (Ha, Kim, Bae et al., 2007; Jenaro, Flores, Gomez-Vela, Gobzalez-Gil, & Caballo, 2007; Ha & Chin, Parl, Ryu, & Yu et al., 2008). Thus, it might be said that the strong relationship between nomophobia and Internet use might be explained by the Internet addiction. Besides, there was a significant relationship between the fear of “not being able to access information” and learning/education. Accordingly, it might be said that students use their smartphone for the educational purposes as well. In the literature, the role of mobile phone use in education varies despite offering several opportunities (Losh, 2014; Lockhart, 2016). In other words, while some researcher considers mobile phones as a facilitator in the learning environment, others consider them as disruptive and unsuitable tools. To sum up, the present will give insight into understanding nomophobia and its relationship certain demographics and certain mobile phone activities. Moreover, this study will provide preliminary evidence to investigate both facilitation and distraction roles of mobile phones in learning environments. The future research might emphasize on the reasons of nomophobia and its relationship with mobile learning through more in-depth qualitative investigation.

Note: Abstract of this study has been presented in the EJER 2018 conference.

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THE EDUCATION OF SYRIAN CHILDREN IN TERMS OF FUNCTIONAL AND SPIRITUAL SOCIAL INTEGRATION: A THEORETICAL ANALYSIS

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Abstract

In the current study, the formal education of the Syrian children living in Turkey who are in the position of refugees under temporary protection was investigated sociologically in terms of the two basic dimensions of social integration. Social integration are regarded in two dimensions as functional and spiritual. According to official data, there are almost 4 million Syrians living in Turkey. The integration of 4 million people to the social structure is a hard process with all its dimensions. Education is the most important instrument of the Integration process. One of the significant functions of formal education is to make the individual a member of community. Being a sociological phenomenon, integration corresponds with the social integration and the objectives of education. While socialization and cultural heritage transfer, as the objectives of education, aims at spiritual integration, the purpose of political function, economic function and the function of developing the individual are functional integration.

Keywords: Education, Social Integration, Functional Integration, Spiritual Integration.

INTRODUCTION

With its geographical location, historical infrastructure and geopolitical importance, Turkey has been the centre of the physical social action in social sense throughout history. This feature of it has been exposed to movements of migration and refugee surges caused by wars, natural disasters and other social crises. As the most significant examples in the history of Ottoman, Turkey accepted Spanish Jews or people who wanted to take refuge in the country from Caucasia, Balkans, Middle East and in many other places in the world with any reason (Yenen, 2017, 192).

From early 1990s onwards, regional events developing during and post 1st Gulf War brought about important social events affecting the Middle East in general and Turkey in particular. The state and social structures of the countries in the region especially that of Iraq, Egypt, Yemen and Syria was affected negatively in this process. The movements of migration from the countries where anarchy, civil war and social turmoil were experienced to other countries became so wide in this era.

In the civil of Syria, the problems experienced in the country led to migration of millions of Syrians. The direction of this widespread movement of migration was towards Turkey with two reasons. The first reason was that the longest territorial border of Syria is with Turkey and it is near. The second reason is that other countries including the Muslim ones in the region do not want refugees in their countries. A similar case is also valid for European countries.

The case of Syrians in our country must be taken into consideration with its positive/negative sides as a "social phenomenon" and social problems regarding with it. In this sense, a scientifically, sociologically large perspective must be adopted as the method.

Social Integration

The concept of integration is used in social sciences together with the concepts of order, unity, balance, solidarity, stability. In general, it expresses the compatible interaction of the parts comprising the social structure in the sense of unity and order. In sociological terminology, integration was mostly used as accommodation physically and as unity politically and culturally in the

chaotic environment emerging after the World War II. In terms of individual, integration expresses the process of socialization and acculturation. Integration could be considered in two ways as social integration as being a part of a social structure and cultural integration as adopting and experiencing the culture of the society. Generally social and cultural integration are interwoven (Abercrombie, 2000, 182).

Social integration is realized through the construction of a common structure by social groups different from each other at a higher structure by protecting their own social-cultural features but as a new one. The concept is separated from assimilation in this sense. As for cultural integration, it is the fact that social groups exhibiting basic differences culturally create a new, common and synthesis group and adopt and live that culture. It is also a cultural integration that the new group participating in this social structure later on adopt the culture and live it. Social problems in such basic social institutions as politics, religion, economy, education, morality, law, family in healthily integrated communities in social sense are encountered less compared to other communities.

