

Bazı Sosyal Değerler Açısından Eğitime Karşılaştırmalı Bir Bakış

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Özet

Öğrenciler, aileler ve kültürel çevre sosyal değerler açısından eğitimde sosyal sermayenin önemli bileşenlerini oluştururlar. Değerler eğitim üzerinde öğrencilerin, ailelerin ve kültürün etkisi inkâr edilemez. Bu çalışmanın amacı Türkiye ve BENELÜKS (Belçika, Hollanda, Lüksemburg) ülkeleri arasındaki yerli ve göçmen öğrenciler arasındaki işbirliği, öğrenci-aile ve aile kültür ilişkisi düzeyini karşılaştırmaktır. Çalışma nitel araştırma yönteminde durum çalışması desenidir. Durum çalışmaları nicel veya nitel yaklaşımla yapılabilir. Burada amaç belirli bir duruma ilişkin sonuçları ortaya koymaktadır. Veriler betimsel olarak analiz edilmiştir. Verilerin elde edilmesinde doküman analizi yöntemi kullanılmıştır. Veriler EUROSTAT (2019), OECD (2018) ve PISA (2018) veri tabanlarından indirilmiştir. Veri kaynaklarından doğrudan indirilen rakamlar yüzde ve grafik biçiminde gösterilmiştir. Çalışmanın geçerliliği verilerin çeşitli kaynaklardan indirilmesi ve doğrudan sunumu ile sağlanmıştır. Çalışmanın güvenilirliği farklı kaynaklardan elde edilen verilerin tutarlılığı (kanıt) ile sağlanmıştır. Türkiye’de ailelerin yaşam boyu öğrenme, aile ve öğrenci işbirliği, yerli ve göçmen öğrenciler arasında işbirliği, öğrenciler arasındaki güven ve okula aidiyet düşük düzeyde yer almıştır. Okulların daha etkili olabilmesi için Türkiye’de okullar İskandinav ülkelerindeki gibi daha özerk olmalıdır.

Anahtar Kelimeler: Karşılaştırmalı eğitim, göçmen öğrenci, duygu değeri, Benelüks Ülkeleri, Türkiye.

A Comparative Glance to Education in Terms of Some Social Values

Abstract

The Students, families and the cultural environment are important components of the social capital in education in terms of social values. The effect of students, families and culture on social network of values education cannot be denied. The aim of this study is to compare data the level of native student-migrant student cooperation, student-family and family-culture relationship and the level of social trust and level of school belonging in native students-migrant students between Turkey and the BENELUX (Belgium, Netherlands, Luxembourg) countries. The study is a case study pattern in qualitative research method. Case studies can be conducted with a quantitative or qualitative approach. The aim here is to reveal the consequences for a particular situation. The data were analyzed descriptively. As data collection technique was used document analysis. Data on the working group were downloaded from EUROSTAT (2019), OECD (2018) and PISA (2018) databases. Figures downloaded directly from databases are shown in graphical and percentage format. The

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validity of the study was provided by the diversity of the data source and the direct representation of the data. The reliability of the study was ensured by the consistency (confirmation) of the data obtained from different sources. Family of lifelong learning, family and student collaboration, cooperation between local and immigrant students, trust between the students and the school belonging in Turkey has been to low levels. To make schools more effective schools should have more autonomy in Turkey as in the Benelux countries.

Keywords: Comparative education , immigrant student, emotion value, Benelux Countries, Turkey.

INTRODUCTION

Social capital is the surplus value created by the newly created connections between the stakeholders of the school in the social life and in educational organizations (Öğüt and Erbil, 2009). At micro level it includes relationships, values and norms which eases the interaction between the individuals, families and milieu (Gemi, 2013). One of the main components of the social capital of the school is its social network. This social network includes the cross-communication and cooperation between students, teachers, school administrators, families and milieu, which promotes the quality of the school organization. Relationships and communications in the school life form the social network, which is a part of social capital (Şahin, 2011). It is expected that this social network built on mutual trust would promote solidarity between the individuals (Devamoğlu, 2008). Broadened trust-based relationships between the students, teachers, administrators and families specific to the school could be defined as social influence network of the school (Güngör, 2011). From this point of view, networks become a “factor” of accumulating social capital, while links between the stakeholders and trust built as a result of these links gradually strengthen.

Trust is the base of social relationships built by mutual belief of the individual and the society (Karagül, 2012). Level of trust is important in both moral and material development of school organizations. Trust brings honesty, cooperation and sharing of knowledge as well. It also prevents organizational conflict, while increasing motivation, sense of belonging, and social effect of the school. Organizations with high social capital tend to have powerful norms (Gersil and Aracı, 2011). Norms are unwritten values that state what kind of behavior is acceptable for an individual in the given school society (Öğüt and Erbil, 2009). Norms are common behavior rules accepted by all stakeholders (Simitçioğlu, 2009). They form some kind of “peer pressure” by approving or disapproving the actions of an individual in a society (Ersözlü, 2008). Traces of social capital can be seen in social and organizational norms. In other words, norms form the ethical values of school organizations as well as society. Norms -being a part of social capital process- let people devote for the organization (Şavkar, 2011).

