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Dear WJEIS Readers,

WJEIS appears on your screen now as Volume 4, Number 3. In this issue it publishes 10 articles.

Colleagues that are in editorial board worked hard to determine the articles of this issue. There are also some articles that were presented in “5th International Conference on New Trends in Education and Their Implications - ICONTE, 24-26 April, 2014” with the contribution of 22 countries. Articles are evaluated by the referees that are either in editorial board or outside the board.

Although WJEIS is a new journal, it has been welcomed with interest. A lot of journals from various universities are in the evaluation process. We would like to thank cordially our colleagues who work hard in editorial board to evaluate the articles, writers who contribute to our journal and all readers.

1st August, 2014

Best regards

Prof. Dr. Zeki Kaya
Prof. Dr. Uğur Demiray
THE VALIDITY AND RELIABILITY OF TURKISH VERSION OF THE ASSETS IN THE NEIGHBORHOOD SCALE

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Abstract  
The aim of this study is to examine validity and reliability of the Turkish version of the Assets in the Neighborhood Scale (Oliva, Antolin, & Lopez, 2011). The sample of this study consisted of 250 high school students. The results of confirmatory factor analysis indicated that the 22 items and five-dimensional assets in the neighborhood model (Support and empowerment of youth, Attachment to the neighborhood, Security, Social control, and Availability of youth activities) was well fit ($x^2 = 311.40$, $df = 198$, RMSEA = .047, GFI = .90, CFI = .93, IFI = .94, and SRMR = .060). The internal consistency reliability coefficients of the scale were .83 for support and empowerment of youth subscale, .86 for attachment to the neighborhood subscale, .67 for security subscale, .70 for social control subscale, .51 for availability of youth activities subscale, and .88 for overall scale. The corrected item-total correlations ranged from .18 to .70. Overall findings demonstrated that this scale had high validity and reliability scores.

Key Words: Neighborhood, validity, reliability, confirmatory factor analysis.

INTRODUCTION  
For the past two decades, there has been a growing interest to understanding the human development in contexts which people are embedded and to comprehending how these contexts singularly and interactively influence development (Burton, Price-Spratlen, Spencer, & 1997; Moen, Elder, & Lüscher, 1995). According to Brofenbrenners’ ecological model, we live in a system of interconnected settings and each setting has specific rules and we must recognize the interaction of all these settings in order to understand human development. In his model, family and school represent microsystems that critical to child development. Neighborhood is an important context for child’s development and it deeply influences to family, school, and social networks (Brofenbrenner, 1989).

Researchers have documented the relationship between neighborhood characteristics and different variables. In these studies, disadvantaged neighborhoods experience was found related with worse health outcomes and
behaviors including teen pregnancy (Harding, 2003), higher rates of obesity (Black & Macinko, 2008), psychological distress, depressive symptoms, and major depression (Mair, Diez Roux, Galea, 2008; Kim, 2008). Neighborhood disadvantage has also been associated with sedentary lifestyle (Cubbin, Hadden, & Winkleby, 2001), drug use (Boardman, Finch, Ellison, Williams, & Jackson, 2001), coronary heart disease (Diez Roux et al., 2001), and death (Wight, Cummings, Karlamangla, & Aneshensel, 2010).

There is intense link between neighborhood characteristics and positive development. The purpose of this study is to adapt into Turkish and to examine the validity and reliability of the Assets in the Neighborhood Scale (Oliva et al., 2011).

METHOD

Participant
Participants were 250 high school students (132 (53%) were female, 118 (47%) were male) who were enrolled in three high school, in Sakarya, Turkey.

Measures

Assets in the Neighborhood Scale. The Assets in the Neighborhood Scale (Oliva, Antolin, & Lopez, 2011) is a self-report questionnaire with 22 items rated on a 7-point scale. The scale has five sub-dimensions: Support and empowerment (6 items), attachment to the neighborhood (4 items), security (4 items), social control (4 items), availability of youth activities (4 items). High scores indicate higher levels of neighborhood. The Cronbach alpha internal consistency reliability coefficients of the scale were .93 for overall scale, .91 for support and empowerment subscale, .91 for attachment to the neighborhood subscale, .87 for security subscale, .85 for social control subscale and .80 for availability of youth activities subscale.

Translation and adaptation process
Primarily the scale was translated into Turkish by three academicians who know English well. After that the Turkish form was back-translated into English and examined the consistency between the Turkish and English forms. Than Turkish form has been reviewed by five academicians from educational sciences department. Finally they discussed the Turkish form and along with some corrections this scale was prepared for validity and reliability analyses.

Procedure
Permission for participation of students was obtained from related chief departments and students voluntarily participated in research. Completion of the scales was anonymous and there was a guarantee of confidentiality. The scales were administered to the students in groups in the classrooms. In this study confirmatory factor analysis (CFA) was executed to confirm the original scale’s structure in Turkish culture and Cronbach’ Alpha reliability coefficient was calculated to examine the reliability. Data were analyzed using LISREL 8.54 and SPSS 15 package programs.

RESULTS

Construct Validity

Confirmatory factor analysis demonstrated that the five-dimensional Assets in the Neighborhood model was well fit ($x^2 = 311.40$, $df = 198$, RMSEA = .047, GFI = .90, CFI = .93, IFI = .94, and SRMR = .060). Factor loads of items belonging Turkish version of Assets in the Neighborhood Scale are presented in Figure 1.
Figure 1: Factor Loadings for the Turkish version of the Assets in the Neighborhood Scale
Item Analysis and Reliability
The Cronbach alpha internal consistency reliability coefficients of the Turkish form were .88 for overall scale, .83 for support and empowerment subscale, .86 for attachment to the neighborhood subscale, .67 for security subscale, .70 for social control subscale and .51 for availability of youth activities subscale. The corrected item-total correlations ranged from .18 to .70. Overall findings demonstrated that this scale had high validity and reliability scores.

DISCUSSION
The purpose of this study was to translate Assets in the Neighborhood Scale into Turkish and to examine its psychometric properties. Overall findings demonstrated that this scale had acceptable validity and reliability scores. Further studies that will examine the convergent validity of the Assets in the Neighborhood Scale are important for its measurement force. Also the temporal stability of the Assets in the Neighborhood Scale may be calculated using test re-test method.

WJEIS’s Note: This article was presented at 5th International Conference on New Trends in Education and Their Implications - ICONTE, 24-26 April, 2014, Antalya-Turkey and was selected for publication for Volume 4 Number 2 of WJEIS 2014 by WJEIS Scientific Committee.

REFERENCES


STUDENT SATISFACTION AS AN INDICATOR OF QUALITY IN HIGHER EDUCATION

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Abstract
This study investigated university students’ satisfaction from the physical environment and services provided in a higher education institution to indicate the quality in higher education. The questionnaire included students’ demographic data and close-ended questions in a Likert type scale with adequate validity and reliability (Cronbach’s alpha = .99). The sample consisted of N = 200, where n = 130 (65%) were female and n = 70 (35%) were male undergraduate and graduate students studying at public, private profit and private nonprofit universities in Albania. The majority of students were second year undergraduate students n = 89 (44.5%) who were studying at private nonprofit universities n = 73 (36.5%). By using t test analysis, results revealed that there were gender differences where male students scored higher than female students (p < .05) on most of the students’ services provided by the university. Single factor ANOVA showed that students from different university groups differed significantly $F(4, 195) = 6.15, p < .05$ on students’ services. The work has been concluded with suggestions and future developments on this issue.

Key Words: Higher education, students, satisfaction, quality.

INTRODUCTION

Universities as public and private higher education institutions are characterized by a very complex and sophisticated structure that are changing under the influence of politicians and economic leaders. Often, these institutions has been criticized and invited to change in this changing world. However, some universities have maintained their conservative nature and they have been using the same teaching and research strategies as they have been used at least 30 years from now. Indeed, as we enter the knowledge society at the beginning of the twenty-first century, in which the ‘essential key … to human wellbeing in this daunting new world is knowledge’ (Hirsch and Weber, 1999), higher education is attracting even greater political interest. A growing focus on the quality of education has been central to this political interest.

Quality has become one of the key elements of the Millennium Development Goals (MDGs). Quality in education aims at bringing the attention to the education for human rights and also emphasize the importance of the economic, social and environmental grounds of a certain area. The definition of quality in higher education is to certain extend complex, although sometimes it is easy to identify it from a multidimensional perspective including teaching, research, staff-students relationships, services and facilities.

In Eastern Europe and especially in the Balkans, higher education, while highly valued and considered by all, encounters big challenges at the millennium. Thus, the academic community and its leaders must focus on the present issues in higher education, explore the challenges toward the future and identify effective initiatives to address such challenges (Hirsch & Weber, 1999). There are two important views which can define the character of these challenges. The first one is that universities should be flexible and feasible in their structure where they should have the opportunity to make adjustments in their academic industry and meet the current needs of the student community. Secondly, a higher education institution should aim at effectively pursue teaching and research as well as contribute with community service in a fast growing world.
There is a universal agreement that a learning society is based on individual initiative assisted by the social, economic, and political environment provided by the government (Hirsch & Weber, 1999). Within such context, the development and extension of knowledge is derived from an academic institution. All the universities should have a moral obligation to improve and contribute to the social, intellectual, cultural and economic background of the individuals in the society. In doing so, universities contribute to both the intellectual vitality and the economic well-being of society; produce educated citizens; train the next generation of leaders in the arts, sciences, and professions; and actively engage in community service activities that bring faculty knowledge and research findings to the attention of citizens and industry (Hirsch & Weber, 1999).

Important developments and changes occurring in science and technology have influenced the field of education as well. New paradigms have been shaped in learning and teaching processes and strategies as a result of these changes (Gecer, 2013). The needs of our student community for the services provided by the universities will continue to grow. There is a growing interest in following university-level studies not only by the young students but also by the adult students, who need to pursue more education and skills necessary for their careers. Demand for higher education has continued to grow and 40-50 per cent enrolment rates are considered a development target in OECD countries. In developed countries, statistics show that there is a growth from 22 per cent of adults with higher education qualifications in 1975 to 41 per cent in 2000 (OECD, 2005). Access and equity are key determinants of a sustainable development in higher education systems as there is a growing demand for enrolment from all levels of demographics. Higher education is increasingly acknowledged as an element of sustainable development, and lifelong learning has become a result of societal changes (Uvalic-Trumbic, 2006).

The university is an educational as well as a service setting, where the service is often produced and consumed simultaneously (Childers et al., 2014). One way that educational institutions may consider enhancing service quality in the university is by considering how the students’ connection to the university campus and their willingness to benefit from all the services may influence their level of satisfaction. According to Chang and Fisher (2003) the level of a student’s satisfaction in a lesson is a very important component for them to acquire the knowledge or skill. A student can be considered to be satisfied if he feels that the lesson meets his needs and expectations. This can motivate the student to put more efforts on learning, increase his/her positive attitude towards the lesson, and to attend other courses in future (Gecer, 2013).

A soon as the students make it to a higher education institution, they bring there all the skills and knowledge gained before and they are expected to use and expand them during their degree courses (Whittle et al., 2010). Educators, as well are expected to identify and understand the students’ level of skills and knowledge as they already come with a certain experience in how to manage their learning but still the educators can provide support to encourage them toward a self-directed learning and bring them to the level required to successfully continue their education.

Social and physical factors of an institution’s services may greatly influence the degree of attractiveness and the students’ overall satisfaction. Social factors consist of student-faculty members relationships, student-administration members relationships and student-student relationships. Then, physical factors represent the class size and the environment, technology used during the lectures, library and computer laboratory, wi-fi connections in the campus, cafeteria and all student related service facilities. Considering the fact that all such services may have an impact on the students’ attitude toward the institution and their satisfaction, in relatively small size non-profit private higher education institutions, educators have tried to maximize the services derived especially from social factors. The students can come and meet any time with their course instructor as well as with their academic advisor if available. They are also encouraged to participate in indoor activities where most of them are part of a student club. All the faculty members are willing to help the students find connections for their internship opportunities and match them with a study program at a top university abroad. Having a relatively small number of students in a certain field of study, makes it easier to spend more quality time one-on-one with the students. In such an environment, the students find opportunity to become more familiar with each-other, more helpful and spent much more time with each-other at the university campus. When an educational setting aims at keeping the student in the focus of its services, then each component of the social environment contributes toward student satisfaction.
This study investigated university students' satisfaction from the physical environment and services provided in a higher education institution to indicate the quality in higher education. Education as a service is provided by the educators who consider both physical and social environment to positively influence student satisfaction (Driscoll & Wicks, 1998). This research investigates how all these environmental factors can elicit positive and affective attitude from students toward their satisfaction. The research questions were as following: 1) Are there any gender differences in terms of the benefit from the university services? 2) Are there any differences among students from different types of universities on their level of satisfaction from the university services and facilities? and 3) Do bachelor students differ from master students on their level of satisfaction from their university?

METHODS

Sampling and Procedure
This study was conducted to provide a broader understanding of students’ satisfaction from the services and facilities of a higher education institution. It aimed at exploring the environmental factors that influence their attitude, their experience as a student and increase their level of satisfaction from the institution while they are pursuing education. As shown in Table 1, a total of 200 university bachelor and master students where \( N = 70, 35\% \) were male and \( N = 130, 65\% \) were female representing a group of students who are heterogeneous in nationality where the majority of the students were Albanian and the rest of them were Turkish.

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Male</td>
<td>70</td>
<td>35</td>
</tr>
<tr>
<td>Female</td>
<td>130</td>
<td>65</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Paper based questionnaires were distributed in person to the students of three private higher education institutions and two public universities found in two different main cities of Albania. The students were provided brief information about the aim of the study, they were assured confidentiality and they were thanked about their willingness to participate in this study. The survey took about 10 minutes to be completed during their break time in a classroom environment. Completed questionnaires were collected by the research assistants from each university and they were returned to the research team.

