

International Academic Research & Reviews in Educational Sciences -II-

Edited by

**Prof. Dr. Ramón Antonio
Hernández Chirinos de Jesus**



**GLOBAL
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Preface

This book consists of seven chapters. In the first chapter, the measurement invariance of the Test Anxiety scale in the PISA 2015 cycle was examined by gender with 53 different country data. It was concluded that 50 countries achieved strict invariance and 3 countries achieved scalar invariance. These results show that the test anxiety scale consisting of five items provides measurement invariance according to gender in different languages and cultures, and therefore can be used with confidence.

In the second chapter, In the studies conducted in Turkey, depression, anxiety, CAD, somatization, hostility (anger and aggression) and psychoticism symptoms were investigated; Research on symptoms such as OCD, FA and PD has been found to be very limited. For this reason, more research on the effect of art therapy on mental symptoms in adolescents such as OCD, FA, PD is recommended in Turkey. Although there has been increasing interest in art therapy in Turkey in recent years, studies in this field remain limited. Studies on the effect of art therapy on the mental symptom levels of adolescents in Turkey are insufficient. It is thought that this review study will provide facilitating findings for mental health professionals in examining the effect of art therapy on the mental symptoms of adolescents.

In the third chapter, critically examines the theme of female individuation as portrayed in Virginia Woolf's novel *To the Lighthouse* and Sylvia Plath's *The Bell Jar*. Using a careful analysis of these literary works, this chapter argues that Woolf and Plath use their female characters to address the daunting challenges women face in their search for a separate identity within a patriarchal society. Both Mrs. Ramsay in *To the Lighthouse* and Esther Greenwood in *The Bell Jar* struggle with the arduous task of self-definition amid societal expectations deeply rooted in traditional gender roles. By closely examining these characters' paths to self-assertion, this chapter illuminates the complicated and multi-layered process of female individuation within a patriarchal framework. The deliberate selection

of two works for this study has provided valuable insight into the issue of gender stereotypes and their impact on characters. Esther Greenwood in *The Bell Jar* demonstrates a deep awareness of the societal expectations and gender stereotypes imposed upon her. Her persistent efforts to challenge these norms are met with repeated setbacks that resemble the experience of hitting a metaphorical glass ceiling.

In the fourth chapter, the authors attempt to analyze the strategy by using the Theory of Regime Effectiveness and the Concept of Humanitarian Strategy which specifically focuses on two dimensions. This research uses a qualitative approach and focuses on descriptive research. The research is also focused on 2019-2020 as the year of implementation of the Women's Protection and Empowerment policy.

The fifth chapter in the context of factors such as an aging population and an increasing retirement age, the study included findings that various policies and incentives should be implemented to encourage the participation of older workers in the labor force. It also details how to provide continuing education and skills development opportunities, keep an ageing workforce in employment and be competitive.

In the sixth chapter it is emphasized that sharing is an issue that parents should be aware of. When sharing content about children, the importance of protecting their privacy and safety is explained.

In the seventh chapter, Research on "Material Design and the Use of Material in Social Studies History Teaching" is included. It has been explained that grounding research on learning and teaching processes with a theory will provide great benefits in teaching by improving the scientific aspect of that work. It has been mentioned that the subjects of the history of social studies consist mostly of verbal information and that the strengthening of memory is useful in the teaching of the history of social studies.

This book has been prepared for academics, researchers, doctoral students and policy makers working in the field of education.

Foreword

International Academic Research & Reviews in Educational Sciences is a thought-provoking book that provides valuable insights into contemporary issues facing education academics, researchers, doctoral students, and teachers and policymakers.

The book focuses on the following topics: Gender Differences and Measurement Invariance in Test Anxiety Across the World: Evidence from Pisa 2015, The Effect of Art Therapy on the Mental Symptom Levels of Adolescents, Female Individualization in Virginia Woolf's to the Lighthouse and Sylvia Plath's the Bell Jar: Exploring Identity in Patriarchal Society, International Rescue Committee's Humanitarian Strategy through Women Protection and Empowerment in Yemen Conflict 2019 – 2020, the Relationship Between Vocational High School Education and Labor Market Outcomes, Sharenting as a New Parental Behavior, Material Design and Social Studies Use of Material in History Teaching.

The authors of this book present a wealth of literature and research that will contribute to an understanding of the role of decision-makers and international organizations in the field of education in promoting growth and development. The book is an excellent resource for anyone interested in learning about the most recent trends and emerging issues in the educational sciences.

This book is a must have for anyone interested in the research and insights in the educational sciences.

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CHAPTER 1

GENDER DIFFERENCES AND MEASUREMENT INVARIANCE IN TEST ANXIETY ACROSS THE WORLD: EVIDENCE FROM PISA 2015

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Introduction

Recently, students have become more anxious in their education process due to increasing competitive conditions and rising academic expectations. The pressure from the environment, family, or school stakeholders to get high grades increases the stress on the student with the fear of failure. Test anxiety refers to the feelings of fear, worry, and tension that students may experience in relation to their academic performance, school loads, and expectations from students (Chamberlain, Daly, and Spalding, 2011; Putwain and Daly, 2014). In other words, test anxiety describes the change in students' stress and anxiety levels due to the exams or studies they perform at school. The main triggers of test anxiety can be factors such as fear of failure, pressure from high demands, competition with peers, or lack of self-confidence (Ringeisen & Raufelder, 2015; Tan & Pang, 2023). There is a broad consensus in the literature that test anxiety is related to academic achievement (Ali & Mohsin, 2013; Crişan & Copaci, 2015; von der Embse, Jester, Roy, & Post, 2018). von der Embse et al. (2018) reported that test anxiety has a negative effect on many educational performance indicators in their meta-analysis of 238 studies on test anxiety since 1988. In addition, there are studies showing that test anxiety is closely related to many psychological symptoms such as depressive symptoms, stress, and emotional balance disorders (Augner, 2015; von der Embse, Barterian, & Segool, 2013). Test anxiety can also lead to different physical symptoms such as heart palpitations, rapid pulse, rapid breathing, sweating, headache, abdominal pain or nausea, sleep problems, and fatigue (Mashayekh & Hashemi, 2011; Chishti & Rana, 2021). In addition, it is also stated in the literature that test anxiety can have future-oriented effects such as skipping classes, delaying or giving up academic goals (Pekrun, 2006; Lowe et al., 2008). Therefore, it can be said that test anxiety will have negative effects on students' academic performance, mental health and overall quality of life if it is not given due importance.

Test Anxiety

Any attempt to measure students' academic development in which academic performance is evaluated brings to mind the concept of test anxiety, which in a sense causes students to react with anxiety (Hodapp, Glanzmann, & Laux, 1995). Test anxiety is the mental, psychological, or physical behavioral reactions that occur due to the worry of the possible negative consequences of failing an exam or an assessment (Zeidner, 1998). School assignments, exams, pressure to get high grades, and fear of getting low grades are seen as the most prominent causes of test anxiety (McDonald, 2001; Yakıcı and Kandemir, 2021; Demir, 2022). Some students develop anxiety when they cannot solve tasks at school, when they have problems with homework, when they are preparing for an exam or when they feel that they will take an exam (Zeidner, 2007). Anxiety is expected to be higher in students with low levels of confidence in themselves or their abilities or in students with high levels of parental expectations. Students with test anxiety are more likely to underperform, be absent frequently, or drop out of school completely (Cortina, 2008; Ramirez & Beilock, 2011). Anxiety can affect students' motivation and disrupt their learning strategies (Varasteh, Ghanizadeh, & Akbari, 2016). In addition, anxiety has many effects on mental, psychological, physical or quality of life (Lohiya et al., 2021; Chen et al., 2023).

Gender Differences in Test Anxiety

There are many studies reporting that there is a gender difference in test anxiety between male and female groups. In self-reported test anxiety, it is generally seen that girls have more test anxiety than boys (Hembree, 1988; Seipp & Schwarzer, 1996; von der Embse et al., 2018). Donati et al. (2020) stated that girls have higher test anxiety than boys in the German Test Anxiety Inventory. Devine, Fawcett, Szűcs, and Dowker (2012) examined the relationships between mathematics

performance, mathematics anxiety and test anxiety by gender and found that girls have higher test anxiety than boys. Robson, Johnstone, Putwain, and Howard (2023), in a meta-analysis of articles written on test anxiety in the last 20 years, report that girls show higher test anxiety than boys. In general, there are many studies in the literature indicating that girls have higher test anxiety than boys. Some studies have also been conducted on why girls may have higher levels of test anxiety than boys. In these studies, it is stated that women may be more prone to anxiety, stress or depression due to coping style, socialization, or genetic factors (Goodwin & Gotlib, 2004; Olatunji et al., 2013). Women show their emotions more easily and therefore, in terms of socialization practice, women are more likely to have higher levels of anxiety (Chaplin, 2015). Therefore, a higher anxiety tendency may lead to higher test anxiety (McLean et al., 2011). On the other hand, gender differences in test anxiety may also stem from the sub-dimensions of test anxiety. It can be seen that this difference is sometimes higher in the emotionality and anxiety components of test anxiety (Putwain, 2007) and sometimes only in the emotionality component (Zeidner & Nevo, 1992). On the other hand, the self-report method of measuring test anxiety may also be a variable in explaining the gender difference. As a result, it is thought that new studies should be conducted to better determine the difference in test anxiety.