Therefore social networks, trust and norms -which are components of social capital- form the base of increased motivation, cultural identity and performance of the school stakeholders. Although students, families and milieu are essential stakeholders, researches in Turkey about social capital of schools are usually limited with the perceptions and opinions of the teachers and school administrators. Revealing social relationships between native students-migrant students, students and families, and

families and milieu as well as determining trust and sense of belonging and comparing with international data would show the actual position of social capital components in Turkish schools. In this regard, data about social relationships, trust and sense of belonging between native students-migrant students, students and families, and families and milieu have been downloaded from PISA, OECD and EUROSTAT database to compare Turkey with BENELUX countries. The reason of including BENELUX countries to the study group is their high social capital according to the data. Following questions were asked for the study's purposes:

- *What is the appearance of Turkey and BENELUX countries from the perspective of family-society relationship values (volunteer participation GGO activities, participation in cultural festival, active citizenship)?*
- *What is the appearance of Turkey and BENELUX countries from the perspective of family-student relationship values (families interest in school activities, problem solving collaboration between family and students)?*
- *What is the appearance of Turkey and BENELUX countries from the perspective of native students-migrant students relationship values (solving problems together of students, cooperation with migrants students)?*
- *What is the appearance of Turkey and BENELUX countries from the perspective of native students-migrant students trust index value (social trust index in native and migrants students)?*
- *What is the appearance of Turkey and BENELUX countries from the perspective of native students-migrant students' school belonging feeling value (school belonging native and migrants students)?*

METHOD

This is a qualitative study in case study pattern. Case studies can be conducted with a quantitative or qualitative approach. The aim here is to reveal the consequences for a particular situation. The collected data were analyzed descriptively. The data have been collected by document analysis. The data about family-society, family-student, native student-migrant student relationships, students' level of trust and school belonging for Turkey, Belgium, Holland and Luxembourg have been downloaded from EUROSTAT (2019), OECD (2018) and PISA (2018) databases. Figures downloaded directly from databases are shown in graphical and percentage format. The validity of the study was provided by the diversity of the data source and the direct representation of the data. The reliability of the study was ensured by the consistency of the data obtained from different sources. (Balçı,2013; Şimşek & Yıldırım, 2016).

FINDINGS

In accordance with the objectives of the study, the data about family-society, family-student, student-student relationships, social level of trust and school belonging for Turkey, Belgium, Holland and Luxembourg are given in the below figures:

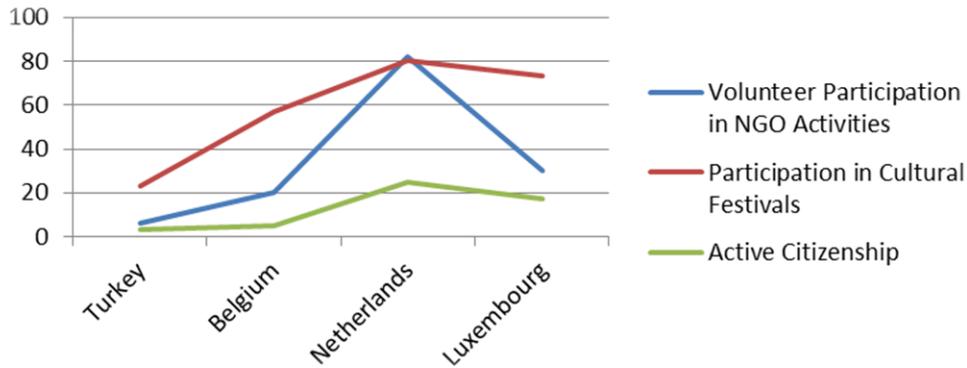


Figure 1. Family - Society Relationship

The rates of participation in NGO activities, participation in cultural festivals and active citizenship within the framework of the family-community relationship that form the basis of the school's social networks are shown in Figure 1. Family participation to civil society activities is 6% in Turkey, while it is 20% in Belgium, 82% in the Netherlands, and 30% in Luxembourg. It could be stated that Turkey has much less family support to civil society activities compared to BENELUX countries and relationship with school stakeholders and the civil society platform is weaker.

Family participation rate to cultural festivals and fairs is 23% in Turkey, 57% in Belgium, 80% in the Netherlands, and 73% in Luxembourg. Given the distinctive features of festivals and fairs in socialization, Turkey looks to be lagging BENELUX countries in acquiring social capital.