Measurement tool
In this study, a close-ended survey was used to obtain demographic information and data about the students’ satisfaction level from the university they are pursuing education. The items of this survey were forced choice and a five-point Likert type scale \((from 1 = \text{“Very satisfied”} \text{ to } 5 = \text{“Very dissatisfied”})\) was used to measure the respondent’s level of satisfaction. The statements included in the questionnaire were clearly stated and aimed at obtaining the needed information about the students’ level of satisfaction from the university services and facilities. The questionnaire consisted of 3 parts in six pages. In the first page of the questionnaire, demographic information related items are included. The second part of the questionnaire included 42 items about students’ level of satisfaction on the university services and the third section consisted of an open ended question where the students could make any comments or suggestions about their university.

Scale reliability
For the internal consistency and reliability, we measured the Cronbach’s alpha, which is a method of estimating internal reliability. As shown in Table 2, we received a Cronbach’s alpha coefficient of 0.982 for the items. The Cronbach’s alpha should be greater than 0.6, so this questionnaire is reliable.
Table 2: Reliability statistics

<table>
<thead>
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<th>Reliability statistics</th>
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<tbody>
<tr>
<td>Cronbach’s Alpha</td>
<td>.982</td>
</tr>
<tr>
<td>N of Items</td>
<td>48</td>
</tr>
</tbody>
</table>

**Data Analytic Strategy**

The data were analyzed by using SPSS 20.0. Descriptive statistics were used to describe the sample. The responses received from this study were coded as 0, 1, 2, 3, 4, 5. The data was analyzed using single factor ANOVA and the independent samples t-test of SPSS for windows to compare the level of satisfaction of the students, and to check if the difference between the mean values of the test variable for one group differs significantly from the mean value of that variable for the second group with regard to gender (0 = male and 1 = female), education level was collapsed into (0 = bachelor and 1 = master) and type of school (0 = public, 1 = private, and 2 = private nonprofit) of the respondents.

**RESULTS**

The results revealed that there were significant differences between male and female students on their reported level of satisfaction from their higher education institutions’ services and facilities. Male students were significantly different from female students especially when they reported about their level of satisfaction on: “academic advising services” ($p = .014$), “career planning services” ($p = .013$), “dean of students services” ($p = .008$), “financial aid services” ($p = .013$), “cafeteria service” ($p = .024$), “social and cultural activities” ($p = .013$), “university orientation program” ($p = .004$), “testing grading system” ($p = .014$), “course content of the field of study” ($p = .044$), “instruction in the field of study” ($p = .007$), “attitude of the faculty toward the students” ($p = .013$), “variety of courses offered at this university” ($p = .013$), “class size” ($p = .013$), “availability of the academic advisor” ($p = .007$), “availability of financial prior to enrolling” ($p = .038$), “accuracy of university information before enrolling” ($p = .023$), “concern for you as an individual” ($p = .007$), “attitude of university non-teaching staff toward the students” ($p = .007$), “racial harmony at the university” ($p = .007$), “opportunities for student employment” ($p = .014$), “opportunities for personal involvement in campus activities” ($p = .021$), “student government” ($p = .007$), “religious activities and programs” ($p = .023$), “campus media, student journal, newspaper, radio etc.” ($p = .023$), “the university in general” ($p = .023$).

T-test analysis showed that there were no significant differences between bachelor and master students on their level of satisfaction. We found that bachelor students were significantly different on reporting their level of satisfaction from “University catalog/admissions publications” ($p = .001$), “Personal security/safety in the campus” ($p = .025$), “General registration procedures” ($p = .007$), “Religious activities and programs” ($p = .026$). Single factor ANOVA showed that there were no significant differences among students from different university groups on their level of satisfaction from the university services. However, we found that there were significant differences among students coming from different types of universities on “Personal security/safety in the campus” $F(2,98)=3.64$, $P = .03$, “Racial harmony at this university” $F(2,98)=3.55$, $P = .03$, and “Opportunities for personal involvement in campus activities” $F(2,98)=9.23$, $P < .01$.

**DISCUSSION AND CONCLUSION**

Important developments and changes occurring in science and technology have influenced the field of education as well. New paradigms have been shaped in learning and teaching processes and strategies as a result of these changes (Gecer, 2013). Education as a service is provided by the educators who consider both physical and social environment to positively influence student satisfaction (Driscoll & Wicks, 1998). Since the education system has undergone through many changes due to science and technology advancement, so do change all the components of education. Today teachers or professors take the role of following, guiding and supporting the students’ learning process (Collison, Elbaum, Haavind, & Tinker, 2000). All the universities should have a moral obligation to improve and contribute to the social, intellectual, cultural and economic
background of the individuals in the society. In doing so, universities contribute to both the intellectual vitality and the economic well-being of society; produce educated citizens; train the next generation of leaders in the arts, sciences, and professions; and actively engage in community service activities that bring faculty knowledge and research findings to the attention of citizens and industry (Hirsch & Weber, 1999).

The understanding of satisfaction that appears to underpin these somewhat crude measures is a very narrow one. It equates with a form of contentment, with the positive and happy feelings that derive from everything being settled (Fulford, 2013). This study included some limitations where among some of them we can mention that we have used only student-reported data and did not include staff-reported data as well. Another limitation of this study comes from the relatively low number of the students coming from private and private non-profit universities when compared to those coming from public university.

This research provided findings toward students stated opinions and experiences from the higher education institution where they are learning, targeting their level of satisfaction from the services and staff of that institution. Students reported high level of satisfaction from the campus safety, admissions office services, registration procedures and social activities in the university. All this findings can help the authorities and policy makers for the improvement of the quality in higher education, considering that such areas are vital for the students’ life in higher education.

REFERENCES


TO ASSESS THE STUDENTS OR OURSELVES?

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Abstract
We the teachers try to do our best to provide the greatest means for the learner groups we interact with. At times, but quite rarely, we find it easy to reach our aim but at other times we are forced to face a great challenge. In such times we, just as any human being would do, tend to put the blame on the groups we interact with: “They are not good students,” or “they do not study enough” are only a few of the sample phrases we utter and yet we discover in the end that complaining or trying to change our learner group prove to be useless. In that case I would suggest changing ourselves since it would be much easier to deal with the hundreds in particular schools. The scientific description of this approach in educational sciences is “self-reflection” which could also reasonably be termed as “self-criticism”. In line with this approach present discussion aims to provide a general outlook on self-reflection and positive results likely to arise once we adapt this perspective as a new teaching trend.

Key Words: Self-reflection, learner groups, perspective.

INTRODUCTION
The relationship between teachers and students and the ways to strengthen this relationship for the sake of providing the best learning outcomes has always been a subject of curiosity for teachers as well as learners. A great quantity of approaches such as Audio Lingual Approach, Silent Way, Total Physical Response (Richard J.C. and Rogers T.S., 1986) have been suggested and developed towards this end and it goes without saying that all systems are, with their pros and cons, geared towards one particular goal: to achieve learning in the best way possible. Despite the good intentions of traditional and modern teaching methods, teachers may at times sadly realize the bitter fact that theory and practice are not always supportive of each other. One method that seems to be practical in one situation or for a particular group of learners may trigger disappointing results in a different setting and with different groups of learners. Since it is quite a hard task to alter one’s learning habits and inner feelings towards a particular lesson, especially in adult learners, I suggest it would be much easier and beneficial to try to adapt our teaching habits according to the group we interact with. The simplest way to achieve this objective could be by following “self-reflection” method.

On a broader scale, self-reflection is putting a mirror into our face and be as honest as we can. As underlined by Dewey (cited in Pollard and Tann, 1933: 14), reflective behavior demands to contemplate upon one’s actions which implies “flexibility, rigorous analysis and social awareness”. Dewey also notes that “reflective teaching requires attitudes of open-mindedness, responsibility and wholeheartedness”. In that way teachers could draw a clearer and neater picture of themselves before criticizing the students.

Becoming and acting like a reflective-teacher on the other hand requires certain changes in oneself. As emphasized by Bartlett (1990), to become a reflective teacher, one has to move beyond the “whats” towards “hows”. In that case self-reflection goes beyond simply looking at oneself and listing the weakest and strongest points one exhibits as a teacher. In order to extract the best effects from self-reflection, which may reasonably be regarded as the bridge that connects one to the next harbor, it is a must to organize the further steps and follow those steps meticulously. The steps to take on the road to become a competent teacher are very much intertwined with acting as a good student dedicated to self-development.
Bailey et al. (2001: 6) divide the opportunities for development into formal and externally organized means (e.g. participating in courses, conferences, working on higher certification) and informal, more private (e.g. teaching journals, teacher chat-groups, studying a language) means. Participating in a wide range of courses on different topics, learning a new language to realize the difficulties students go through, attending national and international conferences, pursuing a higher academic degree, following teaching journals and joining teacher forums, collecting peers’ and students’ comments are just a few examples to demonstrate the ways to become a better teacher which in the end would help the practitioners to view the world of students from a different perspective. Another practice that could be fruitful in self-reflection is keeping diaries to record interesting or challenging situations one can experience in class. In that way it would be a lot easier for the teachers to handle similar problems effectively in future. The channels that would serve the instructors to be better reflective teachers are all beneficial in the long term, but one method I particularly find eye-opening is peer observation which, through the assistance of a colleague, enables us to criticize ourselves in a more neutral way.

METHOD

In a peer observation project initiated in Department of Foreign Languages at the beginning of spring term to the end of enhancing cooperation amongst teachers, an instructional observation form prepared on the basis of observation principles specified by Kathleen Mc Enerney was distributed to each teacher in the department. The specific points to be observed were listed as structure of the lesson; clarity and relevancy of instructions; teacher’s style including use of movements, gestures, eye-contact; interaction with students; effective use of materials. In addition to observing the teacher, students would also be monitored with respect to their level of participation and attentiveness. The highlighted points in the form were:
1. Each participant would be both an observee and observer and in that way a mutual interaction and sharing would be possible.
2. A Pre-observation session would be conducted. In this session the participants would direct questions to one another about the size and level of class, lesson plan and any specific points that they would like to be observed on during the process.
3. Observation would be based on the items listed above.
4. Post-observation session would be conducted with no further delay to create the best effects on the observed teacher.

FINDINGS

At the end of this peer observation project, all participant teachers reported to have gained new perspectives on their own teaching. Personally listing, my insights have changed as in the following ways:
1. My observer noted that I initiated the lesson by determining whether students have accomplished the assignments given in previous lesson and directed them questions on their personal experiences involving questions on present perfect tense which was the grammar point covered in previous week. That was, in a way, an ice-breaker for the current lesson. She said that this was a good way to start a new lesson therefore I decided to stick to that approach in further classes.
2. My observer reminded me that students tended to answer my questions in their native language (Turkish) which naturally seemed to be the easiest way for them to communicate. She suggested paraphrasing the questions that seemed to be difficult for them to understand my instructions clearly and I agree that instead of repeating the same question, it would open a new way of providing answers for the students if I re-expressed the same question in a simpler way.
3. My observer remarked that my use of language was applaudable but at times I unconsciously spoke too fast which put some of the students into confusion. She also said that sitting at the back of class amidst students enabled her to view them from a wider angle thus she could directly notice the moments they got panicked when I spoke fast. Her warning guided me to pay more attention to my speed from now on.
4. My observer shared her opinion that I sometimes failed to allow sufficient length of time to students to provide their answers and tended to formulate my own reply to the question I directed whenever the
student in question seemed to linger on the question excessively. That had been quite a useful notice and I plan to be even more patient from now on.

5. My observer reminded me that writing highlighted points on whiteboard was a good practice to attract students’ attention more into the course but I needed to wait for a while before erasing the board so that all students could have a chance to see and jot down in their notebooks. It is true that I sometimes forget to ask whether they have finished writing. Next time I will remind myself to seek the approval of the whole class before cleaning the board.

6. My observer congratulated me on periodically checking students’ understanding before skipping to a different activity. Nonetheless she advised me to direct mixed questions covering previous grammar forms as well so that I could see a larger picture of their comprehension.

7. My observer noticed that I tried hard to add some humor to class atmosphere whenever they seemed to be disconnected. She suggested playing a popular song or video in which they could all join which I think would be a lively way to draw them into lesson.

8. My observer indicated that I seemed to forget to demand the participation of students in the back row since eager ones in the front rows came up with the answers many of the times. This has been a common problem in other classes too and I was already aware of that fact. However I had thought silencing an eager student would be discouraging so I tended not to warn him/her but she suggested that I might talk in private with those ‘enthusiastic’ ones after class and explain them the reasons why I needed to wait for a while to allow all students to participate in class discussions.

9. My observer noted that I did not need to provide students with all the details of daily lesson plan because it might kill curiosity. In the next lessons I shall avoid being too specific about hourly lesson plan and leave some parts open to their imagination.

10. My observer congratulated me on my punctuality and noted that I paid respect to students’ break time as well.

The comments I listed above were restricted to two class hours and it is plausible to think of the greater numbers of positive effects that I would gain in the course of self development from different peers.

In addition to collecting peer comments as a way to improve one’s own teaching methods I believe that the views of students, who are in essence the first-hand observers of our class activities, are also remarkable means. Their comments are, with no question, a remarkable assistance to help us to become more competent instructors. With that conception on my mind I have been following a technique of collecting students’ comments for the last two years. In this collection procedure I did not follow a formal approach and preferred them to state their opinions freely.

In order to make sure that students would state their comments as freely as possible, I assure them that their identities shall remain confidential. The general outcome of student papers I have collected so far indicated that their first impression was that I would be a bossy teacher and that it would be really hard for them to adapt to my classes. However they added that after spending a few weeks together, they realized that they actually had the freedom to connect me easily and ask any questions they wanted. It is a fact I cannot deny indeed. As most of my colleagues I preferred to start in a strict and disciplined way and tried not to divert from subject matter at all but now I tend to follow a different approach. Instead of acting like the autocratic leader leaving not much personal space for students, I now try to be a democratic one allowing classroom rules and regulations to shape as more time passes.

Another way I changed myself in line with students’ comments is that I care much more about students’ personal characteristics to seek if I can find individual methods for problematic learners. In the first week of academic term, I try to know them better by asking personal questions on their educational background, aspirations, family relations and even their hobbies and fears. In the past I used to ask them to write a short biography indicating anything they wanted, even the deceased ones in their families etc. but in line with the comments I received from students I prefer to conduct a speaking activity now.