Social integration appeared as a more important issue in the nation states emerging with the collapse of empires in 20th century. This concept became more important in the communities where such segregations as racial, ethnic, religious, sectoral, class, economic differences, regional differences turned into conflicts, even into civil wars. In fact, a new world order was established with the conflicts, wars and migrations in the communities throughout the world up to 21st century. At the end of this problematic process, the communities completing their integration became civilized, wealthy with fewer social problems while those still having integration problems became the communities experiencing more intensive conflicts, civil wars, poverty and migrations.

Social integration is realized in two ways. First one is the functional integration and the second one is spiritual integration. Both integrations support each other and are interwoven. While functional integration is at the level of more secondary social relations, spiritual integration is rather aims at cultural integration. While functional integration aims primarily at becoming a citizen in the context of law, economy, politics and education, spiritual integration focuses mostly on becoming an individual of a community in the context of religion, culture, morality and tradition.

Social Integration and Education

One of the most basic institutions of a social structure is education. In fact, education is of a dominant function in shaping other social institutions. Education in the social structure of Turkey is of positive/negative functions in shaping, changing, improving and regression of a social structure as a social institution.

It is necessary that Syrian refugees articulated to the social structure of Turkey as a new element be regarded as a new humanitarian/social phenomenon some parts of which cause a social problem. The issues of economy, religion, internal peace, foreign politics that are currently discussed are other processes that would provide the education and social integration of Syrian refugees, which must be considered as a more conclusive issue and problem covering all the others. Official statistics show that there are almost 4 million Syrians in Turkey. Despite the statistics, it is discussed that the figure could be more. The pre-admission that all of 4 million people could live in Turkey from now on depends on the statements of the political authority and the ones in charge.

With its broadest sense, education is the process of making an individual a part of the community he lives and making him attain behaviours. Education is one of the basic social institutions and has a feature encompassing the individual and the community. As an example, the continuation of communities is an educational process in the sense of transferring culture to new generations. A child becomes an individual of the community he lives by means of formal and informal educational processes. The basic functions of education could be given as socialization, transferring the cultural heritage, political process, selection and allocation function, the function of improving the individual, economical function and secret functions (Konuk, 2002, 331).

The main functions of the education for the purpose of social integration of Syrian refugees could be classified as follows in terms of functional integration and spiritual integration:

Spiritual Integration and Education

Spiritual integration adapts the cultural and spiritual values of the community and applies them. At this point, all of the cultural elements that a child attains starting with his birth make him a part of the community. This process is the process of socialization. In the first places, the individual has to learn the language of the community in order to become the individual of it. Learning the religion, tradition, morality, the etiquette, customs that are important cultural elements forming the social structure is also important in terms of spiritual integration. Spiritual integration is not a hard process for the communities exhibiting some cultural common features. The common values of the community facilitate the spiritual integrity with the adoption of these common values by the new generations or the individuals joining the community later on. The provision of spiritual integration will facilitate the functional integration to a great extent. As an example, even though there are some important differences with the Syrians coming to our country in terms of language and some other cultural elements, just the religious similarities could be the function to facilitate the spiritual integration. The only tool of spiritual integration that will be realized with socialization and cultural transfer as a process is the informal and formal education.

Socialization

In general terms, the most basic function of education is to make the individual socialized, namely, make him an individual of the community he lives. This function is actually the process where the individual is constructed by means of enculturation. In this process, the individual attains all the features of the community he lies as a value, feeling and behaviour. The native language of the individual, his religion, values and customs in this framework are attained and shaped to a great extent in this process. Socialization is a permanent phenomenon starting with even before the birth of the individual and continuing till the death. In this sense, while the socialization function of formal education is in a limited context, the individual is socialized till the death in all informal processes. In every new and different stage of the process, he attains new values status, roles and behaviours

As the socialization environment of the peer group of an individual, formal education is a process starting with the preschool period and continuing till the stage of post-graduate education. In this process, there are other applications to realize the other aims and functions of education but the general purpose is to make, for example, to attain the values and roles regarding the status that an individual will occupy in the community generally with teaching, which is socialization.

There are nearly 800 thousand Syrian children at different age groups in Turkey, even those who were born in Turkey and reaching the education age. A great part of these children were included in the education system. The inclusion of these children quantitatively in the education system should not mean that things that must be done by the political and educational institution are done. Essentially, the most basic function of the education should be realized occupationally, practically and pragmatically for this part of the community as well. The basic purpose of the Turkish education system for the Syrian students at age intervals is to educate them in a socialization process compatible with the social structure of Turkey. What is meant here is not an adaptation or assimilation process at all.

