

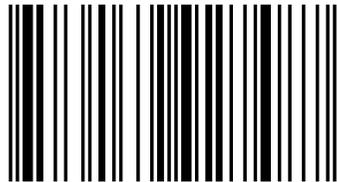
We witness astounding developments in this age of information and communication. Technology has influenced all the aspects of our lives by causing inevitable changes and improvements in every field. Naturally, the world of science has greatly benefited from this change and development. In consequence, the rapid circulation of information and technology in the scientific world has increased the cooperation among scientists. This cooperation highly contributes to researches and studies in the fields of language, history, literature, education, economy, social and cultural life, politics, sports, tourism, and media and communication along with many other areas. Thus, this book contains new horizons in Educational Sciences in parallel with the improvements in the world of science. In this context, educational sciences, classroom education, geography education, physical education, Turkish education, language education, science education, environmental education, psychological guidance and counseling special education, teacher preparation, teaching methods and approaches, voices on education, social issues and researches about art education studies are included.



Turhan Çetin was born in Afyonkarahisar. Currently he has been working in Gazi University, Ankara.
Ayfer Şahin was born in Turkey. Currently she has been working in Kırşehir Ahi Evran University.
Almasa Mulalić and Nudžejma Obralić have been working in International University of Sarajevo Faculty of Education Department of English Language and Literature, Bosnia and Herzegovina.

Prof. Dr. Turhan ÇETİN
Assist. Prof. Dr. Almasa MULALIĆ
Assoc. Prof. Dr. Ayfer ŞAHİN
Assist. Prof. Dr. Nudžejma OBRALIĆ

New Horizons in Educational Sciences - 1



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Prof. Dr. Turhan ÇETİN
Assoc. Prof. Dr. Ayfer ŞAHİN
Assist. Prof. Dr. Almasa MULALIĆ
Assist. Prof. Dr. Nudžejma OBRALIĆ

**New Horizons in Educational
Sciences - 1**

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Assist. Prof. Dr. Almasa MULALIĆ, Assist. Prof. Dr. Nudžejma OBRALIĆ
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Turhan Çetin was born in Afyonkarahisar. He has been working in Gazi University, Faculty of Education, His research interests are Social Studies Education, Cultural Studies, Human Geography, Tourism, Migration.

Ayfer Şahin has been working in Kırşehir Ahi Evran University, Faculty of Education Department of Basic Education. Her research interests is teaching of first reading and writing, classroom training, educational researches.

Almasa Mulalić has been working in International University of Sarajevo Faculty of Education Department of English Language and Literature, Bosnia and Herzegovina. Her research interests is English Language and Literature Education.

Nudžejma Obralić has been working in International University of Sarajevo Faculty of Education Department of English Language and Literature, Bosnia and Herzegovina. Her research interests is English Language and Literature Education.

NEW HORIZONS IN EDUCATIONAL SCIENCES - I

EDITORS

Prof. Dr. Turhan ÇETİN

Gazi University Faculty of Education
Ankara, Turkey.

Assoc. Prof. Dr. Ayfer ŞAHİN

Kırşehir Ahi Evran University Faculty of Education
Kırşehir, Turkey

Assist. Prof. Dr. Almasa MULALIĆ

International University of Sarajevo Faculty of Education
Sarajevo, Bosnia and Herzegovina

Assist. Prof. Dr. Nudžejma OBRALIĆ

International University of Sarajevo Faculty of Education
Sarajevo, Bosnia and Herzegovina

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Foreword

We witness astounding developments in this age of information and communication. Technology has influenced all the aspects of our lives by causing inevitable changes and improvements in every field. Naturally, the world of science has greatly benefited from this change and development. In consequence, the rapid circulation of information and technology in the scientific world has increased the cooperation among scientists. This cooperation highly contributes to researches and studies in the fields of language, history, literature, education, economy, social and cultural life, politics, sports, tourism, and media and communication along with many other areas.

Thus, this book contains new horizons in **Educational Sciences** in parallel with the improvements in the world of science. In this context, educational sciences, classroom education, geography education, physical education, Turkish education, language education, science education, environmental education, psychological guidance and counseling special education, teacher preparation, teaching methods and approaches, voices on education, social issues and researches about art education studies are included. It took about one year to prepare and print the book. We would like to express our deepest gratitude to our friends who contributed to this process.