As argued by Pollard and Tann (1993: 4) “the process of self-reflection feeds a constructive spiral of professional development and competence”. Upon receiving the views of my colleagues and my students I was
then able to put the mirror into myself and check my own teaching journey from the beginning till present day. I set the clock to a decade earlier and made a comparison between me as a teacher then and me as a teacher now. The self analysis allowed me to see that my students were right about my strict approach; however as I get more experienced and mature in this profession, I abandoned this extreme discipline and now tend to start in a milder approach which might change or shape according to class atmosphere. The reason I found it necessary to change my attitude is that starting out very strict in the very beginning might at times be discouraging for adult learners in particular.

One other point that reminded me with the help of students’ views is that in the beginning of my career I thought that my main duty was to stick to the lesson plan and avoid any extra activities. However as Harmer points out (2007: 33) playing different roles in class and moving away from the plan whenever students seem to be distracted might indeed prove to be useful to involve students into the lesson.

CONCLUSION AND DISCUSSIONS

Self-reflection or self-criticism is one of the most effective ways to help teachers on the way to professional development. There are a variety of methods such as keeping diaries, journals, notes, video records (Brock, Ju and Wong, 1991) that can be employed in self-reflection and they all provide significant means to alter oneself accordingly. Nonetheless amongst these methods peer observation takes the stage as one of the most eye-opening experiments since it allows the teacher to view himself/herself from the perspective of an equivalent sharing his/her neutral comments for the sake of providing better teaching and learning in the end. However the main limitation of the peer-observation project conducted in my department was that it covered two class hours thus in the future a more comprehensive research based on larger groups of instructors might be conducted.

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THE USE OF COGNITIVE GRAPHICS IN MONITORING OF STUDENT’S PROGRESS

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Abstract
The cognitive graphics was successfully used for presentation of status of technological and industrial process. However it was not used in some other fields, although it has obvious advantage comparing to other forms of presentation of process status. Main idea behind of presentation different data using cognitive graphics is, that using easy understandable cognitive images it is possible to present the status of system in simple way, so that user can easily and fast find out what is the momentarily status of the system and how it will develop. Starting from industrial application we have developed a efficient system for monitoring the progress of students in the educational process. We used the Scalable Vector Graphics to generate cognitive images presenting the student’s success in acquiring knowledge and skills. The application can run on personal computers or on mobile devices. It can significantly improve the learning process especially in distance education.

INTRODUCTION

Usually the progress of students in the process of education is presented with the marks in the form of numbers, which can be in different scales. For example in Slovenia we use the scale from 1 to 5 in undergraduate studies and the scale from 1 to 10 in the university and postgraduate studies. This number based system is not very informative, useful and attractive. However in the field of monitoring technological and industrial processes there are several new approaches, which are based on computer technology and graphical presentation of data. One of prospective way of presentation of state of the system is cognitive graphics. In this work we present our efforts to use the same approach in the monitoring of student progress in the educational process.

THE COGNITIVE GRAPHICS

Cognitive graphic image is a model interpretation of the state of some object, situation, and phenomena. Graphic image is constructed using special graphic tools. Object can be any entity for which the model can be synthesized. Cognitive model of the image is based on three elements, what can be presented in the form: \( M = \langle P, R, I \rangle \), where: \( P \) is a set of concepts in the domain \( M \). \( R \) is a given set of relations in \( M \), which are using for.
construction of the figures (images), and I is the set of the interpretation of figures (images). The set M is in the image presented by the linked set of graphics elements. R and I present rules. A linguistic means of describing graphic images have to be:

- Graphemes (graphics primitives)
- Rules of construction, joints, overlays, position and other operations, the synthesis of graphic (geometric) shapes of the image;
- Rules of cognitive (cognitive) interpretation of graphic (geometric) shapes, images.

In this approach the graphic (geometric) figure - is any nonempty set of points. Such a definition has several advantages:

- It does not restrict the class of shapes (points, lines, graphs, charts, surfaces, bodies, etc.).
- Under this definition it is possible to operate with objects (shapes) of any dimension and in the spaces with any number of dimensions;
- To describe the relationship between the points forming the shape can be used in a variety of formal (mathematical and "not quite") and informal apparatus.

For example: algebra, calculus, graph theory, logic, semiotics, etc. These apparata provide the appropriate methods, tools and technologies.

Such an understanding of graphical tools brings them closer to the semiotic system and the formal language with its own alphabet (dictionary of graphemes) and syntax.

Well-known specialist in artificial intelligence, D.A. Pospelov (1992, 1996), formulated three main tasks of cognitive computer graphics (CGC) in decision support systems based on the figurative representation.

The first task is to create models of knowledge representation, which represent the objects specific to logical thinking, and images-paintings, handling creative thinking.

The second task is to visualize the human knowledge, which cannot be described by the text.

Third - finding ways to transition from the observed images-paintings to the formulation of some hypotheses about the mechanisms and processes that are hidden behind the dynamics of the observed patterns.

In terms of information technology supporting decision-making to these three tasks CGC should be added the fourth. It should ensure the creation of conditions for the development of the operator’s intuition and creativity by constructing a graphical user interface based on the methods of cognitive graphics. The development of computer information systems supporting decision-making is usually based on the first two tasks of cognitive graphics. Usually user interface present the data in a familiar character-digital form. The large set of such data presented to the operator, could not be used for decision making. A clear understanding of the third and fourth tasks of cognitive graphics allows formulating additional requirements as to the actual graphics, as well as to the appropriate software and methodological support.

Among them are:

- The adequacy of the studied objects or processes used engineering methods and techniques of teaching;
- Natural and accessibility for the perception of users;
- Convenience for the analysis of qualitative regularities of distribution parameters;
- Aesthetic appeal, the speed of image formation.

Using the above described principles we have developed the software package, which presents the results of students achievements in the form of cognitive images.
RESULTS

The software package for monitoring the student’s progress in educational process was developed as follows:

- It is web application, which can be used on mobile devices (smart phones, tablets) too.
- It was developed using server scripting language PHP and mySql database.
- For generation of cognitive images the Scaling Vector Graphics markup language was used, which can be implemented in the HTML5 markup language, so the cognitive images can be presented on mobile devices too.

The software package can import data from databases, or input data can be keyed in the forms on website. User can choice between different shape of cognitive images and colors, which will be used for description of data. For example red color means that something is going wrong, orange that student have to do more and that is close to dangerous area, and finally green color means that student is doing well.

Below are some examples of cognitive images presented at different devices. For example let students have done 80% of homework, solved the 30% of tests, and his activity in course is estimated as 60 % then the cognitive image using ellipse for presentation will be as on Fig. 1.

![Cognitive Image Example](image.png)

**Fig 1**: Presentation of state of student with cognitive image on display of PC

The same results could be presented on smart phones too. On figure the data are displayed on iPhone and Samsung Galaxy smart phones. It is still of high quality and easy to read. It is important to have possibility to present the data on mobile device because there are more and more (especially young) people using this devices.
We have tested the cognitive presentation of monitoring data on several mobile devices (smart phones, tablets). Because it was generated using SVG the quality of image did not change.

**CONCLUSION**

The cognitive graphics is strong tool for presentation of data representing the progress of students in educational process. The cognitive images can easily be interpreted and give full information about student’s status. It is useful for students and teachers.

Using of SVG for image generation has several advantages. It generated the vector graphics and can be easily used on mobile devices.

The further research has to be done in development of model of learning process. Combination of model and cognitive graphics could significantly improve the educational process.

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THE VALIDITY AND RELIABILITY OF TURKISH VERSION OF THE LIFE GOAL PROFILE SCALE

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Abstract
The aim of this study is to examine validity and reliability of the Turkish version of the Adolescent Life Goal Profile Scale (Gabrielsen, Ulleberg, & Watten, 2012). The sample of this study consisted of 263 high school students. The results of confirmatory factor analysis indicated that the 16 items and four-dimensional life goal model (Relations, Generativity, Religion and Achievements) was well fit ($\chi^2 = 165.76$, df = 91, RMSEA = .056, GFI = .93, CFI = .91, IFI = .92, and SRMR = .055, for perceived importance scale; $\chi^2 = 167.54$, df = 94, RMSEA = .054, GFI = .93 and SRMR = .056, for perceived attainability scale). For perceived importance scale the internal consistency reliability coefficients of the scale were .65 for relations subscale, .65 for generativity subscale, .61 for religion subscale, .50 for achievements subscale, and .76 for overall scale. For perceived attainability scale the internal consistency reliability coefficients of the scale were .57 for relations subscale, .70 for generativity subscale, .55 for religion subscale, .59 for achievements subscale, and .81 for overall scale.

Key Words: Life goal, validity, reliability, confirmatory factor analysis.

INTRODUCTION
People seek for meaning to live peacefully and presence of personally significant life goals help to find and maintain this. Goals give structure, coherence, and purpose to people’s lives and they are important for psychological well-being (Emmons, 1986). There are some studies that revealed relationships between meaningful life and higher levels of wellbeing (Steiger, Kashdan, Sullivan, & Lorentz, 2008), self-determination (Deci & Ryan, 2002), and happiness (Lyubomirsky, King, & Diener, 2005).

Goal concept is defined as desired state that people seek to obtain, maintain, or avoid (Emmons, Colby, & Kaiser, 1998). Kasser and Ryan (2001) consider life goals two dimension: intrinsic and extrinsic. Intrinsic goals include personal growth, emotional intimacy, community feeling, and autonomy while extrinsic goals are involving financial success, physical attractiveness, and social fame and/or popularity (Kasser & Ryan, 2001).

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There are a plenty of studies conducted on life goal which demonstrated its positive and negative associations with different variables. In these studies it was found that life goal positively related to academic success (Oyserman, Bybee, & Terry, 2006) and lower levels of risk behavior (Vesely et al., 2004), well-being (Ingrid, Majda, & Dubravka, 2009; Massey, Gebhardt, & Garnefski, 2008) and negatively related to hopelessness (Snyder, Rand, & Sigmon 2002) and depression (Seligman, Rashid, & Parks, 2006).

As a result, goals show peoples’ future orientation and meaning of life, so knowing one’s goals help us better understand his/her present and future behavior. The purpose of this study is to adapt into Turkish and to examine the validity and reliability of the Life Goal Profile Scale (Gabrielsen et al., 2012).

METHOD

Participant
Participants were 263 high school students (145 (55%) were female, 118 (45%) were male) who were enrolled in Hendek Girl Vocational School, in Sakarya, Turkey.

Measures
Life Goal Profile Scale. The Life Goal Profile Scale (Gabrielsen, Ulleberg, & Watten, 2012) is a self-report questionnaire with 16 items rated on a 5-point scale. The scale has four sub-dimensions: Relations (5 items), generativity (5 items), religion (2 items) and achievements (4 items). High scores indicate higher levels of Life Goal Profile. The Cronbach alpha internal consistency reliability coefficients of the scale were .74 for relations subscale, .72 for generativity subscale, .75 for religion subscale and .65 for achievements subscale.

Translation and adaptation process
Primarily the scale was translated into Turkish by two academicians who know English well. After that the Turkish form was back-translated into English and examined the consistency between the Turkish and English forms. Than Turkish form has been reviewed by three academicians from educational sciences department. Finally they discussed the Turkish form and along with some corrections this scale was prepared for validity and reliability analyses.

Procedure
Permission for participation of students was obtained from related chief departments and students voluntarily participated in research. Completion of the scales was anonymous and there was a guarantee of confidentiality. The scales were administered to the students in groups in the classrooms. Prior to administration of scales, all participants were told about purposes of the study. In this study confirmatory factor analysis (CFA) was executed to confirm the original scale’s structure in Turkish culture and Cronbach’ Alpha reliability coefficient was calculated to examine the reliability. Data were analyzed using LISREL 8.54 and SPSS 15 package programs.

RESULTS

Construct Validity
Confirmatory factor analysis demonstrated that the four-dimensional Life Goal Profile model was well fit ($\chi^2=165.76$, $df=91$, RMSEA= .056, GFI= .93, CFI= .91, IFI= .92, and SRMR= .055). Factor loads of items belonging Turkish version of Life Goal Profile Scale are presented in Figure 1.
Item Analysis and Reliability
For perceived importance scale the internal consistency reliability coefficients of the scale were .65 for relations subscale, .65 for generativity subscale, .61 for religion subscale, .50 for achievements subscale, and .76 for overall scale. For perceived attainability scale the internal consistency reliability coefficients of the scale were .57 for relations subscale, .70 for generativity subscale, .55 for religion subscale, .59 for achievements subscale, and .81 for overall scale. The corrected item-total correlations ranged from .47 to .73.

DISCUSSION
The purpose of this study was to translate Life Goal Profile Scale into Turkish and to examine its psychometric properties. Overall findings demonstrated that this scale had acceptable validity and reliability scores. Further studies that will examine the convergent validity of the Life Goal Profile Scale are important for its
measurement force. Also the temporal stability of the Life Goal Profile Scale may be calculated using test re-test method.

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SUBJECTIVE WELL BEING LEVELS OF UNIVERSITY STUDENTS

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Abstract
The purposes of this study are to investigate the SWB levels of university students and to question if SWB and its components (positive affect, negative affect, satisfaction with life) differ significantly according to demographic variables. The sample of this study was composed of 443 undergraduate students from Fatih University. The data collection instruments are Demographic Questionnaire, Positive-Negative Affect Scale and Satisfaction with Life Scale. The data was analyzed via SPSS 17 and descriptive statistics, t-test and variance analysis was utilized. The results show that SWB did not differ significantly according to demographic variables, however satisfaction with life differs significantly according to gender, age groups and perceived socioeconomical situation; and positive affect differs significantly according to perceived socioeconomical situation. In addition, negative affect was found as negatively correlated both with positive affect (r=-0.080, p<0.05) and satisfaction with life (r=-0.319, p<0.01). Positive affect and satisfaction with life were positively correlated (r=-0.408, p<0.01) with each other.

Key Words: Subjective well-being, positive affect, negative affect, satisfaction with life.

