

## The levels of the 7th year student's perception of relatives

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<b>Article history</b>	This study was carried out to elucidate how the 7th year students perceive the relatives. The sample of the study was constituted by the students studying public and private schools located in Ankara province. The data were collected by the use of a survey prepared by the researchers. The answers given to the open ended question were evaluated according to the gender, the type of the school, the frequency of meeting the relatives and the monthly income of the family. It was found the average values of the students studying in the private school, the male students, the ones who had a monthly income of 2000tl and above and the ones who meet their relatives more than 4 times a year were much higher than the rest.
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### Introduction

We use huge number of concept in our daily lives every day in oral and written forms and we try very hard to understand concepts used by the other people when we read or listen the concepts in written and oral language. The concepts we use or try to understand are shaped according to our past and have special meaning to us (Başaran, 1969: 329). The concept is a general name given to the groups formed by the classification according to the similarities between the things, events, people and the opinions (MEB, The Ministry of Education, 2005: 80). In other words" the concepts is the form/or structure of the information representing the common variables of different objects and the facts which was evaluated in the mind" (Ülgen, 2004: 107). Concept is a word which explains the haphazard and piled up world of feelings and the thoughts and enables us to solve our problems in the easiest possible way .Because the concepts increases our power of expression and we can explain so many thoughts by the use of one word (Baseman, 1969: 331).

One of the disciplines of the social sciences is sociology, which investigates the structure of the society, its institutions, the functions and the features of the human groups in the society

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and the relations among them (From Fidan and Erden Quoted by.: Erden, 1998: 39). Sociologists examine so many social cases such as how the humans learned to live together, the factors which keep the families together, why the human groups were organized as nations, why some of them are rich and some of them are poor. Sociology makes an important contribution to social sciences education. The students acquire the status and the roles in the basic social institutions such as family, the neighborhood during the first stage of the primary education. The basic concepts related to sociology are given by basic sciences and social sciences programs. The target here is having the child get acquainted with his/her close neighborhood and the important social institutions (Erden, 1998: 39-40). .

The western countries attach great importance to the courses related to social sciences and citizenship. The targets of the social sciences course in Turkey emphasize that the students should be furnished with anthropologic, economic and economic knowledge as well as geographical and historical information (Erden, 1998: 35). One of the concepts which the child should acquire in the social sciences course is the concept of relatives. According to the program this concept is given the students at developmental level in the 4<sup>th</sup> and at consolidation level in the 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> years (MEB, 2005: 85). This study was carried out on 7<sup>th</sup> year students where the concept is given at consolidation level.

The relative is the name given to the people allied with each other with blood” or “the people which actually come from the same blood or the people who believe that “(TDK(Turkish Language Institution), 2012). Although the term relatives have a certain description, its mean may vary person to person (Balaman, 2002; 2).

Relationship has an important place as regards to the arrangement of the behaviors between the people and formation of the social, political and the regional groups. Today the basic component of the modern societies “family” continues its existence at the minimum level as a settlement and as a production unit and the life style as communes (sects).It maintains its importance for the continuation of the blood formed by the family, keep the authority, continuing the family, being a member of a community and becoming an authority in certain societies (Balaman, 2002: 1).The relation between the relatives determines the family structure of the society. The most important factors effecting the relations between the relatives are whether the family is man dominated, mother dominated , collective, under the control of the father , democratic , large or core type (Özkan et.al. 2000: 151).The sequence between the relatives can be one ancestor , two ancestors or the different deviated types (Balaman, 2002; 4-5).

Family named as the smallest social unit of the society is an institution which maintains its influence upon the life of the people starting from the pre natal period to the development era and finally to the death. (Aral, 1991: 35). All the people in the world live in a family unit. However the type and the structure of the family change according to the society, time and different period within the same society, region or the classes (Timur, 1972: 3). Different authors used various criteria for the determination of the structure of the core or the complicated or the large families. Some of these criteria are the number of spouses, type of authority (the authority of the father, the authority of the mother, the equality of the husband and wife), the number of generations in the family (the case that two, three or four generation living together) , the vertical transition between these generations (father –sons or the families of the grand children) or the lateral transition between the generation (married brother and the cousins families) (Timur, 1972: 5). The type and the dimensions of the family change according to the number of its members. But no matter what the size of the family is the relations in it are close humanly reactions and that is why to understand the value of the

people means to understand the value of the family (Dikeçligil, 1991: 28).