Measurement Invariance

Large-scale international assessments play an important role in comparing the qualifications of individuals across countries. The Programme for International Student Assessment (PISA) provides data on students' academic achievement for cross-country comparisons. In such large-scale assessments, the precondition for making comparisons between groups is to ensure statistical equivalence between groups (Millsap & Olivera-Ogilar, 2012). While test adaptation takes place before data collection,

assessment of the measurement invariance of scores takes place after data collection to decide on score equivalence between groups. Measurement invariance indicates that the item parameters of a scale are equivalent across groups (Vandenberg & Lance, 2000). Scores meet the condition of measurement invariance if individuals with similar characteristics are equally likely to choose a particular item response, regardless of group membership. In the development of each measurement tool, it is assumed as a basic principle that it measures the same trait in each group to which it is applied. However, in practice, the results may differ according to the groups to which they are applied. If the results obtained from the groups do not have equivalent psychometric qualities, it would not be correct to compare the results between the groups (Başusta & Gelbal, 2015; Yigiter, 2023). Therefore, the measurement tool should measure the same construct in the same way in each subgroup.

With measurement invariance, showing that the factor loadings, inter-dimensional correlations and error variances of a measurement model are the same in each group shows that the measurement tool has the same structure in different groups (Jöreskog & Sörbom, 1993). Researchers obtain evidence on whether the scale measures the same construct in subgroups (Millsap & Olivera-Ogilar, 2012). If measurement invariance cannot be ensured, a validity problem occurs for the measurement tool. Therefore, the interpretations to be obtained from group comparisons based on the scores obtained from this measurement tool may also be incorrect (Vandenberg & Lance, 2000). Measurement invariance also provides evidence of the validity of the instrument. He et al. (2019), in their research on cross-cultural comparability with TIMSS and PISA data, state that comparisons made without examining measurement invariance may lead to incorrect results, hence the importance of testing measurement invariance. If measurement invariance is not ensured, it is not possible to know whether the difference between the scores to be obtained from the

measurement tool is due to a real difference in construct or scale items (Horn & McArdle, 1992). Therefore, it is important to examine measurement invariance before comparing measures obtained from two or more groups. One of the most widely used methods in the literature to examine measurement invariance is the Multigroup Confirmatory Factor Analysis (MG-CFA) (Van De Schoot et al., 2015). In this method, measurement invariance is tested in four stages: configural invariance, metric invariance, scalar invariance and strict invariance (Meredith, 1993).

Configural Invariance

It is the first hierarchical stage of measurement invariance. In this stage, it is tested to see whether the groups have the same factor structure. For this purpose, the equivalence of factors and the pattern of factor loadings are analyzed. No parameter restriction is made at this stage. If configural invariance is achieved, it can be stated that the groups measure the same construct (Wu, Li, & Zumbo, 2007). If configural invariance is not achieved, it is stated that the groups measure different constructs and the further stages of measurement invariance are not proceeded. Configural invariance is also referred to as formal or structural invariance in the literature.

Metric Invariance

When it is shown that configural invariance is achieved, a metric invariance test can be performed. In metric invariance, the equality of factor loadings in different groups is tested. Observed variables are connected to latent variables by factor loadings. Therefore, the smallest change in the latent variable affects the observed variable. If the same construct is to be measured in different groups, factor loadings should

be equivalent. In other words, factor loadings estimated from one group are fixed to the other group and the fit indices of the model are examined. If metric invariance is achieved, comparisons between groups based on factor loadings can be defended. When metric invariance is not achieved, it can be said that the items do not have the same meaning for all groups and therefore there is item bias. In this case, the next stage, scalar invariance, is not proceeded with. Metric invariance is also known as weak invariance (Meredith, 1993; Gregorich, 2006).

Scalar Invariance

If metric invariance is ensured, the scalar invariance stage is passed. At this stage, in addition to the equivalence of factor loadings tested in metric invariance, the equivalence of regression constants between groups is also tested. In other words, at this stage where the equivalence of factor variance and covariances between groups is tested, the equivalence of factor loadings is also examined. If scalar invariance is achieved, it means that the means and factor loadings of the observed variables can be compared (Gregorich, 2006). In other words, it can be said that there is no bias in favor of any subgroup in the items and the mean differences are due to the mean differences in the latent variable. Scalar invariance is also known as strong invariance.

Strict Invariance

In this stage, which is the last step of measurement invariance, in addition to the restrictions in the previous stages, the equality of error variances across groups is also tested (Vandenberg & Lance, 2000). Scales that claim to measure the same construct across groups should ensure strict invariance. By ensuring strict invariance, measurement invariance will be fully ensured.

It should also be noted that strict invariance is a very limited model and is very difficult to achieve in practice.

Purpose and Significance of the Study

In the literature, there are different studies examining the differences in test anxiety according to gender. Some of these studies are given in the introduction section of the study. In the comparisons to be made according to gender, first of all, the factor structures of different groups on the latent variable should be examined with measurement invariance in order to determine whether the latent variable measured is understood in the same way by different gender groups. On the other hand, the differences in test anxiety by gender were evaluated on a country-by-country basis. The aim of this study is to examine the measurement invariance of the test anxiety scale in the PISA 2015 cycle by gender and to reveal the differences in test anxiety by gender on a country-by-country basis. In this context, measurement invariance by gender was tested with data from 53 different countries. Then, differences were calculated according to different gender groups on a country basis. When the literature was examined, it was seen that there are some studies examining the measurement invariance of the test anxiety scale (Donati et al., 2020; Talwar et al., 2019; Lowe, 2019). However, it is seen that there is no study examining the measurement invariance of the test anxiety scale by gender on the basis of all countries with PISA 2015 cycle data. This study is important in terms of both focusing on the measurement invariance of the test anxiety scale by gender and providing the opportunity to compare the differences in test anxiety by gender on a country-by-country basis.

Method

This study is a descriptive study since it aims to determine whether the test anxiety scale in the PISA 2015 student survey varies according to gender (Büyüköztürk et al., 2017).

Population and Sample

Approximately 520,000 students from 72 countries participated in the PISA 2015 cycle. The sample for this study consists of 402,151 students from 53 countries who applied the test anxiety scale. The number of students participating in the test from 53 countries that administered the test anxiety scale can be analyzed in Table 2.

Data Source

Data were obtained from the database at <https://www.oecd.org/pisa/data/2015database/>. The PISA 2015 cycle includes reading, science and mathematics achievement tests as well as student, teacher, school and home questionnaires. This study was limited to the test anxiety scale.

Test Anxiety Scale

Test Anxiety Scale (OECD, 2017) measures students' anxiety about schoolwork with five items. The high scores given to these four-point Likert-type items indicate an increase in test anxiety. The items in the scale and their codes are given in Table 1.

Table 1.1. Items of the Test Anxiety Scale

Item Code	Item
ST118Q01NA	I often worry that it will be difficult for me taking a test
ST118Q02NA	I worry that I will get poor at school
ST118Q03NA	Even if I am well prepared for a test I feel very anxious
ST118Q04NA	I get very tense when I study
ST118Q05NA	I get nervous when I don't know how to solve a task at school

As seen in Table 1, it is seen that the items in the scale measure the anxiety experienced by the students during the study and exam practices in the school environment.

Data Analysis

Before starting the data analysis, the assumptions to be met in univariate statistical techniques were examined. The data obtained from the PISA 2015 database includes 434,202 students from 53 countries. First of all, missing data that was not answered by the students was analyzed. While the missing data rates on a variable basis are above 10% in Germany, Costa Rica and Brazil, the missing data rates are below 10% in the other 50 countries. Little MCAR test was performed to examine the randomness of missing data. The results of the Little MCAR test show that the missing data in all countries is random and does not contain any pattern ($p>0.05$). In order not to lose the power of the analysis, missing data assignment was preferred instead of the list-based deletion method. Before missing data assignment, participants who left the gender variable or the entire scale non-response were deleted on a list basis and excluded from the sample. Then, missing data assignment were performed with the EM algorithm. In the extreme value analysis, standardized Z scores were calculated according to the total score of the scale. It is stated that in big data, participants who fall outside the $[-4,+4]$ range according to the Z score can be determined as outliers. Participants who were outside this range according to their Z scores

were excluded from the sample. The skewness and kurtosis values of the variables were examined to determine whether the data were normally distributed.

Since the kurtosis and skewness coefficients of all countries were in the range of $[-1.5, +1.5]$, it was decided that the data were normally distributed in all countries (Tabachnick & Fidell, 2013). To examine multicollinearity, VIF (variance inflation factor) values were calculated for all items. It was observed that the highest VIF value in all countries was in the item code ST118Q04NA in Iceland with a value of 2.75. It was decided that there was no multicollinearity problem in any country since a VIF value greater than 5 would cause a multicollinearity problem (Kline, 2011).