INTRODUCTION

Well being is a prominent concept in positive psychology and it has sometimes been used as synonymous with happiness. However, different types of well-being (objective, subjective and psychological) have also been defined by researchers. Bradburn (1969) has been one of the pioneers in defining well-being and he explained the state of well being or happiness as having more positive emotions than negative emotions (p.9). Withey (1976) defined life satisfaction as being a separate construct from affects, but being related with well-being (cited in Diener, Suh, Lucas & Smith, 1999, p.276). Diener & Emmons (1984) found positive and negative emotions act separately from each other. Furthermore, Kahneman (1999) explained that well-being level is the answer of how much happy a person is (Kahneman, Diener, & Schwartz, 1999). In his ‘flow’ theory of happiness, Csikszentmihalyi (2005) asserted that well-being is not bond with external factors but it is within individuals. One of the founders of positive psychology Martin Seligman (2001) suggested separate explanations for well-being and happiness. He defined well-being as a five-dimensioned (positive affect, relatedness, relationships, meaning and purpose and achievement) construct (Hefferon & Boniwell, 2011,).

The philosophical root of subjective well-being is based on the hedonic perspective of Greek philosopher Aristippus. This perspective asserts that in order for people to be happy, they need to increase the pleasurable situations (Ryan & Deci, 2001). The operational definition of subjective well-being has been generated by Ed Diener (1984), deriving from the previous findings regarding affects and life satisfaction (Wilson,1967; Bradburn & Caplovitz, 1965; Andrews & Withey, 1976 cited in Diener, Suh, Lucas & Smith, 1999). Subjective well being deals with how and why people are happy in their lives; and it is based on the cognitive and affective evaluations about their perceived state of happiness (Diener ,1984, p.542). Diener (1984) used Andrews and Withey (1976)’s specification of three components (life satisfaction, positive affect and negative affect) of well-
being. So, subjective well being is defined as the total of positive affect, negative affect and life satisfaction (Grenville-Cleave, 2012; Hefferon & Boniwell, 2011). Positive and negative affect, which act independently from each other, constitutes the affective component of subjective well being; whereas life satisfaction forms the cognitive component (Diener, Suh, Lucas & Smith, 1999).

The factors that determine the level of subjective well-being have been broadly studied in related literature (refer to Diener, Suh, Lucas & Smith, 1999; Hefferon & Boniwell, 2011; Hidalgo v.d., 2010). The characteristics of a happy person have been initially defined by Wilson (1967) as being ‘young, healthy, well-educated, well-paid, extroverted, optimistic, worry-free, religious, married with high self-esteem and job morale, modest aspirations of either sex and of a wide range of intelligence’ (cited in Diener, Suh, Lucas & Smith, 1999, p.276). Later, the relatedness of these and other factors with subjective well-being have been studied.

Genetics is one of the substantial factors that determines the level of subjective well-being. It has asserted that although genetic factors do not solely determine the level of happiness, they play an important role on positive-negative affect predispositions, thus genetic factors determine the affect regulation during various situations (Diener, Suh, Lucas & Smith, 1999). Personality characteristics have been the strongest predictors of subjective well-being. Hefferon & Boniwell (2011) stated that extroversion and neuroticism are the two important personality factors for subjective well-being. The individuals who are high in extroversion and low in neuroticism got higher subjective well-being scores. Extroverts engaging in more social interactions increase their subjective well-being levels (Hefferon & Boniwell, 2011). A comprehensive study on young adults’ well-being showed that participants who were trustworthy and extrovert reported higher levels of subjective well-being; and participants who had neuroticism characteristics had lower levels of subjective well-being (Keyes, Shmotkin ve Ryff, 2002). Furthermore, optimism, entrepreneurship, emotional stability and self-esteem are the other personality characteristics that are found to be related with subjective well-being (Hefferon & Boniwell, 2011).

The influences of personal characteristics on subjective well being are possibly moderated by environmental factors. This interaction is reciprocal. On one hand, it has stated that the probability of a person to experience positive and negative emotions is almost the same; however how they attend the emotions differs. For instance, extrovert individuals are happier because they react more strongly to positive emotions (Diener, Suh, Lucas & Smith, 1999). On the other hand, certain life situations are associated with better emotions; therefore these situations lead higher levels of well-being. For instance, being married offers warm relationships and good feelings; therefore promotes the subjective well-being of married couples (Hefferon & Boniwell, 2011). Or, being religious or spiritual provides better feelings, thus increase well-being.

Demographic variables differently constitutes for well-being. Although, some research results with different well-being levels for different gender, age and SES, Diener (1984) reported that well-being does not rely on demographic variables. So, it has asserted that there is no difference on subjective well-being levels of females and males. For the age factor, although it has long asserted that young people are happier than older people; this difference may due to cohort effect (Diener, Suh, Lucas & Smith, 1999). Otherwise, age is not the factor that decrease the life satisfaction and positive affect. Income is also not among the predictive factors of subjective well being. The role of money on happiness relies on the satisfaction of basic needs; otherwise income does not solely provide happiness (Diener, Suh, Lucas & Smith, 1999). On the other hand, the level of education is found to be associated with well-being. Studies showed that the people that have higher subjective well being levels are more likely to come from a better educational background than the other group (Hefferon & Boniwell, 2011). This relationship is not due to the education itself, but the factors such as a good job, better relationships, better income account for the high subjective well-being levels. Because, the role of job satisfaction cannot be underestimated on life satisfaction, engaging with the right profession increases the job and life satisfaction (Hefferon & Boniwell, 2011).

So, the factors that contributes to the subjective well being cannot be readily explored for all people. It has long asserted that heritability of personal traits, genetics of affect regulation and also other objective factors constitute for the level of subjective well being altogether. It has also stated that cross-cultural differences cannot be ignored (Diener, Suh, Lucas & Smith, 1999).
The purpose of this study is to investigate the subjective well-being (SWB) levels of university students. For this purpose, SWB and its components of positive affect (PA), negative affect (NA) and life satisfaction (SWL) levels of university students are analyzed according to demographic variables. The research questions are the followings:

1. Are there significant relationships among SWB, PA, NA and SWL levels of university students according to gender?
2. Are there significant relationships among SWB, PA, NA and SWL levels of university students according to age groups?
3. Are there significant relationships among SWB, PA, NA and SWL levels of university students according to perceived socioeconomical situation?
4. Are there significant correlations among PA, NA and SWL levels of university students?

METHOD

Research Design
General screening method is adopted in this study for the purposes of describing a preexisting situation (Karasar, 2009, s.77-81). Descriptive statistics, independent-samples-t-test and ANOVA were used for analysis.

Sample
The population of this study is 9,000 students from Education, Arts and Literature, Economics and Administrative Sciences, Theology and Engineering Faculties in 2012-2013. The students that were selected randomly were asked to participate the research and volunteers constitute the sample group. The sample has 443 students. The distribution of sample according to demographic variables is shown on Table 1.

Table 1: The Demographic Distribution of Sample

<table>
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<tr>
<th>Group</th>
<th>Frequency(n)</th>
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<tbody>
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<td>Male</td>
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<td>100,0</td>
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<tr>
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<td>22-25</td>
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<td>22,8</td>
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<tr>
<td>Total</td>
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<tr>
<td>Freshman</td>
<td>115</td>
<td>26,0</td>
</tr>
<tr>
<td>Sophomore</td>
<td>206</td>
<td>46,5</td>
</tr>
<tr>
<td>Junior</td>
<td>79</td>
<td>17,8</td>
</tr>
<tr>
<td>Senior</td>
<td>43</td>
<td>9,7</td>
</tr>
<tr>
<td>Total</td>
<td>443</td>
<td>100,0</td>
</tr>
<tr>
<td>The status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Internship</td>
<td>91</td>
<td>20,5</td>
</tr>
<tr>
<td>Half Internship</td>
<td>117</td>
<td>26,4</td>
</tr>
<tr>
<td>With Tuition</td>
<td>235</td>
<td>53,0</td>
</tr>
<tr>
<td>Total</td>
<td>443</td>
<td>100,0</td>
</tr>
<tr>
<td>Perceived Socioeconomical Situation</td>
<td>16</td>
<td>3,6</td>
</tr>
</tbody>
</table>

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**Instruments**

Data collection instruments were Demographic Questionnaire, Positive-Negative Affect Scale (PANAS) (Watson, Clark & Tellegen, 1988) and Satisfaction with Life Scale (SWL) (Diener, Emmons, Larsen & Griffin, 1985).

Demographic Questionnaire was designed by the researchers and contains six questions regarding the demographic variables of students.

PANAS measures the affective component of subjective well-being. There are ten positive and ten negative affect expressions on 5-Likert-type scale (Watson, Clark ve Tellegen, 1988). Gençöz (2000) conduct the Turkish adaptation of PANAS. The Turkish form internal consistancy levels (Cronbach alpha) were found between .83 and .86 for positive affect, and between .35 and .71 for negative affect. Test-retest reliability were .54 for positive affect and .40 for negative affect (Gençöz, 2000).

SWL measures the cognitive component of subjective well-being. There are five questions on 7-Likert-type scale. The internal consistency of Turkish form was found as .81 for university students. The concurrent validity was .40 for self-esteem, .29 for perceived parental attitudes, .26 for perceived friend support, -.40 for depression, -.29 for negative affect and .011 for personal income (Durak, Şenol-Durak ve Gençöz ,2010).

**Data Collection Procedure**

The data collection procedure was conducted during 2012-2013 fall semester. The target population information was gathered from university students’ service. Researchers attended to the randomly selected courses of target population and volunteer students participated into the research.

**Statistical Measures**

The subjective well being levels of students were calculated by adding the mean scores of PA and SWL with subtraction of NA mean scores. The data were analyzed by SPSS Statistics 17. In order to use parametric tests, the sample size should be sufficient and the variables should be normally distributed (Kalaycı, 2008). Therefore, Kolmogorov Smirnov test for Normality is used. The results of One-Sample Kolmogorov-Smirnov Test showed that the test distribution is normal. Therefore, parametric measures of t-test and ANOVA were utilized.

**FINDINGS**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Min.</th>
<th>Max.</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWB</td>
<td>443</td>
<td>17,000</td>
<td>71,000</td>
<td>32,273</td>
<td>14,522</td>
</tr>
<tr>
<td>PA</td>
<td>443</td>
<td>19.00</td>
<td>70.00</td>
<td>48.0790</td>
<td>8.31700</td>
</tr>
<tr>
<td>NA</td>
<td>443</td>
<td>10.00</td>
<td>59.00</td>
<td>32.0609</td>
<td>7.84888</td>
</tr>
<tr>
<td>SWL</td>
<td>443</td>
<td>5.00</td>
<td>25.00</td>
<td>16.2551</td>
<td>4.32508</td>
</tr>
</tbody>
</table>

The mean scores of SWB, PA, NA and SWL are shown in Table 2. SWB score is (32,273 ± 14,522), PA score is (48.0790±8.31700), NA score is (32.0609± 7.84888) and SWL score is (16.2551± 4.32508).

Independent samples t-test were conducted in order to find out if there is significance difference between SWB, PA, NA and SWL according to gender.
Table 3: T-Test Results According to Gender

<table>
<thead>
<tr>
<th>Grup</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWB</td>
<td>Female 311</td>
<td>32,113</td>
<td>14,888</td>
<td>-0.357</td>
<td>0.721</td>
</tr>
<tr>
<td></td>
<td>Male 132</td>
<td>32,652</td>
<td>13,669</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PA</td>
<td>Female 311</td>
<td>47.6977</td>
<td>8.49584</td>
<td>1.483</td>
<td>.139</td>
</tr>
<tr>
<td></td>
<td>Male 132</td>
<td>48.9773</td>
<td>7.83754</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>Female 311</td>
<td>32.0997</td>
<td>7.68533</td>
<td>.159</td>
<td>.874</td>
</tr>
<tr>
<td></td>
<td>Male 132</td>
<td>31.9697</td>
<td>8.25078</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWL</td>
<td>Female 311</td>
<td>16.5145</td>
<td>4.54855</td>
<td>2.113</td>
<td>.035*</td>
</tr>
<tr>
<td></td>
<td>Male 132</td>
<td>15.6439</td>
<td>3.69058</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The test found that female participants had statistically significantly higher SWL scores (16.51 ± 4.54) compared to SWL scores of males (15.64 ± 3.69), t (443) = 2.113, p = 0.035. It has also found that there are no significant differences among females and males according to SWB, PA and NA scores.

Independent samples t-test were conducted in order to find out if there is significance difference between SWB, PA, NA and SWL according to age groups.

Table 4: T-Test Results According to Age-Groups

<table>
<thead>
<tr>
<th>Age Group</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWB</td>
<td>18-21</td>
<td>342</td>
<td>31,652</td>
<td>14,969</td>
<td>-1.660</td>
</tr>
<tr>
<td></td>
<td>22-25</td>
<td>101</td>
<td>34,376</td>
<td>12,739</td>
<td></td>
</tr>
<tr>
<td>PA</td>
<td>18-21</td>
<td>342</td>
<td>47.8977</td>
<td>8.50555</td>
<td>-.844</td>
</tr>
<tr>
<td></td>
<td>22-25</td>
<td>101</td>
<td>48.6931</td>
<td>7.65211</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>18-21</td>
<td>342</td>
<td>32.2222</td>
<td>8.10255</td>
<td>.795</td>
</tr>
<tr>
<td></td>
<td>22-25</td>
<td>101</td>
<td>31.5149</td>
<td>6.93053</td>
<td></td>
</tr>
<tr>
<td>SWL</td>
<td>18-21</td>
<td>342</td>
<td>15.9766</td>
<td>4.41665</td>
<td>2.509</td>
</tr>
<tr>
<td></td>
<td>22-25</td>
<td>101</td>
<td>17.1980</td>
<td>3.87303</td>
<td></td>
</tr>
</tbody>
</table>

The test found that 18-21 years age group had statistically significantly lower SWL scores (15.97 ± 4.41) compared to SWL scores of 22-25 age group (17.19 ± 3.87), t (443) = 2.509, p = 0.012. It has also found that there are no significant differences among age groups according to SWB, PA and NA scores.