The most basic type of family is the “married family” formed by the father, mother and the children. Since the husband and wife relation is very important in this family and it constitutes the major unit of the complicated family structures it is also called “the core family “. If the leader of the core family is not economically dependent to the family or the other relatives it is called “the independent family “(from Nimkoff quote by: Timur, 1972: 3).

There are three types’ large families where there was more than generation and more than one married couples resulting the vertical, lateral or both vertical and lateral expansion in the same family unit as follows:

- Compounded family
- Father dominated large family
- Root family (Timur, 1972: 20).

The man dominated family is the type of family where the father, the head of the family and his wife stay with their married son(s) with the brides and with other unmarried children or with one married son together with the grandchildren ( Timur, 1972: 27). The man dominated large family where the males coming from the roots of the father have a total authority upon the females, is very common in the agricultural societies. (Kandiyoti, 1984: 17).

The relative’s concept is given at development level in the 4<sup>th</sup> and at consolidation level in the 5<sup>th</sup>-7<sup>th</sup> year social sciences courses (MEB, 2005: 85). The 4<sup>th</sup> year social sciences textbook contains relatives related topics such as “my family” and “the family tree” (Kolukısa et.al. 2005: 27-28). Also the cooperation and the coordination between the first degree relatives were emphasized in the topic of cooperation within the family (Kolukısa et.al. 2005: 146). In the topic of “I learn my rights” in the 5<sup>th</sup> year social sciences textbook the family concept was reiterated. The unit contains detailed information about the relatives of the first degree i.e. father, mother, sisters and brothers (Başol et.al. 2012: 14). Again in the same textbook the family and the relative’s concepts were highlighted in the unit of “step by step Turkey “and the topic of “our national days”. The concepts were given by the examples chosen from the holly days and national days (Başol et.al. 2012: 33-38). In the 6<sup>th</sup> year textbook of the social sciences there were extensive information about the “Nevrouz day” and our weddings in the topic of “ the living values of our lives :celebrations “(commission, 2012: 90-91). The concept of relatives taught in the 4<sup>th</sup> and the 5<sup>th</sup> years can be given in and much improved manner when this topic is taught in the 6<sup>th</sup> year. As there is a topic in the 6<sup>th</sup> year social sciences text book called “the assistance and cooperation (commission, 2012: 142). One can mention the relative’s concept when teaching this topic. In the 7<sup>th</sup> year Social Sciences text book the relation with our family in other words our 1<sup>st</sup> degree relatives were emphasized in the topic of “the communication starts with me” (Polat et.al. 2009: 14) . Again in the 7<sup>th</sup> year Social Sciences textbook the topic of migration was elucidated in the topic of” Hello the Land Which Feeds Me “ (Polat et.al. 2009: 42). This topic can be given to the students by mentioning the role of the relations with the relatives in the emigration process.

Although there is no study directed specifically for the concept of relatives in Social Sciences, there are a lot of studied related to the concept teaching (Alım et al.,2008; Ramazan et al.,2009; Akengin 2010; Alkış 2008; Bektaş and Bilgili 2004; Demircioğlu 2005; Coşkun 2003; Hayran 2010; Çaycı et.al; Köksal 2006; Turan 2002; Akınoğlu and Arslan 2007; Alım 2008; Kaya 2003; Yurd and Olğun 2008).

**The Purpose of the Study**

This study was carried out to elucidate how the 7<sup>th</sup> year students perceive the relatives.

**Method**

**The model of the research**

The study was carried out by the use of the descriptive model and the students were asked five constructed and four open ended questions. The variables used in the study were gender, type of the school, monthly income and the frequency of meeting the relatives .