Active citizenship is an individual and social concept that includes membership in civil society organizations and pressure groups. Active citizenship rate is 3% in Turkey, 5% in Belgium, 25% in the Netherlands, and 17% in Luxembourg. The most powerful country in active citizenship is the Netherlands, while Turkey is the weakest country. NGOs are the most important external stakeholders of schools and form the social relations network of the schools. Families having limited relationships with NGOs in Turkey limit the schools' relationships with NGOs too.

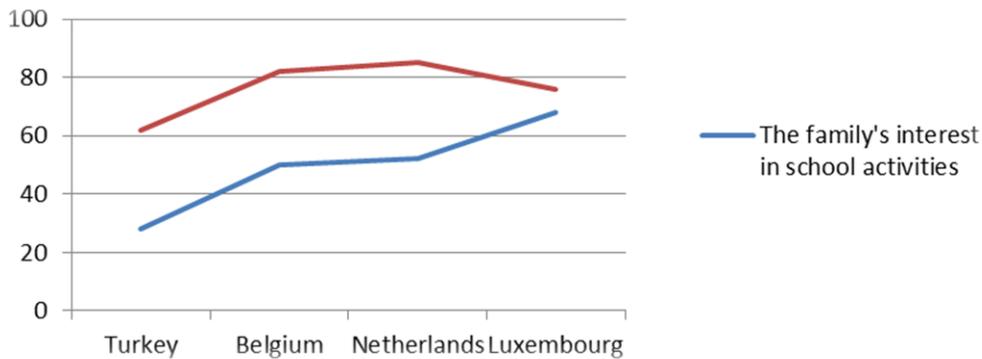


Figure 2. Family - Student Relationship

One of the important elements that constitute the social capital of the school is the family-student relationship. One of the indicators of this relationship is the family's interest in the student and the other is the ability of the family-student cooperation in solving problems. The rate of interest of the family to the child's school activities is 28% in Turkey, 50% in Belgium, 52% in the Netherlands and 68% in Luxembourg. In BENELUX countries families are more sensitive to school-based communication of their children than in Turkey.

Family-student cooperation in solving problems is an important indicator of social capital for both families and school. Turkey appears to be the weakest country in parent-child relationship with 15%, while Luxembourg is the most powerful with 31%. Low ratio of cooperation is a risk factor that can negatively affect children's social communication skills.

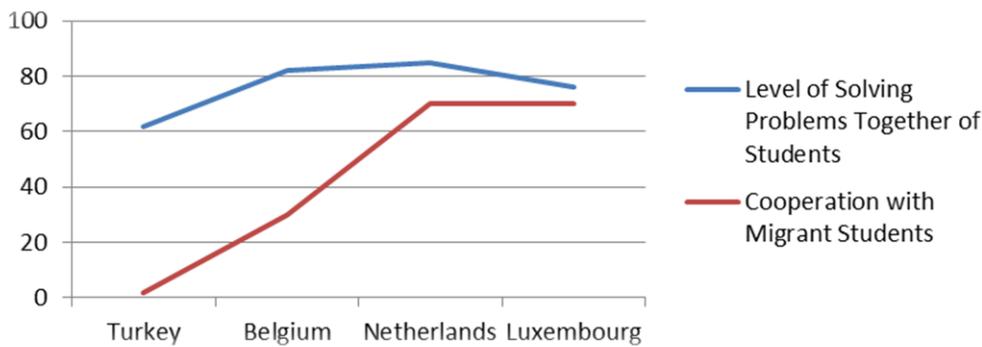


Figure 3. Native Students-Migrant Students Cooperation

Looking at the cooperation between native student and migrant student; student cooperation in problem solving is 62% in Turkey, compared to 82% in Belgium, the Netherlands 85%, and 76% in Luxembourg. Students in Turkish schools appear to have lower level of collaborative problem solving. Moreover, cooperation rate between native and immigrant students in Turkey is 2%, while it is 30% in Belgium, 70% in the Netherlands, and similarly 70% in Luxembourg. Communication and collaboration between local students and students from other cultures in Turkey appears to be weak. Therefore it can be said that activities to promote social empathy should be increased in schools.

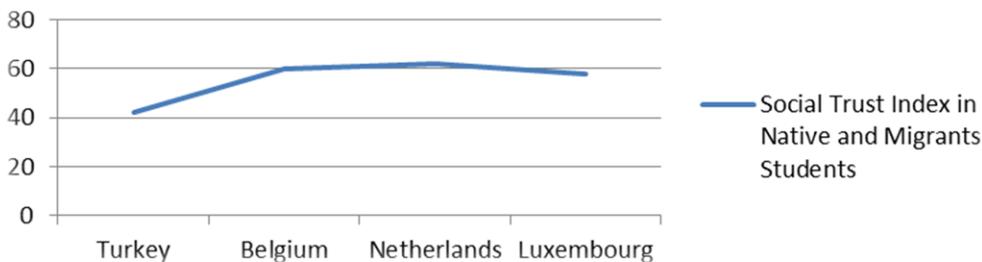


Figure 4. Social Trust Index in Native Students-Migrant Students

Trust, which is considered to be a crucial indicator of social capital, is an important determinant of in-school solidarity, school climate and motivation of stakeholders.