ANOVA test were conducted in order to find out if there are significant differences between SWB, PA, NA and SWL according to perceived socioeconomical situations.
An analysis of variance showed that there is significant difference on PA scores according to perceived socioeconomical situations, $F(4,438) = 3.465$, $p = 0.008$. Post hoc analyses using the Tukey post hoc criterion for significance indicated that the average PA scores of medium-low group ($M = 45.70, SD = 8.93$) are significantly lower than the scores of medium group ($M = 47.22, SD = 8.26$), $p = 0.043$. The average PA scores of medium group ($M = 47.22, SD = 8.26$), are significantly lower than the scores of high group ($M = 52.08, SD = 8.46$), $p = 0.009$.

An analysis of variance showed that there is significant difference on SWL scores according to perceived socioeconomical situations, $F(4,438) = 7.069$, $p = 0.000$. Post hoc analyses using the Tukey post hoc criterion for significance indicated that the average SWL scores of medium-high group ($M = 17.94, SD = 4.69$) are significantly higher than the scores of medium group, ($M = 15.45, SD = 4.13$), $p= 0.009$. Pearson Correlation was conducted to find the relationships among PA, NA and SWL.
Table 7: Correlations among Variables

<table>
<thead>
<tr>
<th></th>
<th>PA</th>
<th>NA</th>
<th>SWL</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA</td>
<td>1.00</td>
<td>-0.080</td>
<td>0.408</td>
</tr>
<tr>
<td>NA</td>
<td>-0.080</td>
<td>1.00</td>
<td>-0.319</td>
</tr>
<tr>
<td>SWL</td>
<td>0.408</td>
<td>-0.319</td>
<td>1.00</td>
</tr>
</tbody>
</table>

There are significant correlations among PA and SWL, $r(441)=0.40, p<0.01$; there are significant inverse correlations among PA and NA, $r(441)=-0.080, p<0.05$; and there are significant inverse correlations among SWL and NA, $r(441)=-0.31, p<0.01$.

**DISCUSSION**

The results of the study showed that subjective well-being, positive affect and negative affect levels of university students do not differ significantly according to gender, but life satisfaction levels differ significantly. The literature suggests different findings. There are researches that show the difference among subjective well-being regarding gender (Cenkseven & Akbaş, 2007; Dilmaç & Bozgeyikli, 2009; İlhan, 2005; Yavuz-Güler & İşmen-Gazioglu, 2008; Türkay, 2011; Gündoğdu & Yavuzer, 2012) whereas there are also other studies that do not support gender as a predictive factor for subjective well-being (Diener, 1994, s.554; Diener, Suh & Smith, 1999; Cihangir-Çankaya, 2009; Tuzgöl-Dost, 2006; Saygin & Arslan, 2009; Tuzgöl-Dost, 2010). Diener (1984) defined subjective well-being levels independent from gender differences. As stated, there are other factors that contribute to the subjective well being differences among individuals. So, it can be inferred that if there were gender difference the reason is other variables such as personal characteristics. For positive and negative affects, the literature suggests that there is no significant difference among genders (Watson, Clark & Tellegen, 1988; Uzun Ozer & Tezer, 2008). Satisfaction with life levels showed that female students got significantly higher life satisfaction levels than male students. These results are consistent with Köker (1991), Cenkseven & Akbas (2007) and Tuzgöl-Dost (2007). There is also other research which shows that life satisfaction does not differ according to gender (Chow, 2005; Gündoğar, Sallan Gül, Uskun, Demirci & Keçeci, 2007). Cenkseven & Akbas (2007) It has generally stated that the role of gender on predicting life satisfaction is very low.

The findings showed that subjective well being, positive affect and negative affect levels of university students do not differ significantly according to age groups, but life satisfaction levels differ significantly. The research results that even among young and elders there were no significant difference regarding subjective well-being (Hefferon & Boniwell, 2011). Diener, Suh & Smith (1999) stated that positive affect differs among women’s age while negative affect does not differ with age. Another similar study showed that for women positive affect differs with age while for men there are other factors that accounts for differences (Mroczek & Kolars, 1998). Since the age difference in this study is low, it supports the previous literature findings (Şahin & Karabeyoğlu, 2010 etc.). In this study younger group (18-21) has lower life satisfaction levels than the older group (22-25). Some research showed differences among ages regarding life satisfaction levels (Ünal, Karildağ & Yoluğlu, 2001), while other studies do not offer age as an important factor for satisfaction with life (Gündoğar, Sallan Gül, Uskun, Demirci & Keçeci, 2007). The age difference in this research is low, so that we can conclude that freshman students feel lower life satisfaction than senior students. This difference can be accounted for the feelings of achievement on the initial and final years of university.

It has found that subjective well being and negative affect do not differ significantly according to perceived socioeconomical status, however it has an effect on positive affect and life satisfaction. The existing literature suggests that subjective well being and economical situation do not linearly related with each other. It has supported that providing personal needs makes individuals feel better, however on the long run it does not effect the general well-being (Johnson & Krueger, 2006; Diener, Suh, Lucas & Smith, 1999). So, while individuals feel better (positive emotions) when satisfying their needs, they do not become happier with more money. The
higher positive affect of medium-low group than low group can be explained by satisfaction of basic needs. The existing national studies both show the relationship (Tuzgöl-Dost, 2006; Tuzgöl-Dost, 2010; Tümkaya, 2011) and no relationship (Şahin & Karabeyoğlu, 2010) between socioeconomical situation and subjective well being. Gündoğar, Sallan Gül, Uskun, Demirci & Keçeci (2007) found in their research on university students that financial situation and life satisfaction levels are correlated with other. This research showed that students who perceive their socioeconomic situation as high and medium-high got higher grades on life satisfaction than those of medium group.

The findings regarding the relatedness of subjective well being components show the positive correlation between positive affect-life satisfaction (0.40), and negative correlations between positive affect-negative affect (-0.080); and life satisfaction-negative affect (-0.31). The strength of correlation between positive-negative affect is very similar with the original findings of the scale (-0.09) (Watson, Clark & Tellegen, 1988). This results show that although positive and negative affects are inversely related they are not the opposites of each other and act independently. Satisfaction with Life Scale original scale also has very similar findings with the results of this study. Diener, Emmons, Larsen, Griffin (1985) found that the correlation between positive affect-life satisfaction is .50 and the correlation between negative affect-life satisfaction is -.32.

CONCLUSION

The study shows that subjective well being levels of university students do not differ significantly according to demographic variables such as gender, age and perceived socioeconomical status. However, the cognitive component of subjective well being is found higher in female participants than male participants, in higher age group than lower age group and in higher socioeconomic status groups than lower socioeconomic groups. The affective component of subjective well being shows differentiated results for positive and negative affects. While positive affect is found higher among higher socioeconomic status groups, there are no significant negative affect differences among participants regarding demographic variables. Lastly, the findings of the research support the direction and strength of relatedness among the components of subjective well being.

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CLOUD COMPUTING AND GREEN TECHNOLOGY SUSTAINABILITY: COMPARATIVE ANALYSIS OF 3-TIER EDUCATION SYSTEMS IN NIGERIA

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Abstract
As a form of the emergent penetration of information technology (IT) in the dynamic economy, green computing and sustainability has in recent years obtained great interest across the world in light of outsourcing IT infrastructures and services. The initial form of green sustainability is the introduction of traditional data centers but currently it transforms into the ‘cloud’. Therefore, the role of sustainability and green transformation lies on computing investment into various spheres of life. This paper however seeks to explore the analysis of cloud computing and green sustainability movement in various categories of education such as higher, tertiary and primary level of education.

Key Words: Cloud Computing, Green Technology, Education Systems in Nigeria.

INTRODUCTION

Application of cloud services in education
In Education sector, academicians are uniquely identified with their information seeking skills which enable them update their knowledge regularly. Cloud computing invariably provides this information to Educators through the internet and aids in academic excellence by deploying cloud services through various mediums. These could be in the form of Creating Records and files, storing these created files and sharing the information and or created files amongst educators or learners. Hence the application of Cloud computing is widely spread across all levels of learning. Ernst and Young (2011) has it that teaching materials can be made available by the Cloud Service Providers to educate the client users on the available risk management issues as it relates to cloud usage. This indicates how crucial it is for educators who are cloud service users to understand how to manage their information usage in the cloud.

There is as well some web-based software hosted in the cloud and deployed as cloud service rendering to Educators which were generally analyzed by Aaron and Rochie (2012) for academic improvement. With the flexibility nature of cloud computing, academic professionals and or learners can always prepare their proposals, write-ups, conference papers etc, store them on the cloud, and easily retrieve them as and when needed. In a more advanced area, the importance of implementing cloud computing in Libraries is heightened
(Cloud Library) as a link which connects the Libraries with the IT sector thereby enabling readers share educational resources amongst different libraries (online) as such increasing the effectiveness of the us of Libraries, while cost of materials is reduced. Abidi (2012).

Application of cloud services in health sector

With the existence of some cloud based health applications, health solving information are being provided to enable the client user partakes in the services provided. Amongst these applications includes the Health Vault, Google Health and this provision grants instant access of data to both Health Patients and administrators for critical problem solution.

The pressing need of every health sector includes; improvement on the quality of care services rendered, ensuring patient’ data security, and reducing cost. By the application of Cloud services, these needs obviously would be met. The cloud based platform, provides opportunity for patients to be able to control their ailment for healthy living through the consumer oriented cloud based applications. Models like the (PCMH) Patient Centred Medical Home grants access to an individual patient from various providers.

The need to cut cost in health sector is one of the bases for taking on cloud computing. The decision makers of the health sector, while stipulating their IT investment decisions puts this into consideration and the returns to their investment. Although data security is the most discouraging factor in cloud computing, yet a personalised, centralised and standardized way of managing clients data within the health ecosystem can be assured in the cloud and by the use of SaaS as well as in the form of private cloud deployment. Schweitzer (2012) in his survey has shown that cloud design is useful and mightier to the former (EHR) Electronic health record system of operationalism in the health sector because of the economical, utility and efficacy features of cloud services. With proper examinations of some developing economies, it is obvious some health-based data sharing applications have been implemented to as well help in technology analysis Nir (2010).

CHALLENGES OF CLOUD COMPUTING IN NIGERIA

The elasticity and scalability nature of cloud computing to a large extent attracts numerous users to itself because the users tend to pay just for what resources they use as such it becomes relatively less expensive for usage compared to client users constructing their individual infrastructures. Companies significantly store and host their entire needed infrastructure in the cloud thereby saving manpower and finances for such organisations. This shows the great benefit of using cloud computing as Madhan,(2012) explained that upcoming enterprise applications would be dependent on cloud computing, none the less, prevailing challenges of cloud computing are evidently shown below. This relates to various areas of implementation and usage of cloud computing in Nigeria.

Data security. The assurance of data security is seen as the greatest deterrent to the adoption of cloud computing in all spheres. However, security measures such as (IDS) Intrusion detection system, encryption are put in place to checkmate activities performed on data stored in the cloud. To ensure security, confidentiality, integrity, and availability are terms which must be well explained and adhered to in every establishment over their data. When an establishment encrypts its data, it is expected to be in charge of the encryption keys which are unique to every encrypted document, this is likened to confidentiality, and the encrypted key should be confidential to the establishment. The integrity of an enterprise is portrayed when it maintains the stipulated policy including its security laid down rules such as uniqueness of password. There is every need for availability of data at any time and easy access from anywhere over the internet to be ensured in every company. In this view, (Gartner in Train, 2009) listed various issues to be understood by establishments before they venture into cloud computing, these includes; location of data, segregation of data, regulatory compliance, recovery of data, supportive investigation, durable viability, and privilege user access, the listed when put into consideration would yield effective data security. MCP is one of the cloud based services seen to provide various level of data security which enhances the managerial capability in developing nation.
CONCLUSION

Epileptic power supply. This is one of the factors that badly affect business sectors as seen in developing countries like Nigeria (Nebo, 2013) in reference to Figure 1. This could be a great challenge to the adoption of cloud service as it denies the client-user instant access to stored data and inconsistency in internet access. On the other hand, enterprises could face excessive reliance on the use of generators which is not cost-effective to business as more expenses would be incurred.

Internet bandwidth. Bandwidth is a concept used to explain the amount of data transferred over a medium; internet or network, therefore bandwidth describes network speeds. For instance, 1 Gigabit connection of Ethernet possesses a bandwidth of 1,000 Mbps which is 125 megabytes per second. Internet bandwidth is said to mean an electronic process that connects a user's PC to the internet. When the bandwidth connection is more, the speed of the internet will be faster; hence the information loads easily, and in a short time. In recent times, bandwidth limitations is a major challenge to internet surfing. Meanwhile, according to (Lori, 2011) 10mbps is the benchmark for cloud and video related activities. However, as recorded in the 'State of the Internet 3rd Quarter 2012 Reports' (Leadership, 2013) Nigeria has been shown as the lowest average internet connection speed as declined to 2.8 mbps. This inhibits the bandwidth-efficiency, thereby taking a longer time to connect to the cloud on the internet.

![Conceptual model - Schematic Representation](image-url)
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Ernst and Young (2011), Cloud computing issues and impacts. Global Technology industry discussion series. EYGM Limited.


THROUGH ART EDUCATION, GAIN AESTHETIC VISION IN FASHION DESIGN EDUCATION

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Abstract
Creating fashion design objects with pleasant and by appealing to the senses, are to make main attraction for these projects which have value of commodity to the market through functions existing outside the aesthetic appearance. Produced and placed on the market these commodities that have aesthetic views firstly deal with the opinion of the designer's creative power and aesthetic view. Products having fashion design are to give this value and the designers to create aesthetic likes of which universities will function to bring up these designers and depended on these universities, departments can just achieve this aim by giving to students through arts education. When we think, the purpose of arts education, is not just to train artists in each individual's personal, social and professional life will take advantage of the numerous contributions to arts education of a lifetime; the importance of arts education, that is the fundamental basis of design education and its requirement should not be underestimated for individuals who studied fashion design also. The power of creative design fashion, designer who needs firstly, an advanced form of aesthetic expression and the way of expression can just happen with the quality of art education and its environment.