**Sample**

The study was carried out upon 14 and 11 7<sup>th</sup> year students studying a public school located the Mamak and a private school located at the Cankaya town of Ankara province.

**Table-1:** The descriptive statistics of the participants according to gender

<i>Gender</i>	<i>f</i>	<i>%</i>
Female	11	44.0
Male	14	56.0
Total	25	100.0

**Table-2:** The descriptive statistics of the participants according to type of school

<i>Type of school</i>	<i>f</i>	<i>%</i>
Public	14	56.0
Private	11	44.0
Total	25	100.0

Table 1 and 2 show us that 44% the students participated in the study were female and 56% were male and 56% of them were studying in the public and 44% were studying in private schools.

**Table-3:** The distribution of the monthly income of the students participated into the study

<i>Monthly Income</i>	<i>f</i>	<i>%</i>
500-1000	10	40.0
1000-1500	2	8.0
1500-2000	3	12.0
2000 and above	10	40.0
Total	25	100.0

Table 3 shows that the distribution of the monthly income of the students participated into the study were as follows: 40% is between 500-1000 tl, 40% is above 2000 tl , 12% is between and 8% is between 1500-2000 tl .

**Table-4:** The distribution of the frequency of the students, who participated into the study, meeting their relatives

<i>The frequency of meeting the relatives /every year</i>	<i>f</i>	<i>%</i>
Once	3	12.0
Twice	1	4.0
Three times	1	4.0
Four times or more	20	80.0
Total	25	100.0

Table 4 reveals that 40% of the participants met their relatives more than four times a year while 12 % meet hem less than two times a year .12% of the participants were observed to meet the relatives once a year and %4 of them twice or three times a year .

### **Data Collection Tools**

According to Rubin (1983) there are four types of interviews namely fixed format survey interviews , open ended survey interviews , open ended stimulating interviews and open ended intensified interviews .The fixed survey and the open ended interviews are similar to the constructed interview as regards to the content and the method. In the open ended survey interviews the people may give any personalized answers to standard questions in any way they like (Yıldırım and Şimşek, 2008: 120-121).

The data collection tool of the this study was the survey .The questions in the survey was prepared to cover the knowledge of the 7<sup>th</sup> years students regarding to the relatives by consulting the experts. The survey contains five constructed and four open ended d questions . The constructed questions asks the students about their first degree relatives , second degree relatives core family and what is cousin and what is niece. The open ended questions on the other hand were related to what relatives and large family mean, why the relations between the relatives are important and how should the relations between the relatives be constructed.

### **The analyses of the data**

The open ended questions in the research were evaluated by the content analysis one of the qualitative analysis methods. The basics of the contents analysis is that collecting the similar data in concepts or the themes and arranging and evaluating them in the format which the reader could understand. (Yıldırım and Şimşek, 2008: 227). The students were asked open ended questions such as what the relatives and the large family is. Why the relatives are important? How should the relations between the relatives be?"

The constructed question were subjected to a descriptive analysis according to gender, type of school, frequency of meeting the relatives and monthly income

### **Findings**

**Table-5:** The opinions of the students participated to the study about what the relative's means

<i>What does a relationship mean ?</i>	<i>f</i>	<i>%</i>
They are the people which we are connected with blood .	16	22.5
Cooperation	1	1.4
Unity	1	1.4
Happiness	5	7.0
The people who stick with me in my hard days	3	4.2
The people who have any connection with me	1	1.4
The people we share	2	2.8
The parents of our father and mather	1	1.4
The friends of our father and mothers	1	1.4

When we look at the answers only %22.5 of the participant gave the right answer as “the people connected with blood”. Other answers were somewhat deficient or wrong such as cooperation or unity with 1.4 each, happiness with %7, the people who stick with me in my hard days with %4.2, the people I share with %2.8 and the parents of our father and Mather, the people who have any connection with me or the friends of our father and Mather with %1.4 each.

Some of the answers given by the students were as follows:

- “The people connected with blood.”
- “The people who stick with me in my hard days.”
- “Relatives mean cooperation and happiness.”