In this study, the ULS estimation method was used as the estimation method, which is reported to give good results in the Multiple Group CFA model (Forero, Maydeu-Olivares, & Gallardo-Pujol, 2009). In large-scale tests, due to time and financial constraints, not all participants in the population (all students at the relevant grade level) can be included in the sample. In order to overcome this limitation and to ensure the generalizability of the sample to the population, sampling weights are used (Arikan, Özer, Şeker, & Ertaş, 2020). In this study, student weights in the PISA 2015 data were added to the model as sample weights. Before testing measurement invariance with MG-CFA, a country-based CFA was conducted. In all countries, CFA results indicate that the test anxiety scale shows good fit ($RMSEA < .08$, $SRMA < .08$, $TLI > .95$, $CFI > .95$). Measurement invariance in MG-CFA was examined by testing four hierarchical models. These four models are structural invariance, metric invariance, scale invariance, and strict invariance (Vandenberg & Lance, 2000). There are studies suggesting that the significance can be tested according to the difference of chi-square values ($\Delta\chi^2$) in determining whether inter-stage invariance is achieved (Schmitt & Kuljanin, 2008). However, the chi-square difference test rejects the null hypothesis with too much power as the sample size increases. Therefore, Cheung and Rensvold (2002)

suggested examining the change in the CFI value (ΔCFI) as an alternative to $\Delta\chi^2$. In this study, the difference of ΔCFI less than or equal to 0.01 was used as a criterion to determine whether the invariance between the stages was achieved (Cheung & Rensvold, 2002). When it was decided that the fit at one stage was sufficient, the next stage was started. After testing measurement invariance with MG-CFA, a t-test was performed to determine whether the test anxiety scale showed a significant difference according to gender. In large-scale tests, sample weights should be included in the analysis in order to ensure the generalizability of the sample to the universe. In this study, sample weights were also included in the t-test analyses.

In this study, all analyses were performed in R. MG-CFA analyses were performed in R using the "lavaan" package (Rosseel, 2012) and t-test "weights" package (Pasek, 2018). In addition, "naniar" (Tierney et al., 2019) was used for the Little MCAR test, "mvdalab" (Afanador et al., 2016) for the EM algorithm, "maps" (Becker et al., 2018) and "ggplot2" (Wickham, 2011) were used for the map graph.

Findings

In this section, firstly, CFA analysis was conducted with the test anxiety scale on a country basis and model-data fit was examined. Then, the findings of measurement invariance with the MG-CFA model by gender on a country basis are presented.

CFA Findings and MG-CFA Analysis Findings by Gender of Test Anxiety Scale

CFA results of the test anxiety scale by country and measurement invariance results by gender with MG-CFA method are presented in Table 1.2.

Table 1.2. CFA and MG-CFA Findings

Country	CFA				MG-CFA (CFI)				
	CFI	TLI	RMSEA	SRMR	Configural	Metric	Scalar	Strict	Decision
Australia	0,995	0,990	0,038	0,032	0,994	0,994	0,994	0,993	Strict
Austria	0,987	0,975	0,073	0,049	0,987	0,986	0,985	0,984	Strict
Belgium	0,996	0,992	0,038	0,029	0,996	0,994	0,994	0,992	Strict
Brazil	0,984	0,967	0,042	0,043	0,981	0,980	0,979	0,966	Scalar
Bulgaria	0,998	0,997	0,027	0,020	0,998	0,999	0,998	0,997	Strict
Canada	0,995	0,990	0,044	0,032	0,994	0,994	0,993	0,991	Strict
Chile	0,995	0,991	0,035	0,027	0,996	0,995	0,995	0,993	Strict
Taiwan	0,993	0,986	0,039	0,037	0,994	0,993	0,993	0,991	Strict
Colombia	0,981	0,962	0,036	0,030	0,980	0,981	0,980	0,960	Scalar
Costa Rica	0,984	0,968	0,050	0,042	0,983	0,983	0,981	0,968	Scalar
Croatia	0,990	0,980	0,049	0,043	0,989	0,988	0,983	0,976	Strict
Czech Republic	0,996	0,991	0,033	0,028	0,996	0,995	0,995	0,992	Strict
Denmark	0,995	0,989	0,036	0,032	0,994	0,993	0,991	0,990	Strict
Dominican Republic	0,993	0,986	0,045	0,029	0,993	0,993	0,991	0,982	Strict
Estonia	0,994	0,989	0,039	0,033	0,994	0,993	0,993	0,992	Strict
Finland	0,969	0,938	0,082	0,069	0,967	0,966	0,960	0,958	Strict
France	0,995	0,989	0,046	0,033	0,994	0,994	0,993	0,991	Strict
Germany	0,986	0,973	0,063	0,046	0,985	0,985	0,979	0,978	Strict
Greece	0,985	0,969	0,055	0,042	0,985	0,984	0,974	0,967	Strict
Hungary	0,988	0,976	0,060	0,046	0,987	0,986	0,986	0,982	Strict
Iceland	0,997	0,994	0,043	0,031	0,997	0,997	0,995	0,995	Strict
Ireland	0,993	0,986	0,038	0,036	0,993	0,992	0,989	0,989	Strict
Israel	0,988	0,975	0,061	0,045	0,987	0,986	0,986	0,985	Strict
Italy	0,995	0,990	0,036	0,030	0,994	0,993	0,992	0,982	Strict
Japan	0,973	0,946	0,088	0,063	0,973	0,971	0,969	0,967	Strict
Korea	0,996	0,992	0,032	0,030	0,997	0,996	0,995	0,994	Strict
Latvia	0,992	0,985	0,041	0,036	0,993	0,993	0,991	0,990	Strict
Lithuania	0,996	0,991	0,048	0,028	0,995	0,993	0,991	0,987	Strict
Luxembourg	0,991	0,981	0,064	0,043	0,989	0,988	0,987	0,985	Strict
China	0,986	0,971	0,052	0,050	0,985	0,985	0,983	0,980	Strict
Mexico	0,989	0,978	0,053	0,042	0,989	0,989	0,988	0,983	Strict
Montenegro	0,995	0,989	0,047	0,033	0,994	0,994	0,993	0,991	Strict
Netherlands	0,993	0,987	0,036	0,038	0,994	0,994	0,994	0,994	Strict
New Zealand	0,994	0,988	0,040	0,035	0,994	0,994	0,994	0,995	Strict
Norway	0,998	0,996	0,031	0,023	0,998	0,998	0,996	0,995	Strict
Peru	0,976	0,951	0,045	0,040	0,977	0,977	0,972	0,969	Strict
Poland	0,989	0,979	0,056	0,048	0,989	0,988	0,988	0,985	Strict
Portugal	0,988	0,975	0,052	0,052	0,984	0,982	0,983	0,974	Strict
Qatar	0,975	0,950	0,082	0,058	0,975	0,974	0,973	0,970	Strict
Russia	0,997	0,993	0,026	0,027	0,996	0,997	0,993	0,988	Strict
Singapore	0,992	0,985	0,041	0,038	0,992	0,992	0,992	0,988	Strict
Slovak Republic	0,993	0,985	0,044	0,037	0,993	0,992	0,991	0,988	Strict
Slovenia	0,991	0,981	0,047	0,039	0,989	0,989	0,989	0,987	Strict
Spain	0,978	0,957	0,060	0,051	0,976	0,975	0,974	0,968	Strict
Sweden	0,992	0,984	0,056	0,041	0,991	0,990	0,988	0,986	Strict
Switzerland	0,992	0,985	0,051	0,038	0,992	0,991	0,989	0,985	Strict
Thailand	0,993	0,987	0,032	0,036	0,994	0,995	0,992	0,991	Strict
United Arab Emirates	0,960	0,920	0,094	0,067	0,960	0,958	0,954	0,948	Strict
Tunisia	0,949	0,898	0,110	0,073	0,946	0,946	0,945	0,941	Strict
Turkey	0,996	0,992	0,037	0,027	0,996	0,996	0,994	0,990	Strict
United Kingdom	0,994	0,989	0,040	0,033	0,993	0,992	0,991	0,989	Strict
United States	0,997	0,993	0,033	0,025	0,996	0,995	0,992	0,988	Strict
Uruguay	0,992	0,983	0,040	0,034	0,991	0,991	0,990	0,985	Strict

According to the CFA results of the test anxiety scale, the fit values of 48 countries except Finland, Japan, Tunisia, Qatar and United Arab Emirates are quite good ($RMSEA < .08$, $SRMR < .08$, $TLI > .95$, $CFI > .95$). RMSE values of Finland and Qatar, TLI and RMSE values of Japan, Tunisia and United Arab Emirates are found to be unfit. However, since the other fit indices of these countries were appropriate, it was concluded that the model fit the data and MG-CFA analysis was continued with all countries. According to the results of the MG-CFA analysis, it is seen that 50 of the 53 countries in the sample meet strict invariance and 3 of them meet scalar invariance. The countries that do not satisfy strict invariance are Brazil, Colombia and Costa Rica. Since these countries provided scalar invariance, these countries were included in the analyses to determine the difference in test anxiety by gender.

t-test Results of Test Anxiety Scale According to Gender

The results of the t-test conducted to determine the gender differences of the test anxiety scale by country are presented in Table 1.3.