Key Words: Fashion Design Education, Art Education, Commodity Aesthetics.

INTRODUCTION

The term fashion in Turkish glossary is defined as “the temporary change seen in the daily life of society because of the need to changing or ornamentation wannabe” and “social admiration which is effective for a definite time and excessive fondness to something” (TDK, 2013).

Fashion is the passion to look for a renewal and changing. The styles and habits which are changing frequently are called as “fashion”. The pursuit for new styles for satisfying the feeling of beauty besides needs is seen frequently. The changings in mentality and life standards of people, the inventions in other areas are reflected on clothes and these changing dressing styles created “fashion”. Media, international trade, the development in garment industry, cheap production and developing technology increased the speed of fashion and renewal (Pektaş, 1994).

For Tunali (2009: 108) fashion is the phenomenon to create new styles in the whole life of people, idea and admiration fields. Thus, it is a universal power changing the life of people and leading the cultural structure of society.

When the definitions are investigated, there are two distinctive elements of fashion: Renewal and Liking. Fashion changes constantly and each renewal and changing should be accepted and be liked. In other words, the objects produced as fashion should be liked by appealing to the senses despite of constant changings. The effort to create fashion design objects in an aesthetical style indicates the importance of aesthetical appearance of these merchandises in market besides their function and these appearances create the main attraction to buy these merchandises. Fashion design is a commodity which has economic value and utility function. For Tunali, commodity is not only an economic element but also an aesthetical phenomena. (Tunali, 2008: 92).
Each commodity has an appearance understood by senses. Sensual appearance of commodity should be distinguished from its usage. Appearance is more important than the existence in terms of selling. A commodity with bad appearance cannot be sold (Tunalı, 2008). Thus, the commodity which is aesthetically good may be preferred when compared with more functional and useful commodity and such a commodity is bought just because of being liked.

The ones who controlled the appearance of commodity may control the society who is attracted by the commodity appeal to their sense (Haug, 1997: 25). Since the existence of human, the people who get the power use their powerful, different and aesthetical appearances in order to strengthen their authorities and not to lose their power. From gigantic structures to fantastic tombs, from flashy cities to works of art, even to their personal appearances, they use the appearances of commodity and their effects on other people in order to get power and authority.

The producer powers who see the economic attraction of the value of appearance want to use this situation. Thus, they have the desire to create new sensual styles, new requirement styles and new aesthetical renewal which is the equal of fashion means the total changing seen in the whole appearance areas, not only in definite areas (Tunalı, 2008). The other way of producer powers to use appearance is related with creating again. In this method, the duration to consume the commodity is shortened. As it is understood, the appearance of commodity is used as a tool for economic target. An aesthetical value is changed only for the aim of getting profit. Thus, fashion is turned into a competition of brand among the firms (Tunalı, 2009).

Fashion designers should develop original and creative ideas and should gain aesthetical appearances to get the applause of individuals besides the economical aim in the clothes they designed. The designer who directed to this aim should have the power to design and aesthetic and should have artistic and vocational information and ability. The schools which educate fashion designer should apply art education to grow a designer who has these abilities. The ability to think creative, original, aesthetic and functional way and the way to apply these abilities can be gathered by the design students through a qualified art education and environment.

Problem
The problem of this research is to develop creativity and originality in fashion design education given at graduate level and to define the role of art education offered to students to provide an aesthetical regard and explanandum.

OBJECTIVE AND METHOD
In this research, the terms fashion, commodity aesthetic, art education and fashion design education are tried to be stated by investigating them within the relation among each other. Within these terms, the function of art education in providing aesthetical opinion and the way for statement to students in fashion design education is evaluated. The resources in literature are achieved by scanning method and the achieved books, thesis, articles, etc. are interpreted within the aim of research.

Aesthetic Education Through Art Education
Universities which generate the new power of society are responsible for growing educated and modern people. Art education has an indispensable importance in growing contemporary people. Art education is designed to teach the place and importance of art in life by experiencing and living it with the ones who are grown. Art types, historical develop, the power of art and its being the main requirement of people are tried to be shown with samples within definite programs. In addition, with applied studies in various branches, it is a training period directed to create artistic product.

Creative, inventive and free individuals should be grown against all the ideologies, dogma and pressure which limit the freedom of thought and prevent free life. Humanity owes the developments which gather speed to creative ones who think different from every one (İlhan, 1995). It is the need of our era to create the functional and aesthetical objects. Creative people find new solutions to new problems by according with new conditions easily (Alp, 2009). Creativity is the most important intellectual element to determine the result in competition
among societies (Aktaran: Etike, 1995: 33). In a process or concept to be told as creative, there should be renewal, originality, prodigiousness, exception and difference may be found and these characteristics should be harmonized and synthesized (San, 2008).

Creativity in visual arts is the compound of technical data, sensual richness, excellence feeling, and visual-sensual intellectuality more than mental - mathematical intellectuality, over wise and expertise, skillfulness (Atalayer, 1994a: 103).

Person who is robotized, cried and isolated individually may know, tell himself/herself and communicate with the society through creative art activities. On the other hand, they contribute to developing of society with new ideas and inventions (Etike, 1995). When looked from general view, art education provides original, creative, investigative and researcher identity to individuals; provides self-reliance by developing intellectual and cultural point of view. By developing critical idea and power of sense, healthy communication is provided in gathering problem solving and sight. With technical data and abilities, affective, spiritual, sensual and cognitive power is developed; the individuals who overcome problems and who state himself/herself are educated (Artut, 2006).

Art education is required to educate the power and potential of people and to rationalize the aesthetical idea and sense. In supporting observation, originality, invention and personal approaches; develops the practical idea. The ability to animating and offering the ideas with various tools contributes to the educational success of people in artistic and scientific jobs. Aesthetical view and sight of the one who learn to think with values and to realize with qualities are expanded (Yolcu, 2009).

The ethical value and aesthetical value are provided to individual with art education (Özsoy, 2007: 47).

The terms aesthetical education and art education are generally identified. Aesthetical education is not accepted alone as an education because it does not have any specific topic. Aesthetical values do not create a specific objective area and it is seen in internalizing the world perceived sensually by people (Transferred by: Akin, 2006: 24). Aesthetic education is given during the art education within art education lessons, topics and applications. With such a transferring way, by giving aesthetical sensitivity to the ones who get art education, aesthetical perception, point of view, sight and understanding are given to these people. Thus, art education is the main and the most effective tool in providing aesthetical regard.

Read defines aesthetical education as the education of senses depending on conscious and individual provision and mind (Transferred by: Akin, 2006: 46). In a qualified art program, students develop their perceptual, interpretive and analytic abilities. They learn to find meaning with visual objects. As they use the language of art, they can state their ideas truly. Their ability to get aesthetical regard is getting better. These students understand the infrastructure which creates the base of their culture and they become more sensitive. A qualified art education program teaches the students the way to use provisions and elements of artistic arrangements aesthetically in stating the ideas, excitement and values visually (Akin, 2006).

Serap and Ufuk Buyurgan (2007: 4) argue that a qualified art education can be applied with:
A point of view which is aware of the existence and importance of art education,
An education program which renew itself in accordance with the changing and developing conditions of era,
Qualified art educator,
Enough course time and
The equipment and instruments well for the aim...

Aesthetical Education in Fashion Design Education Through Art Education
In this era in which we live the period of technology and machine, we need art education, aesthetic education more than the other eras. Industrial age teaches us new thought systems. People should be creative and constructive. If the industrial age is seen only as a technical term and if a modern thought system was not created; then a modern life shall be difficult and it shall not be more than imitation (Buyurgan, 2007).
As a need of the age in which we live, in the achieved industrial and technology environment, each product requires an education system including its time interval (Atalayer, 1994b). Art services to industry with the age of technology. Especially in America, art is required to provide service for industry. It is aimed to raise the quality by growing new designers. There is an increasing demand for better and talented designers day by day (Erbay, 1997).

A contemporary art and education applicable for the existence of industry technology can be humanized by giving life and soul to the machines and their products which have the integrity of mind-function (Atalayer, 1994b).

Vocational art education, being different from general art education, aims to develop human power which can adopt the developing technology and the requirements of age and the art educators to grow this power (Alp, 2009).

In Germany, Bauhaus school which was found by Gropius in 20's is the leader and the best example of art and design education given turned to industry. This school which integrates art, applied arts and craft reflects the aesthetical understanding to products and it can be functional, too. The reflections of this school which marks a new epoch are seen still. This cult which aims to meet the needs of industry with Applied Fine Arts School in Turkey does not continue completely but inspires a lot of design schools today.

For Pektaş, technical and industrial products are the products of a design such as the work of art; thus each of them is also an aesthetical object. Work of art is only an aesthetical product as an original feeling, idea and imagination; but function design should be taken into consideration besides aesthetical design in design of product (Pektaş, 2011: 223).

Each of the produced objects is a commodity and they have a value in economic structure of our age. Each design is also a commodity but it is not true to say that each commodity has an aesthetical value. The designs of commodity depending on obligatory effort and machine rhythms are rough and they are strange for people because of their vulgar structures. The products of such a strange reality which pollute our life and environment and communication can also be equipped via creative effort with humanitarian value (Atalayer, 1994b).

The individual of whom aesthetical value is trained can use technology better than an engineer or a technician for creating "aesthetical beauty". The one who don’t get art education, whose abilities are not developed, whose abilities are not professionalized and who don’t have aesthetical background is not successful in creating an aesthetical design (Atalayer, 1994a).

In this data and informatics age achieved with the developing of industry in line with technology, creative ideas and products should be designed which are appropriate for the speed and dynamism of the era, the life styles of human and social events and their sense of art and appropriate for the spirit of renewal and changing at the level to meet all the points. Textile and outfit sector developed with the proceeding of technology and industry has played an important role in development of country in Turkey. It is not enough to watch the technology in outfit and fashion sector in which idea and design are important besides production. The products produced with technology are designed with creative idea just as the power which designs technology and which is generated by creative.

With the changing of locations and places of countries in global markets as a result of globalization, the location of Turkey which is a cut producer in fashion sector is also changing. In today’s world where branding is getting important, the quality of products and their creative and aesthetical design get the first line in parallel with the usage of technology. In order to create aesthetical designs by isolating cut production and imitation, the need to qualified education in fashion design is generated. With the aim of meeting the demands of sector by seeing this need, the departments of fashion design are given education in state and foundation universities, especially in Istanbul. The number of these departments which give education at graduate level is about thirty. However, when the programs of these departments are investigated, it is determined that art education
lessons are given enough. Fashion design education given as oriented to production in a lot of department lost its validity in today which requires renewal, creativity, aesthetic and originality.

The power of branding and design determining the national and international competition is shaped in line with aesthetical appearance which affects the customer besides quality and functionality. Thus, the designers to be grown for this sector should be educated within this conscious. In such an area where aesthetical appearance is important, the designers should have an aesthetical point of view.

Hablemitoğlu states that there is a relation between the desire of being adored by others and themselves by wearing the clothes they choose and aesthetic. Aesthetic put the other factors designing the quality of cloth into shadow thanks to this effect (Hablemitoğlu, 2006: 3).

Customers evaluate the quality of clothes not only according to the functionality, but also to “aesthetic” factor which defines a satisfaction and pleasure depending on sensual, emotional and cognitive perception (Transferred by: Hablemitoğlu, 2006: 2).

The designer of a cloth who put the aesthetical value to the cloth as a commodity should have a qualified education based on art education besides vocational and technic data. Alpan emphasizes that the main determining factor in textile and cloth designing, which is defined as an artistic activity are, is artistic creativity (Alpan, 2003).

The design elements and principles which provide formal shape to cloth should be organized to give aesthetical pleasure in generating the appearance of cloth, as a commodity. In order to actualize the original and creative ideas of designer which are generated by internalized in inner world of designer through textiles, accessories and required materials visualized and drawn with an aesthetical point of view, the main design elements, in other word the main point of art and art education, should be known and applied well. Visual elements and values of basic art education which are required to be applied for fashion design are grouped by Atalayer in the way given below:

- Elements of Aesthetical Statement: Style, Rhythm, Move, Plainness, Harmony;
- Effects of Aesthetical Elements: Beautiful, Good, Well, True, Nice, Magnificent, Funny, and Great;
- Elements of Internal Aesthetic: Meaning, Function;
- Elements of Narration Technique: Point, Line and Stain;
- Elements of External Aesthetic Appearance: Form and Style, Light-Shadow, Color, Tissue, Direction, Measure and Interval (Atalayer, 1994b).

Fashion designer can only gain the aesthetical sight, creative, innovative and original idea, artistic and sensual education via a qualified art education and environment. By taking the fashion design training into consideration, the lessons such as basic design education, figure drawing, technical drawing, fashion illustration, history of art, contemporary art history, and aesthetic and art philosophy should be obligatory in fashion design trainings (Başaran, 2013). The training programs prepared in line with the conditions of age and special requirements of the field should be conducted with qualified trainers, by separating enough time and with various and matching equipment.

The fashion designer which was educated in such a qualified training can ground his/her designs on intellectual base by developing his/her imagination with gained education. He / she can reflect his/her ideas to the designs. He / she moves by taking the aesthetical pleasures of the age and society in which he live into consideration and uses the elements and previsions of design in his/her designs in the most effective and better way. By developing the visual and sensual side, he/she can use this side in thoughts and practices. By taking into consideration the psychological and aesthetical effects of colors, he/she can give color to his/her design in the better and right way. He / she can gain the integrity of aesthetical appearance in designs. He /she can picture the ideas in his/her dream in a right and understandable way or an artistic way; he / she can develop the creativity and design more functional or private use products. By learning the human body better; he / she can produce ergonomic, functional and aesthetical clothes.
CONCLUSION

Art is an indispensable part of human life. No matter where we look, we see the works of art and design. However, we see the reflection art and design styles in our environment from the plates to clothes and furniture which we use almost every day (Transferred by: Mercin and Alakuş, 2007:15).