Finally, very special thanks go to the authors who contributed to our book with their researches. It is our greatest wish that this book will increase the cooperation among scientists to make the world a better place.

Kind Regards...

Editors

10. 10. 2018

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EDUCATION OF WOMEN IN TURKEY¹

Gülsün ŞAHAN²

INTRODUCTION

In the 21st century, as women's and men's status are compared, it is noticed that women either remain in the background or are forced to this in the whole world. Women are paid less than men in the USA just like most countries. As for Europe, there are important achievements on behalf of women. In Turkey, although women are in a better situation than most countries in terms of the rights they gained, they still have disadvantages with regards to education, employment, health and violence. The main reason why women are unaware of their rights and do not use them enough is their lack of education. Therefore, they are not employed sufficiently because of their lack of education. If the rate of women's and men's participation in labour force is examined, it is noticed that the more education level of women rises the more women participate in labour force. It has been revealed that the rate of illiterate women's participation in the labour force is 15,2%. The rate of participation in the labour force of the women who didn't attend high school is 27,2%. The rate of participation of the women who are graduates of high school in the labour force is 33,6% and the rate of the women who are graduates of professional or technical high school is 41,4%. On the other hand, the rate of participation of the women who are graduates of university in the labour force is 71,3%. (TÜİK, 2018)

The fact that women's employment is about 72% in European countries reveals women's status more clearly. Women's absence in employment means that women cannot be self-sufficient. Strong woman means strong family and society. The problems encountered at women's education are inequality of opportunity, sexist

¹ This study was produced from the oral presentation which was presented at International Social Studies Education Symposium (USBES6-2017).

² Ph.D. Bartın University Education Faculty, gulsunshahan@hotmail.com

approaches, traditions and customs, the belief that women's first responsibility is motherhood as well as early marriages. Women's lack of education makes it difficult to overcome all these problems. In Turkey, girls have been more disadvantageous than boys since birth, and this effects many areas. (Özaydınlık, 2014). According to the research, girls who study till secondary school have a better chance to attend high school and university afterwards. An educated woman's self-sufficiency and awareness of her rights mean that she is ready to build a strong family.

Table 1: Selected results according to gender

Selected results	Total %	Male %	Female %
Rate of illiterate population(25+ age)	5,1	1,6	8,5
Rate of population graduated from university or faculty(25+age)	16,5	18,8	14,2
Rate of employment (15+age)	46,3	65,1	28
Rate of participation in labour force (15+age)	52	72	32,5
Rate of unemployment of young people (15-24age)	19,6	17,4	23,7

TÜİK, 2018

When table 1 is examined, women constitute 8,5% over 25 age illiterate population. 14,2% of over 25 aged woman population is graduates of university. 28% over 15 aged women is employed and participate in labour force. As for men, this rate is 72%. 15-24 age unemployment rate is 23,7%. These data reveal education of woman and to what extent they are employed. It is stated that if these rates get to a similar level, both families and societies will be happier. Besides, 22,2% of Turkey population is composed of men who are graduates of high school and 14,4% is comprised of women who are graduates of high school. The rate of men who are graduates of university is 15,1%. On the other hand, as for women this rate is 10,7%. In other words, number of men studying at university is 11% more than the number of women studying at university (Erkılıçı, 2016). One of the obstacles for women's improvement is men's point