Table 1.3. Gender Differences of Test Anxiety Scale

Country	N	Female	Male	sdFemale	sdMale	t	se	p
Australia	13946	14,38	12,56	3,17	3,30	33,3	0,05	0,00***
Austria	6944	12,84	11,63	3,64	3,60	13,8	0,09	0,00***
Belgium	9218	13,10	11,40	3,31	3,48	24,1	0,07	0,00***
Brazil	20863	15,57	14,34	2,54	2,86	32,6	0,04	0,00***
Bulgaria	5701	13,25	11,86	3,40	3,81	14,4	0,10	0,00***
Canada	19393	14,38	12,37	3,37	3,61	40,2	0,05	0,00***
Chile	6962	13,66	12,63	3,33	3,36	13,0	0,08	0,00***
Taiwan	7701	14,61	13,83	2,86	3,34	11,0	0,07	0,00***
Colombia	11512	15,20	14,31	2,59	2,71	18,0	0,05	0,00***
Costa Rica	6009	15,47	14,26	2,90	2,97	15,9	0,08	0,00***
Croatia	5726	13,48	11,95	3,03	3,29	18,2	0,08	0,00***
Czech Republic	6730	12,77	11,43	2,98	3,27	17,4	0,08	0,00***
Denmark	6661	14,20	12,04	2,97	3,19	28,9	0,07	0,00***
Dominican Republic	4632	14,48	13,83	3,33	3,53	6,3	0,10	0,00***
Estonia	5504	12,80	11,14	3,20	3,24	19,2	0,09	0,00***
Finland	5779	11,89	10,61	3,12	3,08	15,7	0,08	0,00***
France	5935	13,29	11,59	3,40	3,62	18,5	0,09	0,00***
Germany	5654	12,13	10,74	3,39	3,35	15,6	0,09	0,00***
Greece	5474	13,12	12,02	2,99	3,23	13,0	0,08	0,00***
Hungary	5574	13,04	11,71	3,26	3,42	14,9	0,09	0,00***
Iceland	3273	13,50	10,98	3,78	3,71	19,1	0,13	0,00***
Ireland	5684	14,11	12,60	3,02	3,10	18,7	0,08	0,00***
Israel	6481	12,48	11,03	3,41	3,36	17,2	0,08	0,00***
Italy	11295	15,30	13,69	3,35	3,48	27,0	0,06	0,00***
Japan	6633	13,99	13,29	3,19	3,53	8,5	0,08	0,00***
Korea	5550	13,58	12,78	3,03	3,39	9,3	0,09	0,00***
Latvia	4822	12,89	11,65	3,05	3,17	13,8	0,09	0,00***
Lithuania	6335	13,55	11,44	3,48	3,84	22,2	0,09	0,00***
Luxembourg	5228	13,05	11,24	3,54	3,66	18,2	0,10	0,00***
China	19542	13,96	13,41	3,00	3,37	12,8	0,04	0,00***
Mexico	7504	14,36	13,19	3,23	3,31	15,4	0,08	0,00***
Montenegro	5472	14,02	12,30	3,28	3,72	18,1	0,09	0,00***
Netherlands	5192	11,38	10,10	3,02	2,96	15,3	0,08	0,00***
New Zealand	4384	14,52	12,97	3,18	3,28	15,9	0,10	0,00***
Norway	5284	14,31	11,67	3,44	3,59	27,3	0,10	0,00***
Peru	6901	13,56	13,05	2,73	2,66	7,8	0,06	0,00***
Poland	4461	13,07	11,62	3,25	3,30	14,8	0,10	0,00***
Portugal	7227	15,45	13,49	2,78	3,23	27,7	0,07	0,00***
Qatar	11606	14,02	13,05	3,17	3,55	15,7	0,06	0,00***
Russia	5766	13,41	12,00	2,85	3,15	17,7	0,08	0,00***
Singapore	6091	15,30	14,36	2,99	3,25	11,7	0,08	0,00***
Slovak Republic	6129	12,81	11,58	3,07	3,35	15,0	0,08	0,00***
Slovenia	6210	13,92	12,11	3,04	3,34	23,1	0,08	0,00***
Spain	6680	14,96	13,47	2,82	3,15	20,2	0,07	0,00***
Sweden	5339	14,07	11,79	3,35	3,54	24,2	0,09	0,00***
Switzerland	5795	11,87	10,37	3,42	3,43	16,7	0,09	0,00***
Thailand	8079	13,54	12,91	2,76	2,98	9,8	0,06	0,00***
United Arab Emirates	13730	13,98	13,08	3,07	3,40	16,2	0,06	0,00***
Tunisia	5071	13,68	12,54	3,24	3,32	12,2	0,09	0,00***
Turkey	5836	14,67	13,16	3,43	3,58	16,5	0,09	0,00***
United Kingdom	13742	14,66	12,65	3,08	3,27	36,9	0,05	0,00***
United States	9023	14,45	12,49	3,17	3,47	28,1	0,07	0,00***
Uruguay	5868	15,05	13,91	2,87	3,22	14,0	0,08	0,00***

According to the t-test results, the mean test anxiety value of girls is higher than the mean test anxiety value of boys in all countries. According to the results of the t-test conducted to test the difference between the averages, the difference between the test anxiety scores of girls and boys is statistically significant for all countries ($p < .05$). The differences in test anxiety scores of girls and boys by country are shown in Figure 1.1. The gender differences in Figure 1.1 were calculated by subtracting the mean test anxiety scores of boys and girls in Table 1.3. Then, the mean differences by country were ranked from largest to smallest.

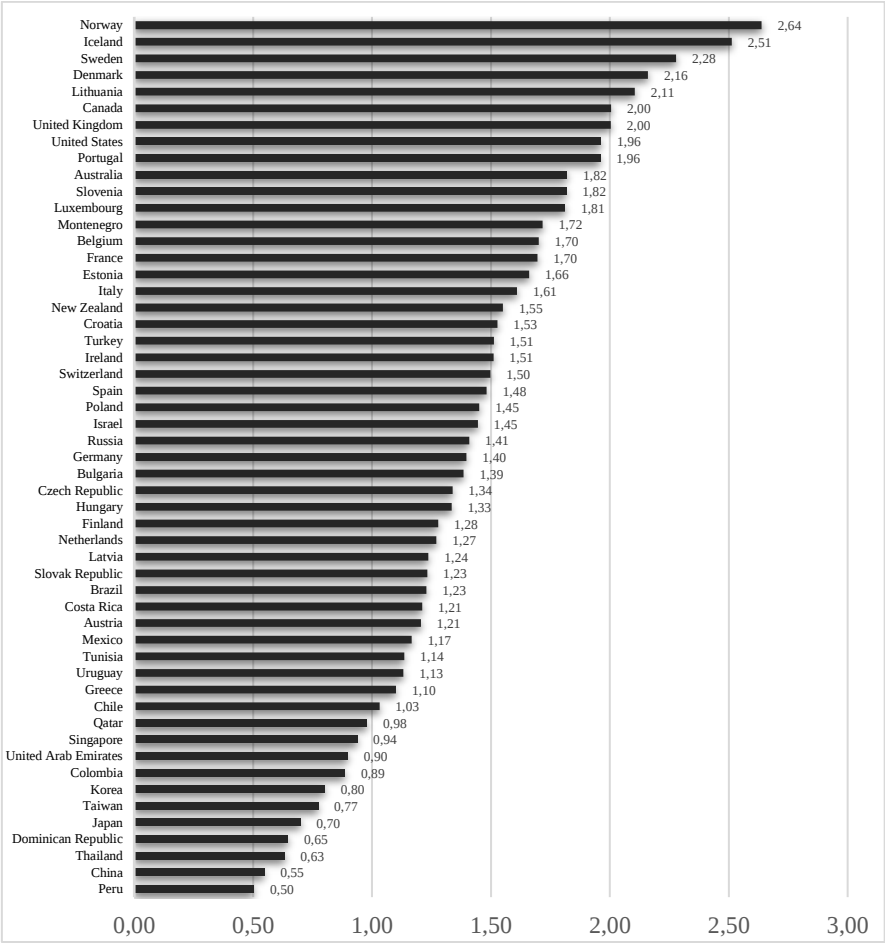


Figure 1.1. Gender Differences of Test Anxiety Scale by Countries

Figure 1.1 shows that the highest gender differences in test anxiety are found in Norway, Iceland, Sweden, Denmark, Lithuania and Canada. It can be said that the lowest gender differences are in United Arab Emirates, Colombia, Korea, Taiwan, Japan, Dominican Republic, Thailand, China and Peru. The gender differences of the test anxiety scale are visualized with colors on the map in Figure 1.2. The gray shades show the decrease and increase in gender differences. The white regions show the countries where no measurements were made on the test anxiety scale in the PISA 2015 cycle.