The educational applications that would make these people feel on their own that they are a part of this community must be realized carefully with a basic humanitarian and social approach. The most basic component of this education process which is also a process of acculturation is teaching language. The process will not be so difficult in terms of common features we share historically, culturally, religiously and in many other ways. However, the fact that Syrians become introverted because of economic, political and other reasons with an ethnic hatred and with possible wrong approaches of the state or Turkish society could not yield the desired results in this process. In this

sense, education is not the only way to make Syrians a part of the community. Education must be supported with communication, economy, urbanization, social inclusion processes.

Transferring Cultural Heritage

It is likely to say that culture is the most basic component of a community even it is the community itself. Culture is the most important element comprising the identity of a community, the continuation of a community through education is realized by transferring the culture to new generations. In this sense, it is of vital importance. Generally, Turkish education system transfers the historical/cultural background through different courses, teaching applications, activities, ceremonies etc. to the Turkish child in all educational processes starting from preschool period. This could, for example, be applied by teaching literature and art courses and music which is one of the verbal culture starting from preschool period or the courses of History is of a separate and important function in this sense.

Despite the similarities of historical/cultural background of the two communities mentioned above, it is necessary that a great many cultural, historical elements that are of great importance but showing basic differences in terms of the ideological function of education must be taught to Syrian children. In this sense, a Syrian child who was born in Turkey and is called bilingual because of Turkish language he learns before he starts his learning life could be made to be competent of cultural elements as much as a Turkish child with this competence. This could make a contribution to social integration by teaching cultural similarities which are important advantages by means of education (Arslanoğlu, 2015, 173).

Functional Integration and Education

Functional integration is the inclusion of the individual in the community where he lives or get involved later on in terms of secondary relations. As an example, it is in the form of subjecting to the judicial system of the state he lives in as a citizen rather than being an individual of the community, fulfilling the tasks of citizenship, obeying the rules and restrictions. Another more important dimension of functional integration is that the individual takes place in the economic life of community. It is the concrete contribution of the individual to the community by taking place in the production process and in terms of personal features. For instance, even though the workers going to Germany had problems in adapting to German community in 1960s, they were integrated to the community as they provided the necessary workforce needed by the German state. Obtaining functional integration is more important than spiritual integration. Social problems emerging in the case of not obtaining the functional integration are the problems putting the integration into trouble. These problems could emerge in the form of unemployment, ghettoization, crime, diversion, conflict, terrorism. When the problems of economic functional integration are combined particularly with political and religious integration, they can appear as racism, xenophobia, religious, sectorial conflicts. The only instrument of the integrations for the economic, political and social development of communities is again informal and formal education.

Economic Function

Economy is the dominant institutions determining the shaping of other social institutions as one of the basic social institutions. When it comes to economy based social change, the phenomenon that economy comprises the infrastructure of the community and other institutions are shaped according to it comes to the fore. While education itself is an economic activity when the fact that all contexts of social life have an economic dimension are taken into consideration, it is true that every education activity has a direct/indirect economic function. In fact, training the workforce needed by the community is roughly the economic function of education in its easiest approach. The most complex humanitarian and social, even international activities and interactions are essentially economic relations as a more sophisticated process. The method, content and outcomes of these relations are the norms shaped by education directly.

The most basic economic function of education is the creation and development of human capital. In this sense, it is essential to train human source in every sense in line with the need of the community, to realize necessary applications for the special fields needed (Teyfur, 2015, 135).

When the quantitative integration of Syrians to the community is taken into consideration, a great mass has been included in human capital of Turkey in current conditions. However, as mentioned above, general profile in terms of age, gender, education status, social stratum/class do not exhibit a positive table. It is likely to regard the student number at the education level quantitatively disadvantage, but the positive result that will appear by educating these children through Turkish education system advantage.

Social activity that education could provide economically must be considered as an effect that would increase and facilitate integration for Syrian students. The concrete results that education would provide could be observed easily at the second generation born in Turkey and at their children even if not in short term. Involving in business through education and being in economic activities is the most basic component that will make the integration functionally. Education's function of making the development between generations would yield positive results depending on social movement in terms of social integration.

Political Function

One of the most basic functions of education is the political, in other words the ideological function. The political function of education exists in all stages of teaching but it mostly appears in primary education stage where affective behaviour education is done and basic social values are tried to be attained. The political function of education is the human training model in essence which the state desires. It is one of the most important functions of all formal education processes in general sense. The human type adorned with intellectual, emotional and behavioural features that the state wants is constructed with the course contents, books, activities, ceremonies, discourses and symbols in educational processes. As an example, singing the National Anthem in the flag raising ceremonies in Turkey is an educational activity of ideological function of education. With this approach, the students are expected to develop their feelings of independence, freedom, loyalty to their state and nation. At the same time, it is aimed to train a conscious voter and a responsible citizen by means of education. The political leaders needed by the community will also be trained through education (Doğan, 2008, 230).