of views. Men who have gotten the right to be superior and to rule since the ancient times do not want to be equal with women whom they regard as servants for themselves and they are afraid of women's seizing power. Thus, sexist men prevent all kinds of events which will improve women in different ways. Abuse and violence are deployed by men to a great extent and they cannot stand women's making use of the rights they already use. They regard violence as rightful against women who oppose them. Moreover, law field which is mostly composed of men tries to prove men to be right. Women have gotten strong and free, and their self-confidence has improved from bearing their bodies to expressing themselves. Besides, they compete with men in business area as well as changing lots of men and creating "new men". That's why, it is clear that some men get weak, lose some of their rights, are afraid and angry and finally stick to their present dominance over women. Furthermore, manhood crisis begins to come out when it is united with lots of crisis and uncertainty. In addition, hostility and violence against LGBT people increase gradually (Ünlü, 2018). It is important that women and men are provided with equal education opportunities. Education of women and young women who constitute half of the population is vital. Women's education is a primary need to make them contribute to development of country and social production since they raise future children. Atatürk states that a society is constituted of two genders, female and male, and if a part of the group improves and the other part is not provided with opportunities, that society cannot develop. This quotation emphasizes removing the present inequalities during education process of men and women (Feyzioğlu, 1987,akt. Seven, Engin, 2007). Aziz Sancar, the scientist awarded nobel prize states that all children need to be supplied with education and teaching in the field of science. "If we do not send our girls to school, we lose half of our labour force"(Uslu, 2015)

At the Global Gender Inequality report that was carried out by World Economics Forum (2017), men's participation in education and labour force is more than women in Turkey which is the 131st among 142 countries. The studies which point out the importance of women's education are needed. These studies will contribute to body of literature.

The aim of this study is to reveal the problems and solution offers at women's education according to the views of students who perform Life Long master's degree.

METHOD

At the research, convenient sample method, which is one of qualitative research methods, has been used. It can be stated that the most important function of qualitative research is to get views of the people who are more familiar with the events. While the research is going on, questions can change and it is necessary to understand the situations. Study group has been chosen in accordance with easily available sample method. The data have been collected in written form and evaluated in accordance with document analysis. 5 female and 4 male students who are officer, teacher and health officer, studying Women's Education constitute the study group. All these participants have graduated from university and have been continuing their master's degree. Problems at Women's Education and solution offers were asked at mid-term exam and the students were supposed to answer in written form. The participants were coded as K1(women), E2 (man). The findings were evaluated through content analysis. The themes were arranged and reviewed. After that, necessary arrangements were carried out. The analysis results were sent to the participants, they were asked to review and its final form was delivered. Direct quotations were used so that the study could be more reliable.

FINDINGS

The findings collected as a result of the analysis are included at this part.

The Findings Related To The Problems Encountered At Women's Education

The findings related to the problems encountered at women's education are included in Table 2.

Tablo 2. The Problems Encountered At Women's Education

The Problems Encountered At Women's Education	People	n
Sexist approaches	E2, E5, E6, K4, K7, K8, K9	7
Unawareness of families	E2, E3, E5, E6, K1	5
Motherhood duty of women	E2, K4, K7, K9	4

Traditions and habits	E2, E5, K1, K7	4
Failure in providing equality of opportunity	E2, E3, K1, K4	4
Early marriage	E3, E5, K7, K8	4
Insufficient support of media	E2, E3, K8	3
Lacks of compulsory education	E3, K4, K8	3
Insufficient legal arrangements, failure in applying the existent ones	E5, K4, K9	3
Lack of a role model	E2, E3	2
Mobbing against women	K1, K4	2
Insufficient informal education	E3, K8	2
Expensiveness of education expenses	E2, E6	2
Regarding women as worthless	K9	1
Women's absence in management	K7	1
Social prejudices	K4	1
Lack of men's support	K4	1
Sex discrimination in employment	K4	1
Regarding women as sexual objects	K4	1
Accommodation problem for girls	E6	1

When the findings related to the problems at women's education are examined at Table 1, there are problems such as sexist approaches (7), women's duty of motherhood (4), traditions and customs (4), failure in providing equality of opportunity (4), unawareness of the families (4), early marriage (3), lack of media support (3), lacks at compulsory education (3), lack of legal arrangements and failure in applying the present ones (3), lack of role models (2), mobbing against women in workplace (2), lack of informal education (2), regarding women as worthless(1), women's absence in management (1), social prejudices (1), lack of men's support for women (1), sex discrimination in employment (1), regarding women as sexual objects (1), accommodation problem at education for girls (1) and expensiveness of education expenses (1). Sex discrimination comes first as can be seen.