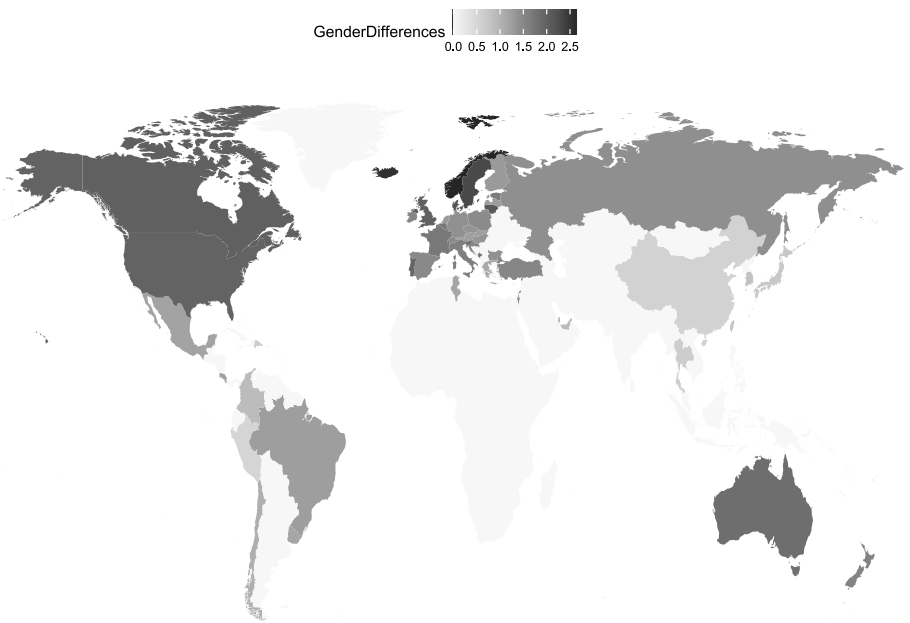


Figure 1.2. Mapping Gender Differences in Test Anxiety

When the map in Figure 1.2 is examined, it is seen that gender differences in test anxiety are quite high in Northern European countries (Norway, Sweden, Iceland, Lithuania and England). Gender differences are lower in the Middle East (United Arab Emirates), South America (Colombia, Dominican Republic, Chile) and Asia (Korea, Taiwan, Japan, China, Thailand). This finding suggests that gender differences in test anxiety vary regionally. While gender differences in test anxiety are quite high in Northern European and North American countries,

gender differences in test anxiety are lower in Asian and South American countries. In European and Asia-European countries (e.g. Turkey and Russia), gender differences in test anxiety are moderate.

Discussion and Conclusion

Test anxiety refers to the state of stress, anxiety and tension that students experience about exams or assessment processes (Putwain & Daly, 2014; Güngör & Saltürk, 2022). Test anxiety can negatively affect students' academic achievement (von der Embse, Jester, Roy, & Post, 2018). At the same time, students with low test anxiety can use their memory more effectively and perform better in the exam. Heavy test anxiety, on the other hand, can negatively affect students' attention and learning process. Therefore, test anxiety may prevent students from fully demonstrating their academic performance. On the other hand, test anxiety can also negatively affect students' motivation, self-confidence, general mood and well-being (Bilgiç & Şener, 2022). It is also stated that test anxiety has psychological and physiological effects. In addition to physical symptoms such as headache, nausea, and insomnia, anxiety can trigger psychological symptoms such as depression, restlessness, and irritability (Augner, 2015; Chishti & Rana, 2021).

In this study, the measurement invariance of the Test Anxiety scale in the PISA 2015 cycle was examined by gender with 53 different country data. It was concluded that 50 countries achieved strict invariance and 3 countries achieved scalar invariance. These results show that the test anxiety scale consisting of five items provides measurement invariance according to gender in different languages and cultures, and therefore can be used with confidence. There are studies in the literature that test the measurement invariance of test anxiety scales according to gender. Talwar et al. (2019) stated that the Westside Test Anxiety Scale provides measurement invariance across gender. Similarly, Ober, Liu, and Cheng (2023) state that the shortened Trait Test Anxiety Scale they developed provides scalar invariance according to gender,

race/ethnicity, and parental education level groups, so this scale can be used for comparisons between subgroups. Lowe (2014) reports that the Test Anxiety Measure for Adolescents (TAMA) provides partial scalar invariance according to gender. It can be said that the results of this study are similar to the studies in the literature. Following the test of measurement invariance, the differentiation of test anxiety according to gender groups was examined by t-test. In all 53 countries, it was found that test anxiety was higher in female students than in male students. In addition, in all countries, the differences in test anxiety between girls and boys were statistically significant ($p < .05$). It can be said that there is a broad consensus in the literature that girls have higher test anxiety than boys. Many studies showing that girls have significantly higher test anxiety than boys support the results of this study (Hembree, 1988; Devine et al., 2012; Seipp & Schwarzer, 1996; von der Embse et al., 2018; Donati, 2020; Kocabiyik & Donat Bacioğlu, 2020; Ekin & Şanlı Kula, 2022; Oral, Akın, & Alp, 2020; Robson, Johnstone, Putwain, & Howard, 2023).

The countries with the highest gender differences in test anxiety were Norway, Iceland, Sweden, Denmark, Lithuania and Canada, while the countries with the lowest differences were Peru, China, Thailand, Dominican Republic, Japan, Taiwan and Korea. These results show that gender differences in test anxiety vary in a wide range across countries. On the other hand, when the gender differences of test anxiety are analyzed on the map, it is seen that it is quite high in Northern European countries (e.g. Norway, Sweden, Iceland, Lithuania and England). Gender differences are lower in the Middle East (e.g. United Arab Emirates), South America (e.g. Colombia, Dominican Republic, Chile) and Asia (e.g. Korea, Taiwan, Japan, China, Thailand). In conclusion, while gender differences in test anxiety are quite high in Northern European and North American countries, gender differences in test anxiety are lower in Asian and South American countries. In European and Asia-European countries (e.g., Turkey and Russia), gender differences in test anxiety are moderate. When the results are analyzed in general, it can be said that gender differences in test anxiety

are higher in developed countries and lower in developing countries. It should be noted that gender differences in test anxiety are generally low in Asian countries. The mean differences in test anxiety between male and female groups may be due to cultural factors as well as educational systems. Especially in Asian countries, the difference between gender groups in test anxiety is quite low. It is recommended that studies should be conducted to reveal the reasons that reduce gender differences in test anxiety by examining the educational systems and cultural factors of these countries. In addition, gender differences were examined in this study. If comparisons are to be made between different languages or cultures using the same scale, it is recommended that measurement invariance be examined before comparing scores obtained from different countries.

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CHAPTER 2

THE EFFECT OF ART THERAPY ON THE MENTHAL SYMPTOM LEVELS OF ADOLESCENTS³

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Introduction

Human beings are ever-changing and evolving beings, harboring many emotions, thoughts, and needs. Mental health has an important place in our lives in order to cope with the difficulties that a person experiences, to reach inner peace, and as a social being, to live in a more flexible and balanced way internally with the stressful situations that life brings. People often want to be spiritually peaceful, alive, energetic, and free. Sometimes circumstances beyond our control can threaten the peace of mind we desire. For this reason, people seek to find things that will caress their souls, make them feel relaxed, and increase their spiritual well-being by moving away from life standards that have become automatic and monotonous, dependent on certain rules, and far from creativity and freedom. This search leads people to art, where they can convey their feelings, thoughts, and impulses in their simplest form, where they can get in touch with their inner world, and where they can meet their most natural and unique, perhaps undiscovered, state.