**Table-6:** The opinions of the participants about the large family?

<i>What is large family?</i>	<i>f</i>	<i>%</i>
Have no idea	1	1.4
The people formed by or mothers, fathers and the relatives	4	5.6
Core family and the relatives living together	5	7.0
Mother, father , children and the grandparents living together in the same house	8	11.3
More than one people living in the same house	2	2.8
Mother, father , children and the grandparents living together	1	1.4
It is core family living with other people in the same house	1	1.4
It is a crowded family	1	1.4
It is a family which the mother and the father have more than one kids	1	1.4
It is the case where some father relatives live with the core family	1	1.4

When we look at the answers of the students (table 6) we see that %11.3 of the students described the large family as father mother and the grandparents living in the same house ,this was followed by the core family and the relatives living together with %7’, the people formed by the father, mother and the relatives living together with %5.6 and there were more than one people living in the same house with %2.8. %1.4 of the participants did not have any idea and described the large family as the father mother, children and the grandparents living in the same house and same number of students stated that it is the case where the core family lives together with the relatives and there were erroneous descriptions such as the crowded family, core family living with different people, and father and mother having large number of children.

Some of the answers given by the students are as follows:

- “It is the family formed by the mother, father, grandparents, aunts etc.”
- “The family where the family and the relatives are living together is called the core family.”
- “It is the case where more than one people are living in the same house.”

**Table-7:** The opinions of the participating students about the importance of the relations with the relatives

<i>Why are the relations with the relatives important ?</i>	<i>f</i>	<i>%</i>
The relatives are much closer to each other than the other people	1	1.4
They help us	9	12.7
They are important according to our traditions	1	1.4
We are related with blood	5	7.0
They stick to us in our hard days	6	8.5
They are important as regards to the social relations	3	4.2
Have no idea	1	1.4
Relatives provides as the coordination , sociability and the discussion	1	1.4
Furnish us with self confidence	1	1.4
Establish unity	1	1.4
Prevents the feeling of loneliness	1	1.4

According to the answers given by the students about the importance of the relatives %12.7

stated that they help us, %8.5 said they stick with us in our hard days , %7 stated that they are connected to us with blood, % 4.2 claimed that they are important as regards to the social relations and 1.4 of them gave the various answers such as they are closer to us than the other people, have no idea, the relatives establishes the coordination sociability and medium of discussion , furnish us with self-confidence, establishes our unity, stops the feeling of loneliness .

Below are some of the examples collected from the student's answers:

- “Relatives always help us”
- “It was our relatives who help us in our hard days.”
- “We are connected with blood.”

**Table-8:** The opinions of the participating students on how the relation with our relatives should be

<i>How do you think that our relations with our relatives should be?</i>	<i>f</i>	<i>%</i>
It should be proper and sufficient	2	2.8
They should visit each other frequently	4	5.6
It should be close	3	4.2
It should be nice	3	4.2
They should be tied to each other with strong bonds	4	5.6
There should be a genuine love between them	1	1.4
There should be positive communication and respect between them	2	2.8
There should be no hard feelings between them	2	2.8
The relations should be given importance	1	1.4
There should be trust	3	4.2
The relatives should be tolerant and polite	1	1.4
It should be based upon together ship, welfare and happiness	1	1.4
They should be good	4	5.6

When we look at the answers given by the students about the relation with the relatives they showed the following distribution : they should be good and the relatives should frequently with each other with %5.6, they should be very close, nice and based on trust with %2.8, they should be proper and sufficient , there should be positive communication and mutual respect, there should be no hard feelings between them with %1.4 and the rest gave the answers such as there should be genuine love between them , they should be given importance ,they should be based upon the tolerance and politeness, and they should bring welfare and happiness .

Some of the answers given by the students are as follows:

- “None of the relatives should have any hard feelings between them.”
- “They should be tightly bound together and should act shoulder to shoulder in hard days.”
- “We should at least call each other once a week and meet frequently”.