A student states about this issue:

“Social sex discrimination is one of the main problems. Regarding boys as superior than girls causes the girls to remain in the background. This leads to problems at education just like any other fields. It is possible to raise awareness of female - male equality and point out that they need to have the same rights through family education”(E2). Another participant expresses the importance of educators by saying:

“The solution at this point is educating the educator. The educator has a significant role at this point.” (K4). For the families who do not send the girls to school for education, one participant expresses:

“Parents in undeveloped countries regard girls’ education as unnecessary. State institutions are supposed to educate these parents in a planned way by reaching the regions that have these problems.”(E6). Unawareness of the families is another problem. These problems are both reason and result of each other just like chicken and egg. A student offers about this issue:

“Families’ lack of education, who don't send their daughters to school in especially countryside. Planning education projects with this kind of families to raise their awareness about this issue. Supporting girls financially in order to lessen their responsibilities burdened on them in the family. Providing girls with transportation to school to persuade especially these families. Planning education for the families who don't let their daughters attend school. Raising the families’ awareness through face to face interviews in case of need. Persuading the families that don't let their daughters attend school by meeting one by one and increasing sanctions if needed”(E3). One of the students states the problem and offers suggestions by saying:

“Forcing girls to work: Either girls are supposed to do housework or work on farm in countryside where means of living is agriculture. To prevent this, either families need to be provided with financial support or the region needs to be employed as a whole”(E6). Another student states briefly:

“First of all, families need to be educated” (E2). Women’s motherhood is regarded as an obstacle in education, employment, gaining independence financially and men’s adopting this view lead

to this problem“. A student expresses his opinion and offers suggestions about this issue:

“Women are isolated from education by assuming that women’s main function is motherhood and education will prevent this “main function” in both countryside and city. Solution for this problem is that institutions which can take care of children and women’s working hours need to be opened and it is essential to prioritize and respect women’s personal preferences” (K7). A student says that:

“Population form in Turkey, uncontrolled population increase, motherhood imposed by society, chores, responsibility for husband and belief that working women are half-mothers prevent women’s education and their self-improvement. Sexist sayings against women shouldn’t be given credit “ (K9) Another student sheds light on the issue by saying:

“The belief that woman looks after children in family life prevents women from sharing equal rights with men. We need to get rid of this belief and adopt the idea that both mother and father look after children “(K4). A male student who states opinion about this issue says that:

“Regarding women’s doing chores as more important than attending school is another problem. This points the importance of social gender roles “ (E2). As can be understood from the students’ opinions, it is emphasized that motherhood is regarded as only women’s responsibility instead of both parents’ duty. As a result of this, this responsibility imposed by society prevents women from improving themselves and being self-sufficient. As can be concluded from solution offers, mother and father need to take care of children together and this duty shouldn’t be expected from just women. One of the problems is traditions and customs. A student states about this issue:

“Women are deprived of their education rights because of the wish to maintain traditions and customs in especially countryside. If these traditions and customs which are thought to spring from religion are learnt by society correctly, this problem can be solved”(K7). Another student draws attention to the importance of projects so that traditions and customs can change.

“The fact that girls aren't sent to school is the biggest problem especially in Eastern Anatolia and South Eastern Anatolia regions. These girls can participate in education by means of great projects supported by state such as “Haydi Kızlar Okula”(E2). In our age in which technology takes control, while lots of traditions and customs are changing, society is assumed to try to oppress on women in different ways. Another problem is failure in providing equality of opportunity. A student who expresses opinions about this issue says that:

“Because we are a male-dominated society, some duties such as cleaning the house and taking care of children are imposed on women. While this situation used to exist in the past, there are still similar examples in our country. Women weren't sent to school and were deprived of education. This resulted in women's disadvantage to access to education and employment. It created an inequality“(K4). Another student draws attention to that:

“It is necessary to remove the lacks of education institutions in accordance with female students' needs. Besides, the content which includes sex discrimination at books used at school should be revised and rearranged”(E3). Early marriage is one of the problems which prevent education of girls. Although marriage age is 18, there is some news on media about the girls who are forced to marry at the age of 18 and under 18 and become mother. A student comments on this issue:

“At the early marriages, responsibilities, resulting from traditions, which are imposed on women are the most important obstacle for women's education. To be able to solve this problem, it is necessary to raise awareness of every part of society and men need to support as much as women at education life”(K7). Another student points out problem and solution offers by saying:

“High rate of early marriages. Educating girls and families about early marriages, increasing social campaigns to prevent early marriages, creating more introductive advertisements, leaflets, projects and informative campaigns about the negative effect of early marriages and so as to prevent this, state's making more planning”(E3). One of the students comes up with different solution offers:

“Early marriages should be prevented, women should be employed, courses, public education centers and schools should prioritize women’s education, schools should be built in countryside and equal education conditions should be supplied” (K8). It is necessary to make use of media support about women’s education. When the issues on media are looked through, marriage, fashion and food programs are included much more than women’s education and employment programs on news. This leads to problems. A student states about this issue:

“Public service ads, news and movies about girls’ education should be included on TV and there shouldn’t be sexist education” (K8). Another student thinks that:

“It is necessary to increase the number of the men doing jobs womanized. What’s more, advertisements and projects which prove that women are able to do every job, should be planned and put into practice. It is essential to get rid of inequality of opportunity between women and men who perform the same jobs (E3)” Another problem is lacks at compulsory education. A student states about this issue:

“Lack of studies about girls’ maintaining their education. It is necessary to carry out more studies about girls’ maintaining their education within planning and education system employed in Turkey (E3)” Another student draws attention to girls’ education:

“Unfortunately, families who don't send their daughters to school at education life still exist and at this point, a qualified educator, either man or woman, should make an effort so that these families can send their daughters to school” (K4). A student states problems and solution offers about dropping out of school:

“Girls’ dropping out of school at any grade. Girls should maintain their education in order to get a job, earn money, maintain their life and become self - sufficient. Thus, they shouldn’t be forced to drop out of school. Compulsory education must last for 12 years and state should carry out the arrangements needed, families should be educated, educators should be educated and they should communicate with families. Legal arrangements should be put into practice about women’s education” (K8). Another problem about women’s education is lack of legal arrangements. Unfortunately, the

existent ones are not put into practice. A student comments on this issue:

“Education right at field of law should be rearranged and legal arrangements should be evaluated from women’s point of view”(E5).

Another student emphasizes the importance of education:

“Depriving girls of education and school problems in countryside affect women’s education negatively. As a result of this, this issue affects women’s working life and their social status negatively. In addition, it increases inequalities between women and men in social and financial areas. Families can be educated, and projects which emphasize girls’ education can be carried out. Schools should be built in villages that do not have any schools. Dormitories for female students should be increased. Besides, poor students should be provided with scholarship. If education problem is solved, all problems will be solved in society” (K9). Lack of role models is another problem at girls’ education. A student states about this issue:

“Both lack of positive role models and sexist approaches on media affect girls’ motivation for education” (E2). Another student expresses that:

“Getting rid of sex discrimination against the jobs women prefer at university. It is observed that women studying at university usually prefer the jobs associated with women. Avoiding sexist approaches while introducing jobs at job introduction seminars supplied before university. Participation of the women who are experts in their fields as samples is necessary in these seminars” (E3). Mobbing women encounter during education or work process has negative effects. A student sheds light on this issue:

“The fact that women don't have equal rights with men at education is common among the academicians and instructor women who maintain their life by means of education. Men ignore other men’s mistakes in business life, however they don't tolerate women who make the same mistake. This results in injustice and inequality on behalf of women. Manager men defend their fellows and mob against women. This problem can be solved by punishment increasing control mechanism” (K4). Lack of informal education is another problem. A male student says about this issue:

“Lack of quantity and quality of informal education institutions applied for women. It is necessary to make more announcements and

advertisements for education informal institutions provide for women. It is observed that contents of informal education are just composed of professional education. It is essential to convey not only general education contents but also professional education contents to the women who are old and couldn't attend school “(E3). A female student says similarly:

”Opportunities of informal education should be created and developed for the women who are illiterate or want to get educated as well as the ones who dropped out of school because of society, family or their husbands. Teachers, other officers, health officers and imams etc. should be educated. The women who want to get educated at informal education centers should be guided ” (K8). Informal education is important for all the individuals, male or female, who gave up their education. Especially, even if women gave up education because of the reasons such as marriage and having children, they will have opportunity to complete their education, have a job and become independent financially when their kids grow up. When families are short of money, they spare their financial sources firstly for their sons or they don't spare any source at all. A student thinks about economic condition:

“Expensiveness of education expenses leads to girls' deprivation of education. State should provide education and teaching freely as a part of its politic” (E6). Another student states:

“Physical and social opportunities of the schools are other important problems. The problems such as crowded classrooms, lack of materials, insufficient school conditions, failure in attracting students can be overcome and our girls can attend school”(E2). Other problems are regarding women as worthless, women's absence in management, social prejudices, men's lack of support to women, sex discrimination in employment, regarding women as sexual objects and accommodation problem in education. A student states about women who regard themselves as worthless:

“One of the obstacles at women's education in Turkey is actually herself. Unless they put themselves into the centre and regard themselves as worthwhile, the problem will continue. Therefore, women who have different problems need to say “first me” and overcome their fears in order to move forward. Women need to be included in

groups which include decision makers, opinion leaders, law makers and pressure groups. Because, rights are not given, instead they are taken” (K9). A student states about women’s participation in management:

“The fact that men want to be superior to women hierarchically in institutions, don't accept the opposite choice and don't support women’s education enough creates an important obstacle. It can be solved by raising awareness of every part of society as to how much different ideas effect management and development” (K7). A student comments about social prejudices:

“Another reason which causes inequality at education is prejudice. Prejudices against Montessori, the first female doctor, whom we watch during lessons caused her to be unable to make use of the opportunities equally. The solution is to struggle just like the doctor believing in success and raise awareness about this issue after succeeding” (K4). Men should support women’s education. A student says that:

“In brief, men’s effort is as important as women’s effort so that women can defend their own rights and their social status can improve in our country. Our country is male-dominated and women remain in the background. Men should be together with women in protests and seeking right. However, the most important thing is that men should change themselves and their behaviors. This change will be men’s greatest support to women for male-female equality” (K4). The same student adds about employment:

“Employer men should employ people who deserve the job without sex discrimination. They also should employ and encourage women to raise their contribution to social life” (K4). Another problem is that women are regarded as sexual objects. One of the students states that:

“Regarding women as sexual objects leads to abuse by preventing them from having equality of opportunity. Education is the main solution for this” (K4). A student says about girls’ accommodation problem:

“Dormitories should be qualified enough to meet the needs to accommodate and feed. They also should have enough capacity. Dormitories which belong to private institutions should be controlled strictly” (E6). Accommodation problem in the cities

where girls move to get educated is one of the factors which prevent education. While primary and secondary schools are common in towns, high schools and universities exist in cities. Education of girls in a different city from hometown is interrupted due to both financial and traditional problems as well as sexist attitudes. When the findings are evaluated in general, sexist approaches come first. Because of marrying of girls whose education is regarded as unnecessary by families expecting them to be mother at an early age, equality of opportunity which is one of the main principles of National Education is not applied enough on behalf of girls. Parents who did not have sufficient education in today's world regard education as unnecessary. Education which requires long lasting financial investment has changed into an investment which can be made by only rich and aware families. Media does not supply enough support for these issues and it usually employs the programs which fail in raising awareness and as a result, they make women passive. At least 12-years compulsory education is vital for especially disadvantageous groups who are deprived of education. Legal arrangements which is one of the factors are sufficient in formal, however different applications can work against women in practice. Although jobs aren't divided into male and female jobs, some jobs include more women and more men. That's why, there is lack of role models. The women who complete education life and get a job by overcoming all these problems have a lot of troubles at workplaces. Some tiresome treatments such as mobbing isolate women from professional life. It is necessary that informal education gets to all women who have a family and raise children so that they can complete their educational life and become independent financially. Women's absence in decision making positions leads to their isolation in many ways. A lot of factors such as social prejudices, lack of men's support for women, sex discrimination in employment prevent women from making use of education sufficiently.

CONCLUSION, DISCUSSION AND SUGGESTIONS

In recent years, technology has been developing speedily and this has effected women positively. Thus, they are aware of recent developments. However, sexist approaches still exist in many areas.