Thousands of objects designed for our usage in our life are goods at first and they are commodities which has exchange value in market. However, we do not buy almost an object only for its functional aspect. While we buy an object, besides the function and quality of an object, the appearance of this object is an attractive point when we buy an object.

Especially in our wearing and accessory preferences, our satisfaction in terms of their appearances becomes the first point in our preference to buy such materials when compared with the functions and accessories. The appearances of clothes and accessories attracting us by addressing our senses are the most important means when we aestheticize our body for others or for us. We show the action of purchasing because of the intention of having the commodity as a result of the aesthetical pleasure in our sense even we do not need the commodity because of its function.

When we look from the fashion of clothes and accessories, the designers who gain aesthetical point of view are grown by gaining art education besides vocational and technical education in fashion design departments of universities within increasing demands.

The developments and innovations in technology, science, art and design and increasing knowledge make it obligatory for us to keep up with the age. With an active, innovative and flexible program; an environment where students show their creative powers clearly and show their ideas easily; a rich environment should be created to feed their ideas. A technical and vocational education based on art education should be given for effective and quality fashion design education. The designers whom senses are open, who thought creatively and originally, of whom aesthetical sight is developed should be grown. In order to give required aesthetical statement and point of view to fashion designers, the art lessons should be included in education programs. Artistic activities should be conducted inside or outside the school; Current art activities in domestic and abroad should be followed and participated.

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ACQUIRING SOFT SKILLS AT UNIVERSITY

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Abstract
In general the universities focus on teaching professional information rather than soft skills like creativity, problem solving, personal communication, writing and speaking skills. The students learn how to become an engineer, an accountant or a dentist, but they don’t learn soft skills. Without soft skills, every university graduate faces too much trouble in their professional life. With university education, the graduates can practice their profession; they can design a machine, they can cure an illness, they can develop economic growth models but cannot communicate effectively, do teamwork or solve problems. Hence, thousands of dollars are spent for soft skills training in corporate life. Besides, these trainings are short and insufficient; and there occurs the cost of time and money because of lacking soft skills. University students should acquire soft skills before they graduate. In this study, the methods for students to acquire soft skills during their higher education will be evaluated.

Key Words: Acquiring soft skills, hard skills, skills training, contextual learning theory.

INTRODUCTION

There are two kinds of skills: Hard skills and soft skills. Hard skills are the skills that people use to do a job. Hard skills are tangible skills that we learn in the school and utilize at work. Soft skills are intangible skills that we learn by personal development trainings and utilize at both work and life (Klaus, 2008). According to Malcolm Gladwell (2011), people who have better soft skills are taking the jobs, solving their problems at life in comparison to the people who have less soft skills.

The professionals, who are unemployed and want to get and keep a job, need a repertoire of technical skills. Dentists need to know how to do implants. Secretaries need to know how to use computer programs. Accountants need to know how to prepare a balance sheet. There after people prefer the dentists who empathize. The secretaries whose attitude is always positive work more years in comparison to the secretaries with less positive attitude. The CEOs prefer to work with accountants who have good relationships with other departments. Professionals are employed for hard skills, but retained and promoted for soft skills (MINDTOOLS, 2013).

“Hard skills” is a new term, emerged recently in order to distinguish them from soft skills. Engineering, accounting, teaching, fire fighting, cooking, sewing are a few examples of the hard skills. The hard skills are mainly learned in school system or on the job training. Traditional ways of acquiring hard skills are vocational schools and universities. Most of the teaching and evaluation focuses on hard skills at the vocational schools and universities. The undergraduate, master’s and PhD studies teach mainly hard skills. A computer-engineering student learn how to program a computer at the university, he becomes a master during the graduate study and goes deeper at the phase of PhD. In other words, whole university education is dedicated to teach and master at hard skills.
The soft skills are skills people use to communicate, solve problems, lead, empathize, and think creatively (Wentz, 2012). As a new term, there is no agreed definition in the literature. Most of the definitions are based on the functionality of soft skills, not the description of it. The uncertainty about the description in the literature causes a small chaos. Especially in the area of trainings there are some skills training like “presentation skills” which is definitely and skill; and there are some trainings like “ethics” that cannot be categorized as a skills training. In this paper, soft skills will be defined as the skills that can be learned through training and make a better employee and person in terms of communication, adaptability and problem solving.

**THE PROBLEM AND THE NEED**

The graduates when they start to work professionally, they receive soft skills trainings like communication skills, adaptability, teamwork, listening skills, problem solving and creative thinking skills. Most of these trainings are one day or two days long seminars or workshops. However, there is an unrealistic expectation about the results of these trainings. If one person can learn effective personal communication or creative thinking in two days the national education ministries should put these kinds of trainings into the national curriculum in every country. By the way a whole country can learn how to communicate effectively(!). A huge amount of finance and time spent on soft skills trainings to make employees acquire them and to become team players, effective presenters or problem solvers in the corporate world, but the results are poor as it is mentioned in Barbara Kellerman’s book, from Harvard University (2012).

The organizations try to evaluate ROI (the return on investment) of these trainings. A test can easily measure what the participant learns however it is very difficult to diagnose the behavioral change, which might happen in time. Behaviors and attitudes occur in a long period of time and it is very difficult to alter them with new ones by a two days long seminar. Communication style and attitude is like a habit and it is difficult as acquiring a new habit and quitting one as in the case of smoking. Therefore the behavior change of personnel is limited through short-term training. Because change is a process; it is not a process that cannot be gone through in a couple of days.

There is another set of problems about short-term trainings. They are not applicable individually. General structure of these trainings requires a group setting. A new beginner should wait until training is organized that he/she can join. So he/she will experience communication problems until he/she can attend the training. Moreover, as it is mentioned above there is no guarantee that these trainings will change the employee’s mindset and his behavior.

**THE SOLUTION**

The solution might be contextual learning. Contextualized learning is a concept that the learner learns through the context (Johnson, 2001). It is like learning swimming in the pool or sea; or learning a language in one foreign country. Children are learning to use or program computers by playing with them.

According to contextual learning theory, learning occurs only when students process new information or knowledge in such a way that it makes sense to them in their own frames of reference (their own inner worlds of memory, experience, and response). The mind naturally seeks meaning in context by searching for relationships that make sense and appear useful. (CORD, 2013)

In contextual environments the learner or in other words “experiencer” discover meaningful relationships between abstract ideas and practical applications in the context of the real world; concepts are internalized through the process of discovering, reinforcing, and relating. The class setting for learning interpersonal communication, teamwork, or problem solving is insufficient. Indeed people may best learn these skills in the real context.

The business life itself provides a context to learn soft skills. Despite that business people will not like to see an organizational environment as a trial and error space. Communication problems, resistance to change, adaptability, and lack of self-confidence are not the problems to be experienced in one business. Businesses
have already very big problems like responding to the competition, innovating, attracting new customers and not losing the existing ones. By the way the businesses prefer employees with the soft skills already acquired.

So the right place and time looks like a place before the real business life starts, which is university.

**The Activities to Acquire Soft Skills At University**

Soft skills are not skills that come with the genes (Coyle, 2009). We can acquire them in the context. The activities that might help to acquire soft skills at the time of being a university student are as follows:

- Long term apprenticeship
- Sports
- Voluntary works and projects
- Art and design projects
- Long term workshops and classes
- International and domestic travels
- Learning to play an instrument (violin, guitar, etc.)

There are several ways for a student to acquire a soft skill at the university. Some examples are analyzed below:

**Long Term Apprenticeship**

Long-term apprenticeship might be a good opportunity to acquire a soft skill. During the apprenticeship a student has a chance to observe the communication, meeting and dress code in the business world. At the same time, the student can learn when to speak and when to stop speaking. The cost of making an error is small for both apprentice and the employer. The apprentice takes small responsibilities; if he or she cannot fulfill the responsibility it will not be a big problem for the company. In contrast the student has the chance to learn from his own small mistakes. The student learns to conform to the working hours in the morning and in the evening.

**Sports**

Most of the sports help one to acquire soft skills. One university student, who is a member of basketball team at the university, learns to work with targets. He has to attend daily exercises as part of his team responsibility. He improves his time management skills by arranging his time for team activities and his academic work. He has to learn to persuade his professor if one match overlaps with one final examination. He has to develop his adaptability for the new team members. He has to learn to be modest to accept some one as a captain. He has to learn to transfer a strategy on board to the court. This is just one of examples of sports that might help to acquire soft skills. The other sports like football, mountaineering, rowing, and athleticism and so on work well to acquire soft skills.

**Voluntary Works and Projects**

In general projects are very efficient tools for learning (Laur, 2013). Voluntary works and projects at the university years also contribute to acquire soft skills. Trying to collect donation for a society or organizing a congress or a fair for one foundation helps too much to improve communication and problem solving skills. An effective donation collection needs persuasion skills to convince people or organization to donate. Again every nonprofit society works with too many volunteers and every volunteer need to work with others in harmony. Nonprofit organizations are more complex organizations because people do not work for money. Therefore pushing people to complete one task is harder than the corporations. Leading is more necessary than management in nonprofit organization to get the job done by volunteers. Nonprofit organizations are excellent structures for acquiring soft skills.

**Art and Design Projects**

Art and design projects can also help university students to acquire soft skills. Every art and design project occurs a vision or a dream to create. From the point of a dream in the mind, the university student tries to realize this dream trough his creativity. The human mind dream without boundaries and this creates an
imbalance between available resources and resources required to realize the dream. So the university student should solve the problem of scarce resources for realizing his dream. Most of the art and design projects have deadlines like an exhibition opening date or a commemoration day. Therefore students learn to manage their time effectively. Art and design projects of groups also help to improve teamwork spirit and teach team members harmony.

**Long-term Workshops And Classes**

Long-term workshops are equally important for university students to acquire a soft skill. Every workshop or a class has a moderator or a teacher, and it helps to learn to work with an authority. In both environments student has classmates and he has to learn to interact effectively with them. There is a skill or a content to be learned constantly so the university student has to manage his time and concentrate on the subject. Every workshop and class has beginning and ending times like working hours, by the way it helps to develop a sense of responsibility.

**International And Domestic Travels**

Every travel to an unknown territory, city or country can help one university student to acquire soft skills. A university student’s one month long train travel in Europe, in South America, or in Far East improves his skills to deal with uncertainty. Because travellers need to find a right place to shelter, to eat and to travel in unfamiliar places. So they have to answer this question right. In order to answer these questions right they need to prepare the answer before the travel and this is called planning. If the university student did not prepare the answer of question on time he has to communicate with people around him and find his answers. Every travel is also possible by a budget; the university student should learn to manage his budget to protect himself from difficult times.

**Learning To Play And Instrument**

Mastering an instrument like violin requires years of practice. To learn to play an instrument may help to acquire many different soft skills. The discipline is one of the most important success factors and discipline can be learned on the way to master one instrument. Beginning from the day one that one student touches an instrument the discipline helps to improve his performance. Constant periodic efforts to play one instrument better teach discipline. Besides learning to play an instrument needs to be interested in music, notes, other artists and compositions. So the university student will be interested in efficient content that will help him to improve his performance. Again in most of the example there are direct or indirect guides in learning to play an instrument. This helps university student to work with a guide or a supervisor.

**The Required Conditions At Activities For Acquiring Soft Skills**

Every activity during the university education may not help to acquire soft skills. There are some specific conditions that can make an activity to contribute to acquire soft skills. These are listed below:

- Requiring commitment
- Relationship
- Personal responsibility
- Rules, Dress code and professional material
- Time Restrictions
- Long (min. 3 and half months)
- Contextual learning

The activity should require a commitment. A tournament, an apprenticeship, a post, a project should require commitment from the student. Otherwise without a need to commitment student may not give enough importance to the activity.

Personal responsibility is another necessity. There are too many activities that can contribute to one’s soft skill development. Even though if the person has no personal responsibility he might become a bystander doing and learning nothing. Soft skills are earned majorly by experiments.
Most of the activities require relationship and they provide opportunity to improve communication skills. On the other hand, learning language through books may not improve the relationship, because they don’t have any people in process to interact. Another aspect of relationship is the help to the best activities concern relationship opportunities.

The activities with certain communication rules and dress code help one student to understand general rules of business life.

If the activity has some certain time restrictions, it may help students to manage his time effectively.

As has been mentioned earlier people change so slow, by the way it can be assumed that any activity that might change one student should be longer than days. Most of the skills courses for amateurs in the area of painting or drawing require 3 months of study before a student’s exhibition. Based on this example it can be thought that activities that help to acquire must be longer than 3 months.

The activities should provide a context to acquire a skill. Travelling provides a context to improve communication skills. Without any class training a student should learn to express himself, convince customs officers that he is not criminal, bargain to get discounts, etc. The activities like travelling should provide opportunities for contextual learning.

CONCLUSION

Business needs employees who have already acquired hard skills and soft skills. University educations are mostly concentrated on teaching hard skills to the students. Students need to learn soft skills as well. The contextual learning is a good way of acquiring soft skills. Soft skills can better be learned at activities during the university years, like long term apprenticeship, sports, voluntary works and projects, art and design projects, long-term workshops and classes, international and domestic travel and learning to play an instrument during their university education. Acquiring soft skills may require changing attitudes, which can be learned through long time training. Therefore universities are suitable places to acquire soft skills both in time manner and activities available. From the examples on this paper it is clear that activities during the university years contribute acquiring soft skills. As a conclusion learning soft skills at the university is an effective approach that can alter poor soft skills trainings in business.

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MOTIVATING SECONDARY SCHOOL STUDENTS TO LEARN LANGUAGES WITH RELEVANT MEDIA

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Abstract
Maintaining motivation among students in secondary schools has been one of the biggest challenges. When considering the EU mother-tongue-plus-two-strategy accepted in 2002, the huge need to motivate secondary school students to learn languages becomes even more important. Studies show that motivation to learn depends on the extent to which teachers are able to satisfy students’ needs: to feel in control of their learning (Zimmerman, 1998); to feel they are learning something which is relevant to their lives (Biggs, 1995); to feel connected with others (Deci & Ryan, 1991); and to feel the activities they are doing are interesting and fun (McCombs, 1994). The EU funded PopuLLar project, described in this paper, has opted for songs, videos and interactive activities in order to meet these students' needs for motivation. Through this project the students will be able to combine their love of music, with creativity, literacy, digital competencies, group collaboration and, most importantly, use LWULT languages.