**Table-9:** The descriptive statistics of the mean of the correct answers given to the constructed according to gender

<i>Gender</i>	<i>N</i>	$\bar{X}$	<i>S</i>
Female	11	3.0000	1.26491
Male	13	3.7692	1.30089
Total	24	3.4167	1.31601

Every correct answer given to the five constructed question was taken one point and the mean

of the correct answers given by the males ( $\bar{X}=3.76$ ) was found to be higher than that of females ( $\bar{X}=3.00$ ).

**Table-10** The descriptive statistics of the mean of the correct answers given to the constructed questions according to the type of school

<i>Type of school</i>	<i>N</i>	$\bar{X}$	<i>S</i>
Public	14	2.6429	1.08182
Private	10	4.5000	.70711
Total	24	3.4167	1.31601

Every correct answer given to the five constructed question was taken one point and the mean of the correct answers given by the students studying in a private school ( $\bar{X}=4.50$ ) was found to be higher than that of those studying in a public school ( $\bar{X}=2.64$ ).

**Table-11:** The descriptive statistics of the mean of the correct answers given to the constructed questions according to the monthly income

<i>Monthly Income</i>	<i>N</i>	$\bar{X}$	<i>S</i>
500-1000	10	2.5000	.70711
1000-1500	2	3.0000	1.41421
1500-2000	2	3.0000	2.82843
2000 and above	10	4.5000	.70711
Total	24	3.4167	1.31601

Every correct answer given to the five constructed question was taken one point and the highest mean of the correct answers given by the students according to the monthly income was found for those with monthly income above 2000 tl ( $\bar{X}=4.50$ ) which was significantly higher than these with monthly income of 500-1000 ( $\bar{X}=2.50$ ), 1000-1500 ( $\bar{X}=3.00$ ) and 1500-2000 tl ( $\bar{X}=3.00$ ).

**Table-12** The descriptive statistics of the mean of the correct answers given to the constructed questions according to the frequency of meeting the relatives

<i>The frequency of meeting the relatives</i>	<i>N</i>	$\bar{X}$	<i>S</i>
Once a year	3	3.0000	1.73205
Twice a year	1	3.0000	.
Three times a year	1	2.0000	.
Four times or more in a year	19	3.5789	1.30451
Total	24	3.4167	1.31601

Doing the same grading as we did before for the other variables it was found that the mean number of the correct answers of the students who meet their relatives more than four times in a year( $\bar{X}=3.57$ ) is much higher than those who meet them once a year( $\bar{X}=3.00$ ), twice a year ( $\bar{X}=3.00$ ) and three times a year( $\bar{X}=2.00$ ).

### Results and discussion

This section is related to the evaluation of the results of the study.

When we look at the answers given by the students for the open ended questions related to the relatives and the large family it is seen that the some of the students perceived the concept very well and some of them have grave misconception about it. %12.7 of the students



answered the question related to the importance of the relatives as “they help us” and %5.6 answered the question about how the relations among the relatives should be as “they should be good and the relatives should visit each other frequently”.

The constructed survey results revealed that the correct answers of the male students of the survey is much higher than the females .This may be attributed to the fact that the father dominated family pattern is predominant in Turkey. Şeker (2010) reported that the gender is an ineffective independent variable on the pre and posttest-results.

It was also determined that the mean correct answer value of the students studying in private schools is much higher than the ones studying in public schools. This can be explained by the fact the public school students cannot frequently visit the relatives due to financial difficulties. Another fact causing this situation may be that the quality of education given in the private schools is much better than the education in public schools.

The descriptive analysis results show that the mean number of correct answer to the students meeting the relatives more than 4 times a year is much higher than the ones who meet them once, twice and three times a year. It is obvious that there is a direct relation between the frequency of meeting the relatives and the mean number of correct answers. This shows that the experiences with the concept studied facilitates its conception

The descriptive data also revealed that the mean number of correct answer is higher for the ones with a monthly income of 2000tl and above compared to ones with the monthly income of 500-2000tl, 1000-1500 tl and 1500-2000 tl . This can also be attributed to the fact that the students studying in the public school do not find enough opportunity to visit their relatives more frequently

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