Turkey, with 45% has the lowest index of social trust in youngsters; while the Netherlands has the highest with 69% (Figure 4). The low social trust among youth as shown in Figure 5, has a negative effect on school belonging in Turkey.

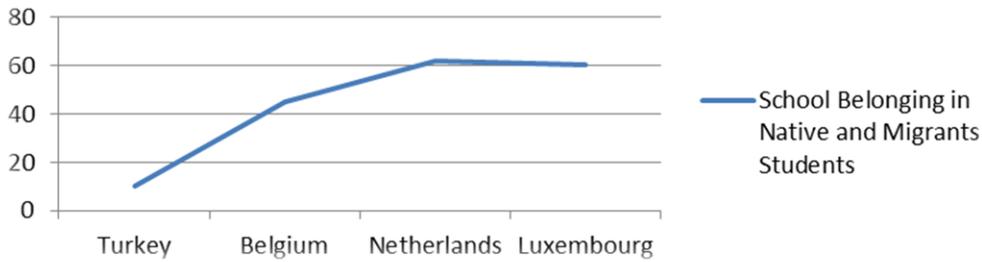


Figure 5. School Belonging in Native and Migrants Students

School belonging is related with attitude towards school. Turkey has the lowest school belonging with 10%, while the Netherlands has the highest with 70%. This shows that Turkey has lower level of social capital from the students' point of view. Mentoring support can be given to families and students for strengthening family-student and student-student relations.

CONCLUSIONS

The results obtained by comparing the downloaded data from PISA and EUROSTAT database between BENELUX countries and Turkey can be summarized as following: In terms of the relationship between family and society, while the family of the civilian community activities participation is 6% in Turkey, BENELUX countries average is 44%. The social relations network of the school expands through the relationship of families with NGOs. Therefore families' performances are crucial for the schools. Family participation in cultural fairs and festivals in Turkey is 23%, compared to the average of 70% in BENELUX countries. Participation in such events is very important for children's cultural socialization. While active citizenship rate is 3% in Turkey, this is 15% in BENELUX countries. The level of active citizenship of families can be considered as an important factor for the democratization of the school. It could be stated that Turkish schools lag BENELUX schools in democratic consciousness.

Considering family-student relationship, families following the children's school activities in Turkey are 28%, while the average of BENELUX countries is 57%. Following school activities of the children can be considered as an indicator of responsibility. The ratio of children and their families solving problems together is 15% in Turkey, compared to the average level of 25% in the BENELUX countries. This can negatively affect the attitudes of children towards school, since low level of cooperation in solving children's problems would increase the stress and anxiety of children.

Speaking of the relationship between native students and migrant students, the ratio of students' ability to solve problems among themselves is as high as 81% in the BENELUX countries, compared to 62% in Turkey. High level of problem solving skills among the students in the school can increase adaptation to school, and the low problem-solving skills together can adversely affect it. In terms of confidence, Turkey's

level of social trust among native student and migrant student is 45%, while the average level in the BENELUX countries is 60%. OECD (2018) report also confirms that public trust among native student and migrant student in Turkey is under OECD average. Low level of trust affects the attitudes towards school negatively as well as school belonging. Indeed, sense of belonging to school for students in Turkey is as low as 10%, compared to the average of 62% in BENELUX countries.

Generally speaking, Turkey lags behind BENELUX countries in all of the family-society, family-student and native students-migrant students relationship, social belonging and school level of confidence criteria. In parallel with these findings, Devamoğlu (2008) reports low social capital in schools in Turkey, while Çalışkan and Meçik (2010) point out the need for reconstruction in line with social capital elements in schools, and Töremen (2002) suggests strengthening trust and school belonging to increase social capital increasing as well as revealing lack of social capital in Turkish schools (2004). Moreover, Ekinci (2008) reports higher achievement levels for the students studying in schools with higher social capital compared to lower ones, while Erdogan (2006) finds out that social trust index is below average for youngsters, and Leana and Pil (2006) reveal that levels of social capital of internal and external stakeholders affect student performance.

This study emphasizes on the importance of family-student, native students-migrant students and family-society relations on the social capital quality of the schools, trying to reveal the international view of the schools in Turkey by intercultural comparison in terms of the above mentioned components of social capital. In this context, families should take more responsibility in school management. Teachers should be given mentoring training so that family-student relationship can be followed more closely. School administrators should be authorized to cooperate with non-governmental organizations and to establish protocols. To make schools more effective schools should have more autonomy in Turkey as in the Benelux countries.

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