Key Words: Foreign language teaching, music in language teaching, multimedia in language teaching.

INTRODUCTION
As Deci & Ryan (1991) points out knowing how to meet individual learner needs for control, competence, and belonging in the classroom is a key to unlock student motivation to learn. Therefore, it can be assumed that the success in motivating students to learn does not depend on using large amounts of resources and materials but perhaps requires a revised approach to teaching on the teacher’s side. The engine which generates secondary students’ motivation to learn can be basically set to motion by including provisions for relevancy, choice, control, challenge, responsibility, personal connections and fun.

The PopuLLar project, an EU funded educational activity, has opted for songs, videos and interactive activities in general, as one of the most popular teenage interests, as a path leading to wider possibilities of both self-learning and professional growth. Students, working autonomously on the lyrics of the song of their choice, create new lyrics in their mother tongue and the language they study and record their final product on video. Working with popular songs presents something which meets all the above mentioned requirements for engaging students – songs are something they are interested in, they work independently on the teacher in small group which fosters collaboration, learner’s autonomy and builds social connections, and they are fully in
control of the shape of the final outcome. A teacher in this project acts as a guide who supports student’s job and supervises the smooth flow. His classroom gets into contact with a school in another European country and this way, both students and teachers horizons broaden with opportunities that such international collaboration brings. Most importantly, the project seeks to bring into learning the prime interest of secondary students as a tool for learning. PopuLLar is designed to address multiple priorities and key competencies within the LLP:

- Create a new, innovative teaching methodology
- Motivate students to learn languages
- Foster students ‘ Learning to learn key competence
- Raise use of technology in education
- Provide meaningful opportunities to communicate in foreign languages (focusing on LWULT - Less Widely Used and Less Taught)
- Enhance teacher’s and students’ digital competence

PEDAGOGIC BACKGROUND

Teenagers and Music
Music is an essential part of human existence. It is a way of how people express their feelings all over the world. It is hard to imagine a culture without it. In the context of education, music is becoming more and more popular subject.

Music is a leisure time activity of almost each young person in the world and this is its biggest advantage. Teenagers are overwhelmingly engaged with music, 92% of 14-17 year olds own an MP3 player and they listen to an average of nearly 2.5 hours of music per day (British Music Rights, 2008). Since music is a teen’s relevant issue, utilizing it will motivate and engage the students in an area that is an important part of their lives.

Music in Foreign Language Teaching
One of the most important factors for achieving teaching and learning effectiveness is social harmony among the learners. In a classroom, children often sing together to celebrate birthday, to play games together, to appreciate the feeling of togetherness. Music is also used to soothe the mind, to relax the mind and body. Music enables the learners to be free from pressure and stress. Music is deliberately used to teach language, social and cultural feeling since cultural meanings, inspiration, and worldviews are encoded in songs. In other words, songs tell thousands of human stories.

While there is no formal approach of introducing music to language teaching, educators have often reported that songs can be used effectively in foreign language education to support different language skills (Spicher and Sweeney, 2007). Studies using participants’ native languages have shown that under certain conditions, verbal learning and verbatim memory for text can be supported by using a musical learning method (Thaut et al., 2008). In fact, there is a great amount of research confirming increasing tendency of remembering the language thanks to music. Brewer (2004) summarizes these effects of music stating that music stabilizes mental, physical and emotional rhythms to attain a state of deep concentration and focus in which large amounts of content information can be processed and learned.

One of the biggest advantages is that music is all around us. It means that there is nobody who can have no opinion about it. The students’ point of view is maturing with their age and that’s why they want to discuss their favourite genre or artist. Everybody wants to know what their popular artist sings about. There are so many kinds of music so everyone can choose what they prefer. In general it could be said that music is a pleasure close to everybody. Another advantage is its accessibility and simplicity of using it. Teachers can start the activity in the lesson by introducing a task and then lead the entire work through stream, social networks and other tools. It is easy, fun and it attracts students’ attention not only at school but also at home in their leisure time. Actually, music enriches every language lesson and there is a presumption that music can bring closer and friendlier relationship between the students and the teacher. It means that the lessons are enjoyable, gripping, engaging and witty. The combination of fun, rhythm, vocabulary, melody, and the presence of the foreign language aspect causes great progress in learning.
In the PopuLLar project, the work with lyrics of a chosen popular song represents a language task students need to complete. This method is based on Task-Based Learning (TBL) approaches which basically refers to language acquisition through solving a problem or doing a task without concentrating on language features. The role of the teacher is providing a suitable environment for facilitating language acquisition and setting a task or problem to solve. Students then work autonomously on performing the task. A deeper language analysis is incorporated after learners have completed their job. The emphasis is placed on reaching a balance between language accuracy, traditionally sought by formal school instruction, and conversational fluency. This way, students will practice in relevant context something they like and feel familiar with – music and lyrics – with a language practice in form of recreated lyrics.

**Teenagers, Multimedia and Foreign Language Learning**

Modern day technological advancements are constantly seen throughout every aspect of life. Teenagers today are surrounded by cell phones, portable Internet availability, laptop computers, smart phones, iPods, mp3 players of every brand, and many other devices, and many more. Figures from a recent survey conducted by British Music Rights (2008) reveal interesting findings on the state of digital music in UK. Quite unsurprisingly, the age groups who lead the time spent on listening to music are young adults aged 18 – 24 with more than 4 hours a day listening to music, and teenagers aged 14 – 17 who spend on average more than 3 hours listening to music.

Although some voices claim all these technological advancement which are creating a less interactive generation, frequently depending on technology for contentment, technology also has positive impacts on today’s youth. Especially in terms of social activity Internet not only offers an easier way to share information, but also contribute to sociability by providing a way to communicate with distant friends and family, as well as giving socially challenged teenagers an opportunity for interaction in any language you choose.

The use of multimedia, which refers to the use of audio and video to record your song, can take integrating music into language learning even further. Integrating multimedia use to foreign language teaching can provide lots of benefits; such as amusement, diversity in class activities, availability, possibility of sharing and collaboration, creating reflecting opportunities, etc. Now that audio recording technology has become very accessible and easy to use, the recordings can be easily uploaded and shared. Audio recordings are a good option if privacy is an issue and the students don’t want to show themselves. The addition of recording your music can add more motivation to the students. They will be able to keep a record of what they have developed and share their results. And they will, at the same time, become more competent in the active use of media – supporting visual and media literacy of the learners.

**How to use the Project Autonomously**

Table 1. presents the steps in the first phase of the project implementation, which will guide your students and you through the project from the starting point until you upload your product on the project Wiki.

<table>
<thead>
<tr>
<th>Phase 1</th>
<th>Internal stage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students</strong></td>
<td><strong>Teachers</strong></td>
</tr>
<tr>
<td><strong>1. Initial stage</strong></td>
<td><strong>2. Choosing the song</strong></td>
</tr>
<tr>
<td>Understanding processes of the project</td>
<td>Reading the pedagogical background</td>
</tr>
<tr>
<td>Motivating students to start a new class project</td>
<td>Understanding processes of the project</td>
</tr>
</tbody>
</table>
### Setting up “pop” groups
- Finding the best song
- Selecting a method to reach a consensus
- Registration on the Wiki

### Preparation stage
- Learning the tools – how to make audio/video
- Learning how to write lyrics

### Writing the lyrics – target language
- Collaborative or individual writing
- Editing, proofreading
- Selection of the final version

### Writing the lyrics – native language
- Translating
- Utilising thesauri and other aids
- Asking for help (if required)

### Rehearsals
- Preparing the singers and instrument players
- Preparing the audio and video recording

### Recording
- Recording audio and video
- Editing, Finalising

### Uploading
- Uploading to YouTube
- Uploading lyrics on the Wiki

### Commenting
- Commenting on other institutions’ work
- Ongoing process

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The next phase of the project, which is displayed in Table 2, is based on finding another school’s production. Students and you try to compose “your” version of a song which was chosen by a foreign institution. Then you prepare your own lyrics, again, and upload your version of their song for students to compare and comment.

### Table 2: The Steps in the Second Phase of the Implementation

<table>
<thead>
<tr>
<th>Phase 2</th>
<th>External stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Teachers</td>
</tr>
</tbody>
</table>

1. **Selecting a Song from Another Institution**
- Viewing of other institution’s songs on the Wiki
  - Oversight of selection process (if required)
  - Make sure students do not take productions from an institution in your country or use the same language

2. **Translating the Lyrics**
- Translating
  - Pedagogical and lingual assistance (if necessary)

3. **Rehearsals**
- Preparing the singers and instrument players
- Preparing the audio and video recording
  - Helping with rehearsal resources – space, hardware, recording and musical part (if asked)

4. **Recording**
- Recording audio and video
- Editing, Finalising
  - Helping with rehearsal resources – space, hardware, recording and musical part (if asked)

5. **Uploading**
- Uploading to YouTube
  - Logging in to YouTube
- Uploading lyrics on the Wiki
  - Oversight of uploading and adding to wiki

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Pilot Implementations of PopuLLar across Europe

Results for Students
Participants and Context: The project has been implemented in initial piloting in five different school settings from Turkey, Italy, Czech Republic, Spain and Germany so far. A total of 65 students whose ages range between 14-19 participated in the study. The whole group completed all phases of the initial piloting; namely, choosing the song, writing new lyrics, singing and playing musical instruments, translating the song into the target language and singing it. Prior to the implementation and following it, the data was collected from participating students and teachers via pre and post questionnaires.

Results of the Pilot Implementations for Students
Students were given pre-questionnaires to elicit their prior experience about and expectations from the proposed new approach to learning. The results of the student pre-questionnaire show that all students love music of many types varying from pop-rap, R&B, jazz, lounge, rock and blues. They were all aware that music was very important for foreign language learning. Almost all students (97%) stated that they use the internet on a daily basis for communication, entertainment and education. Overall, students had highly positive expectations of their participation in the PopuLLar project. They thought that it could help them improve their language skills, be more creative and collaborative.

Students reflected on the results and compared them with their expectations in the post questionnaires. Students (93%) reported that they had enjoyed working autonomously in groups in the process of choosing a song, writing and translating the lyrics and shooting the video. The majority of the students (87%) also said that they used their creativity in writing and translating the lyrics. Thus, the results of the post questionnaire indicate that the students feel that they have gained and improved skills in terms of cooperation, autonomous work and creativity.

As for the difficulties that the students have encountered in the initial phase of the piloting, almost all students (81.5%) agreed that writing and translating the lyrics was the most difficult phase. According to 18.4 % of the students, singing was the most difficult phase. In addition, one student indicated that video-editing was the most difficult. Hence students’ reflections regarding the difficulties that they have encountered during the initial piloting process differ from one another.

In order to overcome these difficulties, two options can be offered. Firstly, as the perceptions of difficulties differ among students, jigsaw method might be implemented to make use of individual differences and students' different skills and knowledge so that active and effective participation is ensured in group work activities. Also, it could be an option to let the students decide whether they want to complete all steps of initial piloting (three audio/video products in total) or if they focus on one or two videos where they can put more creative energy to it. The teacher although it was sometimes necessary to motivate them, particularly in translation, the students were very happy with their end product and were proud of themselves. Since they achieved something together, it was worth the challenge.

Results for Teachers
Participants and Context: The project has been implemented in five schools: Turkey, Italy, Czech Republic, Spain and Germany and 11 teachers participated along with their students. The teachers’ role in PopuLLar Project includes observing and guiding or assisting when there is a demand from students. Since the project’s ultimate aim is to encourage students to work autonomously and collaboratively, teachers are not expected to monitor or interfere with the process. They completed pre- and post-questionnaires before and after participating to the implementation.

Results of the Pilot Implementations for Teachers
According to pre-questionnaire, teachers had some positive expectations. They stated that they were eager to try a new method (i.e. using music and multimedia) in their language classes and thought that it would be a motivating and creative experience for their students. They also liked the idea of sharing students’ work on the web since it would encourage students to perfect their work.
Previous to the implementation, several teachers expressed their worries about the project participation. Some of the teachers reported that a number of students looked a little insecure before starting to work in the project. Although students frequently mentioned about their love of music, they sometimes had difficulty in understanding the lyrics in foreign songs. Teachers expressed their fear that students would need a lot of help to work on the lyrics. They were also worried about the time needed to work on the project.

However, after the implementation of the project was completed, majority of the participating teachers expressed their surprise for high student participation. They noted that their students became more willing to participate as they started to work on the phases together. In particular, uploading their work to the web accelerated their participation. They also stated that students were observed to have a lot of fun working together. They gave their ideas, commented on others’ and discussed the details in collaboration. They stated that the project resulted in friendship and reflection. Some of them expressed their surprise that students spent their free time to complete the phases of the project, which normally would not happen to complete their homework. They also stated that they were thrilled with students’ creativeness and the variety of skills (e.g. using technology, playing instruments, writing lyrics, creating stories, acting, etc.) they used during the project.

According to the participating teachers’ reflections, the project has increased students’ motivation and willingness to get involved in the language they were learning. They described the project as different, innovative and encouraging. As a teacher, they were happy to have seen their students so enthusiastic and creative. All of the teachers rated the tasks in the Project as very effective and stated that they were very happy to have participated in PopuLLar Project.

CONCLUSION

Overall, both students’ and the teacher’s opinions of the Project were very positive. They found the experience to be rewarding and fun. The students were very proud of their work and kept asking for the comments from Project partners. They gave feedback on partnering countries’ songs and compared theirs with them. The teachers mentioned that they became aware of the importance and power of music for language learners and would definitely integrate music in their teaching.

As the results of the Initial piloting demonstrate, the PopuLLar project idea is appealing to students’ interests and relevant to their lives. It has also been rated by teachers highly and referred as innovative, motivating and relevant. The methodology created in the project works in the context of secondary and high school education. Thus, the project has an enormous potential to promote certain skills such as cooperation, creativity and autonomous work in education.

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