Equality of opportunity in education cannot be managed as expected on behalf of girls.

Although number of female and male students is nearly the same, according to the statistics, female students' educational life lasts a short time because of the reasons such as dropping out of school, early marriages and contributing to the family financially. Motherhood is the primary function expected from women. According to a study that supports this conclusion, female and male candidates for teaching regard motherhood as a primary duty of women and assume this view in a positive way. Cultural values and religious habits of Turkish society make women regard motherhood as sacred. (Seçgin, Tural, 2011)

When girls get married and become mother at an early age, their educational life is interrupted. They are unable to complete their educational life and get a job when their kids grow up. If girls get educated, this education will contribute to both themselves and their families. According to a study carried out by Şahan and Yasa (2017) for master's degree students, female students share education they get with their families much more than male students as well as benefiting from this education both themselves and their families. This study supports the conclusion above. In many places, traditions and customs that ignore girls and unawareness of families lead girls to remain in the background in terms of education. Poor families prioritize education of boys and ignore girls (Şahan, 1996).

Early marriage has been proved to prevent girls from education and employment. A research got the similar results. Women who work at bazaar get married at an early age. However, they think that girls should not marry at an early age. Instead, they should study and have a job before marriage (Şahan and others, 2014).

Another study supporting this emphasizes that if girls get married under the age of 18, they are deprived of education. It states that people who are under the age 18 should be counted as children (Bayraktar, 2012). Actually, according to the laws, people who are under 18 are counted as children and they must not be allowed to marry except obliged situations. One of the conclusions is that legal arrangements are not sufficient and the present ones are not applied. In Turkey, legal arrangements have been carried out sufficiently, however there are problems in practice.

Lack of media support, mistakes in compulsory education, lack of role models, mobbing against women in workplaces, lack of informal education, regarding women as worthless, women's absence in management, social prejudices, lack of men's support, sex discrimination in employment and regarding women as sexual objects lead women to make use of education insufficiently. Women often appear as a sexual object on media according to a research which supports this conclusion carried out by Demirgöz Bal (2014). In advertisements or TV series in Turkey and most of the world, women act either as sexual objects associated with sexuality and a motivator for men or a housewife who looks after her husband and children. It is necessary to include women in educational and professional areas on media. Accommodation problem for female students and expensiveness of education expenses are other problems encountered at women's education.

According to World Development Report (2012), social sexual equality is important as a development means, too. Removing the obstacles which prevent women from getting education, financial opportunities and productive input at the same level with men can offer lots of productivity gains. These gains are much more important in the world which has become more competitive day by day. Improving women's status supports lots of development output including children. Creating an area in which women and men can become effective in terms of society and politics, making decisions and shaping politics will contribute to development (Özaydınlık, 2014,109).

Women's education is important in terms of the future of society. Women need to be educated in order to create peaceful and happy societies. According to a study carried out Kalçık and Şahan (2018) about violence against women, so as to prevent violence, it is necessary to include subjects including education of women, education of family in classes and books, to educate educators, to prevent sexist sayings and approaches, to forbid early marriages of girls, to provide them with education, to educate mothers and future mothers, to give seminars about raising children.

As a result, it is clear that most problems still exist at education and it is necessary to put certain solution offers into practice so as to be

able to solve these problems. Content of the books including sex discrimination should be revised at schools. Family education should be rearranged and not only women but also men should be educated. Early marriages should be determined and state should take more precautions in order to prevent these marriages. 12-year compulsory education should be employed especially for girls and forcing girls to drop out of school and leading to distant training should be prevented. Instead, it is necessary to lead the people who are out of education age.

It is essential to include women in management and apply positive discrimination in every area. A lot of suggestions are included such as teachers', managers' and administrators' serving actively to ensure education of girls, increasing employment of women, public education centers', schools' and other legal institutions' supporting education of women, reopening the schools which have been closed in countryside, increasing scholarship and accommodation services for girls, applying dissuasive precautions and strict sanctions for criminals about violence and abuse against women, producing public service advertisements, TV series and movies about education of women.

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