The ideological function of education in terms of social integration of Syrian students is of great importance. In this sense, what is meant by ideological function is not educational policies and applications appearing in training a uniform individual with totalitarian, fascistic approach. The function expected from education in order that a community that is integrated spiritually and functionally in the protection and supervision of legal and other social control norms is to make these values and norms adopted and turn into a behaviour.

The purpose of the education expected in every level teaching to Syrians in terms of the ideological functions of the education is not the function of "identity construction". As an example, it is the teaching of Turkey as the subject of "Our Homeland" with its cognitive content in the course of Social Studies in the primary school to a Syrian child born in Turkey and speaking Turkish at the level of native language not as the homeland he took a refugee 7 years ago but as a land he was born and belonged to. No other social, ethnic, religious or sectorial purpose and content has nothing to do with it.

Regarded with the political function of education in the context of democratic citizenship education, Syrian students do not have any natural difference from Turkish students. In this sense, what is essential is to give a citizenship education aiming at functional integration depending on basic universal human rights, law and other social norms. This content is carried out till the end of

secondary education starting from preschool education at different level and content (Küçüker, 2015, 157-159).

Positive and negative discussions are still going on with regard to the status and problems of the Syrians in our country in every context. One of the focuses of these discussions is indispensably the institution of politics. The basis of the discussions made in political sense are mostly mass communication media and social media. Generally, the level and content of these discussions cannot go beyond usual politics with for or against approaches. However, there have been some destructive results for the social integration in the events experienced or in unreal sharing on social media even if they are considered individual events. In this sense, the educational activities focusing on solving these kinds of problems are of great importance in terms of the integrative function of education.

Function of Selection – Allocation, Improving the Individual

The fact that the community is a permanent and decisive development process is directly related to the function of selection and allocation. Selection and allocation is one of the basic aims and principles of education philosophies in general a Turkish national education in particular. In this sense, the human force needed by the community, the state or private sector in every field will be trained in this way. The basic purpose at this point is a functional and contextual for the benefit individual and community based on the interest, tendency and capacity of individual (Giddens, 1987, 308).

This function of education is of vital importance in terms of Syrian students at every stage. In fact, functional social integration is the admittance by the community with regard to the qualifications of the individual, his contributions to the community and the need felt for him by the community. One of the exclusivist, actual, political discussions mentioned above regarding Syrians is that they are mostly uneducated, having no expertize occupation. When this perception is supported by some baseless social media provocations, they could lead to problems making the social integration difficult even cause to social disintegration and conflict. Therefore, this factor must be taken into consideration in every teaching level for the education of Syrians. The most basic problem of Turkish education system for Turkish community is that the function of selection and allocation is not enough. The current results of the problem are unemployment and other social problems caused by it. The fact that the result and other social problems caused by it could have negative impacts on social integration in the sampling of Syrians and also could lead to social disintegration must be taken into consideration.

Education's function of improving individual points to the process supporting the community in the end. Improvement and maturation of individual through education in line with opportunities is a way facilitating the individual in integration with the community with these gains. As an example, the fact that an individual finding a job after a vocational course process and becoming a successful technician is integrated with the community with positive feelings depending on the added-value and express himself in this context is a gaining for both the community and the individual. This norm is of importance at the same level for a Syrian individual living in our country to integrate with the community.

CONCLUSION

Depending on the troublesome process experienced in our geography, almost 4 million Syrians taking refuge in Turkey was involved in our social structure as a new demographic phenomenon. This involvement is not an only participation or involving. This case that emerged because of the civil war in Syria and other problems experienced in our region is an important event humanistically and socially with regard to the results which could affect Turkey globally and regionally. Besides the discussions made at the very beginning with the arrival of Syrians in Turkey, the criticism with regard to the process, all the predictions and expectations over what will happen next, another more concrete phenomenon and problem that we face today is how these people coming to our country

will be integrated to the community in this process. The most active and functional instrument of this process is naturally education. At every age and stage, how Syrians will be educated and what kind of criteria will be dependent must be considered by taking social integration into consideration in terms of the basic functions of education. This approach must focus on problem solving and aiming at integrating the process spiritually and functionally for both communities. The socialization function of education, economic and particularly political function are of great importance in this sense.

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