Since the earliest times of our existence, man's most valuable endeavour has been to keep the soul and body alive together as a whole. The difference between today's modern man and primitive man is that modern man has moved away from the natural beauty of nature. However, everyone who still endeavours to heal the soul and body, to seek and find their own selves is still in search of reconnecting with nature. People want to communicate with every living creature and be in nature and want to be a part of nature. It is art that will help and guide us in this quest (İlhan, 1994). Art therapy is a sub-branch of psychotherapy in the field of mental health. Psychotherapy comes from the Greek word 'therapeuein', which means 'to heal or cure'. Therefore, psychotherapy means 'healing of the soul' (Sayar, 2014). Psychotherapy can be defined as an education and treatment process with different methods to reduce or eliminate the problems related to mental and psychological distress that occur as a result of distress, conflict and stress, to increase the harmony of the person with himself to gain adaptation skills to strengthen his communication with other people, and to teach coping strategies against the problems that the person may

encounter throughout his life (Özbey, 2009). There are three conditions that affect the mental health of individuals: Environment, heredity and developmental periods. If the person cannot live in harmony with the environment or cannot adapt to the environment sufficiently, mental disorders may develop. Factors such as work life, family, socio-economic status, cultural structure, gender, educational status and environment are effective in the development of mental illnesses (Baltaş, 2000; Sayıl, 2004). The most primitive tool we can use to keep our mental and physical health in balance and to improve it is the beauty offered to us by nature. Art helps us heal the soul and body by using these natural beauties offered by nature. Compared to the early periods of our lives, adolescence is a period in which mental health problems, emotional mood fluctuations and biopsychosocial changes are more common. On the one hand, the adolescent, who is in search of his own identity, takes responsibility in the social field in line with the expectations of the people around him and these changes cause the adolescent to enter into new cognitive processes related to both himself and his environment. In this process, not every adolescent can be successful and overcome it. As a result, it may cause mental health problems and various mental symptoms (Eskin, 2000). Mental symptoms are defined as unexpected and disturbing negative symptoms in the emotions, behaviours and thoughts of individuals in response to an event or situation (Budak, 2003). Hereditary characteristics, biological factors, environmental factors, and psychological factors are effective in preventing the emergence of psychological disorders in adolescents. In addition to these, emotional and behavioral predispositions of the individual are also effective in the formation of psychological disorders (Tamar & Özbaran, 2004). Psychological disorders such as eating disorders, destructive behaviour disorders, anxiety disorders, obsessive-compulsive disorder (OCD), anger problems, aggression, depression, substance abuse, schizophrenia, and somatization are common in adolescence (Spear, 2011). The aim of this screening study is to investigate the effect of art therapy on the mental symptom levels of adolescents such as somatisation, OCD, interpersonal sensitivity (IS), depression, anxiety, hostility, phobic

anxiety (FA), paranoid ideation (PD), and psychoticism and to provide information about the studies conducted. In the study, art therapy, adolescence, and mental symptoms in adolescents were explained comprehensively. It is aimed at investigating the effect of art therapy practices applied to adolescents on mental symptom levels and examining them with the literature review method. A detailed overview of adolescence, a comprehensive examination of mental symptoms, and their relationship with art therapy are presented. Mental symptoms negatively affect adolescents' psychological and physical health, social environment, family relationships, life standards, and functionality. In this respect, this study aims to make a contribution to the literature by emphasizing the importance of art therapy in terms of better understanding mental symptoms and psychological disorders that negatively affect individuals during adolescence, examining the curative and protective effects of art therapy on the mental symptom levels of adolescents, and affecting them positively with treatment methods. The review method was used in this study. After the subject of the study was determined, the literature was examined in depth, and the sources that were thought to contribute to the subject were scanned. A compilation was made with all the theoretical information about adolescence, art therapy, and mental symptoms.

Art Therapy

Art therapy is an expressive type of therapy made with art branches such as sculpture, cinema, music, poetry, painting, photography, movement or dance, video, drama, and story. Art cleanses and heals our soul, makes us forget the inadequacy of human beings in the face of death, and contributes to the search for freedom (Çakmaktaş, 2016). Art gives us strength by playing a role in self-discovery. It makes one's life valuable and helps to make one's life meaningful (İlhan, 1994). Art therapy is defined as a combination of therapeutic processes and creativity. Apart from providing healing and hope to people, art supports the process of finding the meaning of their lives, making

changes, and enabling people to reveal their potential (Wadeson, 1980: 2).

According to another definition made by the American Art Therapy Association, art therapy is defined as a mental health profession that uses the creativity of art to reduce the negative situations that individuals experience in physical, psychological, mental and emotional terms, regardless of age. Art therapy, which provides healing through art, aims to solve individuals' problems, strengthen their communication skills, reduce anxiety, increase their insight and self-esteem, and focus on their consciousness by focusing on their own behaviours and thoughts. In other words, art therapy increases cognitive and inner awareness skills and satisfaction from life by creating one's own art, reflecting one's problems and inner conflicts through art, and reducing the problems that cause intense distress to the person (American Art Therapy Association [AATA], 2009). Art therapy helps individuals explore and make sense of their inner world by reflecting their inner conflicts and problems. Feelings, wishes and desires that remain hidden and cannot be expressed verbally are expressed through art materials. Reflecting the issues that cause the most discomfort and pain to the individual through art without hindrance is an important feature that distinguishes art therapy from other approaches (Steele & Kuban, 2003). Art therapy was discovered in the 1940s and professionalised in the 1960s. The term art therapy was first used by Adrian Hill in 1942. Hill used the term art therapy in his work with tuberculosis patients. He revealed that painting was an intermediary way of reflecting stress and traumatic experiences on patients (Akhan, 2012; Case & Dalley, 2006; Malchiodi, 2005). However, at the same time, experts working in the field of American mental health thought that people in the early ages expressed themselves more easily by painting situations such as war, migration, seasonal changes and weather events on cave walls with symbols and that art would benefit the form of expression in the therapeutic environment (Ataseven, 2018). The definition of art therapy as a profession was developed in the 1950s with the work of Margaret Naumberg in the USA. When she examined

the symbols in the pictures drawn by children during her teaching years, she realised that the pictures actually reflected the spoken language of children. After this, she studied psychology and worked with children with behavioural problems at New York University. During these studies, he conducted studies on the use of art in treatment (Güney, 2011).

Aim and Objective of Art Therapy

One of the aims of art therapy is to reveal unconscious and repressed desires, feelings, and thoughts. The other is to provide insight into maladaptive behaviours and defenses associated with the unconscious. In the process of art therapy, which proceeds with a psychodynamic orientation, it is argued that individuals' repressed feelings, thoughts, and inner conflicts will be reflected through artistic transference. Art is a powerful method of expression and provides healing through different methods (Masters, 2005: 25). Art therapy aims to enable the person to express himself or herself comfortably, to increase his or her originality, and to reveal the aesthetic side of the person (Özbey, 2009). Art therapy creates diagnosis and treatment programs by aiming to analyze the conflicts that people experience in their lives, reduce psychological and physiological problems, and provide positive changes in people's lives by teaching strategies to cope with problems (Case & Dalley, 2006; Coşkun et al., 2010; Geue et al., 2010; Malchiodi, 2005). In art therapy, the person does not have to think about anyone while expressing his or her thoughts, feelings, and images; he or she is alone with himself or herself and can comfortably reflect on his or her inner world. The person needs to reflect his or her intense impulses and emotions in an enthusiastic way. After creating his or her own work, he or she relaxes (Kar, 2011; San, 1985). It is aimed for the person to experience an emotional catharsis thanks to the artistic endeavor he or she is doing at that moment (Göktepe, 2015). Art therapy has two stages: Creating art and discovering the meaning of the art (Öz, 2015). Art elements are aimed at people's senses. In this respect, experiences are brought to the

'here and now' by talking about the experiences of the person. Thus, memories are detailed through art and analysed together with the therapist (Eracar, 2013). In the practice of expressive art therapy, it is aimed to make the therapy more effective by choosing one or more art branches according to the client's problem and needs (Çakmaktaş, 2016).

Puberty

Adolescence, defined as "adolescent" in Latin culture, means maturing and developing by representing a certain process (Yavuzer, 1993). Adolescence begins when the child needs less protection and care from his or her parents, when his or her biological and hormonal changes approach the adult level, and when his or her social responsibility begins to increase with his or her physiological maturity (Adams, 1995). According to Hall, who defines adolescence as "storm and stress", adolescence is a period of rebirth and renewing conflict. Adolescents experience stress due to the conflict between their human characteristics and values and the reactions they show during this period (Ekşi, 1990; Kulaksızoğlu, 1998; Özbay & Öztürk, 1992). Adolescence is a period of normal growth and change for everyone, but it is completed when the person gains autonomy and social productivity (Özbay & Öztürk, 1992). Adolescence is a period that starts with psychosocial and sexual maturation caused by emotional and physical processes and ends with the individual gaining independence, a sense of identity, and sociability. It is known that adolescence starts at the age of 12–14 and usually ends at the age of 19–21. Factors such as the individual's gaining independence, gaining the identity of adulthood, and increasing areas of responsibility with the start of business life are factors that are effective at the end of adolescence and affect the end of adolescence. The starting time and development process of each adolescent are different from each other (Derman, 2008). The most common mental health disorders in adolescence are depression and anxiety disorders. Compared to childhood, suicidal thoughts and

attempts increase during adolescence, when negative emotions and thoughts are more intense (Eskin, 2000). Destructive disorders, impulse control and conduct disorders, hostility, attention deficit and hyperactivity disorder, substance abuse, social phobia, panic disorder, OCD, post-traumatic stress disorder (PTSD), somatization, PD, illness anxiety disorder, eating disorders, sleep disorders, gender dysphoria, and schizophrenia are among the other psychological disorders seen in adolescence (Balaban, 2020).

Results and Discussion

The Use and Effects of Art Therapy on Adolescents' Mental Symptom Levels

It is known that art therapy and techniques have a positive effect on adolescents' psychological problems and communication skills (Çeşit et al., 2012). In addition, it is stated that art therapy techniques such as music, collage, clay, painting, puppetry, poetry, story and drama are effective in revealing the emotions felt in the problems experienced by individuals (Alicı, 2010).

Music therapy applications for adolescents in our country are much more limited compared to the studies conducted abroad. Looking at the effect of music therapy methods on adolescents: Sezer (2009) found that music therapy methods such as Ney, Classical Western and Classical Turkish music had a positive effect on adolescents' mental symptoms such as hostility (anger and hostility) and test anxiety. According to another study investigating the effect of music genres individuals, listening to arabesque music increases depression and aggression levels of individuals (Güner, 1995). In a study in which jazz music was used for therapeutic purposes and aimed to reduce the problems experienced by students who had just started university life, it was concluded that jazz music increased students' focusing skills and positive emotions and decreased their levels of sadness, depression and pain. In this study, it was stated by the students that thanks to music

therapy, their ability to cope with negative emotions improved and they felt more positive emotions (Barber & Barber, 2005). Similarly, in a music therapy study conducted with university students, it was observed that psychological symptoms such as anxiety, stress and depression decreased, self-efficacy increased and this positive change continued even after 2 months (Wu, 2002). In a music therapy study conducted with 15 adolescents showing aggressive behaviours, it was observed that music therapy increased the interpersonal communication skills of adolescents and improved their sociability (Rickson & Watkins, 2003). When we look at the music therapy study conducted abroad for two weeks on adolescents with depression, it was concluded that music therapy had a curative effect on the depression levels of adolescents and music therapy could be used for treatment (Hsu & Lai, 2004). In a music therapy application on the physical and mental symptom levels of cancer patients, it was observed that there were significant decreases in the level of mental and physical symptoms such as anxiety, stress, depression and anger after music therapy (Özbek et al., 2015). In a music therapy application on the mental symptoms of patients in a psychiatric hospital in our country, in which 23 schizophrenia patients were included and it was concluded that music therapy had a healing effect on the positive and negative symptoms of the patients (Fındıkoğlu et al., 2020). Looking at other music therapy applications on schizophrenia patients abroad; it was observed that patients' negative symptoms, depression levels, lack of energy, isolation from the social environment decreased significantly and social communication skills increased (De Sousa & De Sousa, 2010; Tang et al., 1994). In a study examining the effect of music therapy on mental symptoms and stress levels of 21 university students aged 20-23 years in our country, it was observed that depression and anxiety levels of the participants decreased, hope levels, optimistic attitudes and stress coping skills increased after the application (Çam & Altınköprü, 2013).

Demir and Demir (2018) examined the effect of art therapy on the mental symptom levels of individuals aged 18-22 years. At the end of the study, it was concluded that art therapy reduced the levels of OCD,

somatization, SAD, depression, hostility (anger and hostility), anxiety and FA; however, it was not effective in reducing PD and psychoticism levels. In a study conducted by Demir (2018), it was found that art therapy practices had a reducing effect on the anxiety, social anxiety and health anxiety levels of individuals. Demir and Yıldırım (2017) conducted art therapy practice on adolescents aged 17-18 who experienced depression, stress and anxiety symptoms. Art therapy techniques such as painting, collage and music were used in the study. According to the results of the study, it was observed that after the application, people were able to better notice their emotions, show behaviours appropriate to their emotions, reduce the level of mental symptoms such as depression and anxiety; it was not effective in reducing stress levels. In a study conducted by Çalık (2022) on problem-solving skills of adolescents, techniques of art therapy such as music, collage, painting and creative drama were used. As a result of the study, it was concluded that art therapy had a positive effect on the self-confidence and problem-solving skills of the adolescent group. Göktepe (2014) conducted a study on the psychological well-being of first-year undergraduate students and concluded that the art therapy program created a positive change in the psychological well-being levels of students. Looking at the effects of art therapy studies on psychological resilience levels in 18–22-year-old university students, it was observed that art therapy was effective in increasing psychological resilience levels (Çınar, 2019).

In a study conducted with 300 adolescents in our country on the effect of art therapy on social anxiety and anger control skills in adolescents aged 10-19 years, it was observed that the participants' social anxiety level decreased, trait anger level decreased and anger control skills increased after the application (Yatçı, 2020). In the art therapy application in which university students' sense of purpose, meaning of life and depression levels were examined, 18–20-year-old adolescents participated in the study. At the end of the study, an increase was observed in adolescents' skills of discovering themselves and the meaning of life, determining life purpose, empathising and self-

perception, while a significant decrease was observed in depression level (Aydoğdu & Eryiğit, 2022). Tunç (2007) analysed the effects of art therapy on mental symptoms in art therapy practice with 17 female adolescents. According to the results of the study, it was concluded that art therapy had a significant therapeutic effect on adolescents' mental symptoms of anxiety, depression, CAD, somatization and hostility (anger and hostility).

As a result of an art therapy application on psychological symptoms, expression of emotions and happiness levels of adolescents aged 15-18, it was observed that hostility (anger and hostility) symptom levels decreased and their ability to express their emotions increased (Karataş, 2016). As a result of the study conducted by Karataş and Güler (2020) on the effectiveness of art therapy in adolescents; it was found that the participants' feelings of happiness, ability to express emotions and establish intimacy increased, and the impulses that were effective in experiencing difficulties in emotion regulation decreased. Looking at the results of the art therapy application on 41 schizophrenia patients in our country, it was observed that the emotional awareness levels of the patients increased and positive and negative symptoms decreased (Günay, 2017). Similarly, 10 male patients were included in another art therapy application with schizophrenia patients. According to the findings of the study, it was observed that patients' depression and schizophrenia levels decreased while, their awareness of their inner world and subjective well-being levels increased (Ataseven, 2018). Painting therapy, which is a technique of art therapy with mixed geometric shapes and mandalas, was applied to a total of 84 undergraduate students aged 18-22 abroad. In this study, the anxiety level of adolescents was analysed. According to the results of the study, it was found that the anxiety levels, negative thoughts and emotions of adolescents decreased after the study (Curry & Kasser, 2005). After the psychodrama practice on the grief and trauma symptoms of high school students after a suicide case in a school abroad, it was observed that the death anxiety levels of adolescents decreased and there was an increase in the meaning of life (Testoni et al., 2018). In the dance and movement

therapy practice conducted with adolescent girls abroad, it was observed that girls' levels of mental symptoms such as somatization, OCD, depression, anxiety, hostility, PD and psychoticism decreased (Jeong et al., 2005). In a study conducted by Ritter and Low (1996), it was concluded that dance and movement therapy increased the self-esteem and body awareness of adolescents and reduced their anxiety levels and psychiatric problems. In art therapy practices applied in schools, it has been observed that students get to know their inner world better and improve their self-confidence and self-esteem (Mankauskiene & Vaitkeviciene, 2009). In addition, it has been observed that art therapy studies have a curative effect on psychological symptoms such as anxiety and depression in adolescents (Bush, 1997; Harvey, 1989). As a result of art therapy practice on another group of high school students, it was observed that emotional awareness of adolescents increased and somatisation symptom level decreased significantly (Kim & Ki, 2014). In another study on somatisation symptoms of adolescents, it was observed that people could express their distress more easily through art and that art played a mediating role between physical and psychological states (Theorell et al., 1998).

Conclusion

Art therapy, which can be applied to individuals of all ages, such as children, adolescents, adults, and the elderly, is an expressive therapy technique that enables individuals to reflect on their feelings, beliefs, thoughts, problems, suppressed impulses, and desires, develops their creativity and insight, and aims to provide cognitive, psychological, emotional, and physical improvement (Malchioidi, 1998; Rappaport, 2009). Art therapy is used in many psychological, behavioural, developmental, cognitive, and neurological disorders, such as neurological disorders, developmental retardation, PTSD, loss and grief, OCD, somatisation, personality disorders, learning disorders, depression, anger problems, paranoid disorder, substance use disorder, psychoticism, and anxiety disorders (Göktepe, 2015; Özbey, 2009).

Adolescence is a period that starts with psychosocial and sexual maturation caused by emotional and physical processes and ends with the individual gaining independence, a sense of identity, and sociability (Derman, 2008). In this process, the individual may experience family, social, and psychological difficulties while trying to form his or her own identity and independence. As a result of these difficulties during adolescence, individuals may show psychological symptoms such as depression, hostility (anger and hostility), anxiety, FA, CAD, psychoticism, PD, somatization, and OCD. During adolescence, not every person can be successful and overcome this process, and as a result, it may cause mental health problems. The most common mental health disorders that occur in this process are depression and anxiety disorders. Destructive disorders, impulse control and conduct disorders, hostility (anger and hostility), attention deficit and hyperactivity disorder, substance abuse, social phobia, panic disorder, OCD, PTSD, somatization, PD, illness anxiety disorder, eating disorders, sleep disorders, complaints about gender, and schizophrenia are among the other psychological disorders seen in adolescence (Balaban, 2020; Eskin, 2000). The most common mental symptoms in adolescents were depression, anxiety and FA, while somatization was the least common. In terms of gender, it was observed that the levels of hostility (anger and hostility), somatization, anxiety, anxiety, FA, CAD and depression symptoms were higher in girls than in boys. It was concluded that PD and psychoticism symptoms were higher in boys than girls. The frequency of OCD symptoms was found to be almost equal in boys and girls (Deniz et al., 2004; Düzgün, 1995).

Art therapy has ameliorative effects on the mental symptoms of adolescents. When we look at the results of the studies on the effect of art therapy on the mental symptoms of adolescents; it was concluded that art therapy has ameliorative effects on mental symptoms such as hostility (anger and hostility), depression, anxiety, FA, SAD, somatization, psychoticism, OCD, and PD. In addition to mental symptoms, it was found that art has a therapeutic effect on situations such as test anxiety, sadness, stress, isolation from the social

environment, negative thoughts, social anxiety, and health anxiety; focusing skills; positive emotions; self-esteem; self-efficacy; communication skills; self-confidence; problem solving skills; psychological well-being; psychological resilience; the ability to empathise, emotional awareness; and the ability to express emotions. In line with these results, it is seen that the healing power of art on mental health is strong enough to not be underestimated. When the studies conducted abroad on the effect of art therapy on the mental symptom levels of adolescents are examined, it is seen that there are many studies on all symptoms and that art therapy has a curative effect. In the studies conducted in our country, mainly depression, anxiety, CAD, somatization, hostility (anger and aggression) and psychoticism symptoms were investigated; and it was seen that the researches on symptoms such as OCD, FA and PD were very limited. Therefore, it is suggested that more research on the effect of art therapy on mental symptoms in adolescents such as OCD, FA, and PD be conducted in our country. Despite the increasing interest in art therapy in our country in recent years, studies in this field remain limited. Studies on the effect of art therapy on the mental symptom levels of adolescents in our country are insufficient. It is thought that this review study will provide facilitating findings to mental health workers in examining the effect of art therapy on the mental symptoms of adolescents. Art therapy will be better known in our country and this method, which is widely used in the world, will be the subject of studies in our country.

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CHAPTER 3

FEMALE INDIVIDUALIZATION IN VIRGINIA WOOLF’S *TO THE LIGHTHOUSE* AND SYLVIA PLATH’S *THE BELL JAR*: EXPLORING IDENTITY IN PATRIARCHAL SOCIETY

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Introduction

This chapter critically examines the theme of female individuation as portrayed in Virginia Woolf's novel *To the Lighthouse* and Sylvia Plath's *The Bell Jar*. Using a careful analysis of these literary works, this chapter argues that Woolf and Plath use their female characters to address the daunting challenges women face in their search for a separate identity within a patriarchal society. Both Mrs. Ramsay in *To the Lighthouse* and Esther Greenwood in *The Bell Jar* struggle with the arduous task of self-definition amid societal expectations deeply rooted in traditional gender roles. By closely examining these characters' paths to self-assertion, this chapter illuminates the complicated and multi-layered process of female individuation within a patriarchal framework. The deliberate selection of two works for this study has provided valuable insight into the issue of gender stereotypes and their impact on characters. Esther Greenwood in *The Bell Jar* demonstrates a deep awareness of the societal expectations and gender stereotypes imposed upon her. Her persistent efforts to challenge these norms are met with repeated setbacks that resemble the experience of hitting a metaphorical glass ceiling.

"Glass ceiling" is a term coined in the 1970s in the United States to describe the invisible artificial barriers, created by attitudinal and organizational prejudices, which block women from senior executive positions. Whether this glass ceiling occurs in the workplace or in politics is essentially a reflection of social and economic gender inequality. (Wirth, 2004:1)

Wirth's quote illustrates the concept of the "glass ceiling" and its impact on women's advancement in leadership positions. The term refers to the invisible barriers and biases that impede women's progress and limit their opportunities for leadership positions. This glass ceiling is not limited to the workplace but also extends to everyday life, highlighting the pervasive nature of social and economic gender inequality.

In *The Bell Jar*, the protagonist Esther Greenwood experiences her own version of the glass ceiling. As a young woman seeking to solidify her identity and pursue a fulfilling career, Esther encounters numerous societal expectations and restrictions that impede her progress. She faces pressure to conform to traditional gender roles, including the expectation of marriage and domesticity, which hinders her pursuit of personal and professional growth. Esther's journey in *The Bell Jar* reflects the broader societal issues related to the glass ceiling. Plath's portrayal of Esther's struggles underscores the challenges women face in breaking free from societal expectations and overcoming the barriers that impede their advancement.

On the other hand, the character of Mrs. Ramsay in *To The Lighthouse* illustrates the internalization of gender roles. Mrs. Ramsay's journey reflects the challenges individuals face when conforming to societal expectations and illuminates the complexities and conflicts that arise from adhering to traditional gender norms. Mrs. Ramsay embodies the idealized image of a domestic woman, dutifully fulfilling her prescribed roles as wife and mother while setting aside her own desires and aspirations. The statement, "An unmarried woman has missed the finest of life," reflects Mrs. Ramsay's belief in the societal norm that marriage and motherhood are the pinnacle of a woman's existence. She conscientiously conforms to society's expectations, sacrificing her individuality in the process. In contrast, Esther Greenwood, the protagonist in *The Bell Jar*, rebels against the societal norms and expectations imposed on her as a woman. Esther steadfastly resists the pressure to conform to traditional gender roles, especially the notion of marriage and domesticity. She longs for personal and intellectual freedom, which she believes is suppressed by society's oppressive and restrictive traditions.

Both Mrs. Ramsay and Esther Greenwood, despite their different backgrounds and life experiences, share a common problem: they are perceived by society primarily through the lens of their femininity, a perception that severely limits their freedom to live their lives according to their own desires and ideas. Both characters see themselves

constrained by societal expectations that prevent them from realizing their hopes and dreams. Mrs. Ramsay has internalized the limitations imposed on her by the patriarchal world and willingly confines herself to the narrow parameters of her already limited existence. She strives to please her neglectful husband and gain his approval. Her self-sacrifice and adherence to traditional gender roles are a stark reminder of the societal constraints imposed on women. Similarly, Esther Greenwood's journey in *The Bell Jar* shows the immense pressure and expectations placed on her as a woman. She struggles with the oppressive norms that require her to conform to prescribed roles, especially the expectation to marry and become a devoted housewife. Esther's rebellion against these societal expectations highlights the inherent conflict between established norms and her own yearning desire for personal autonomy and fulfillment. Plath's depiction of Esther's disillusionment with society's idealized female figure serves as a critique of the restrictive and harmful standards placed on women. It illuminates the difficulties women face when trying to conform to societal norms and the toll this can take on their psychological well-being.

Lily Briscoe is a central character in Virginia Woolf's novel *To the Lighthouse*. She is an artist and a close friend of the Ramsay family, who spend their summers at the lighthouse on the Isle of Skye. Lily's character serves as a counterpoint to the more traditional female characters in the novel, especially Mrs. Ramsay. Lily is portrayed as an independent and introspective woman who is passionate about her art. Throughout the novel, she struggles with her own artistic vision and the challenge of capturing the true essence of life in her paintings. Lily's artistic activities reflect her desire for self-expression and her search for an identity beyond societal expectations. Unlike Mrs. Ramsay, who conforms to traditional gender roles and sacrifices her own desires for the sake of her family, Lily resists conforming to society's expectations. She challenges the prescribed roles for women and chooses to live her life on her own terms. Woolf uses Lily's character to explore themes of artistic creation, gender roles, and the pursuit of personal freedom and fulfillment. Lily's struggle to define herself and find her voice in a

patriarchal society adds depth to the novel's exploration of female identity and the complexity of the human experience.

Lily in *To The Lighthouse* and Esther in *The Bell Jar*, portrayed in their respective stories, exhibit different personalities and contrasting mentalities. Their characterizations effectively illuminate their different ways of thinking and perspectives on society, as well as their unique positions within it. Despite these differences, both characters face comparable challenges in constructing their identities. The symbol of the bell jar further illustrates this parallelism. Esther feels like she is suffocating under the bell jar, but she lacks the self-confidence to break free. She struggles with self-doubt and questions her existence, her abilities, and her sense of identity.

In contrast, Lily in *To The Lighthouse* is also under the bell jar, but her experience is less crushing than Esther's. In fact, she finds solace in her own closed world within the bell jar. While Lily, like Esther, introspects and questions herself, she also looks outward and scrutinizes others. Although she is criticized, Lily believes more strongly in her own abilities and has more success in shaping her identity.

Esther, Lily, and Mrs. Ramsay, the three female characters, can indeed be seen as trapped in a metaphorical bell jar. This bell jar represents the societal constraints and expectations that restrict their freedom and limit their potential for self-development. As if trapped in a glass jar, they feel constricted and crushed by the prescribed roles and norms imposed on them by society. Moreover, the comparison with a lighthouse is particularly apt. A lighthouse serves as a signpost and lights the way for others. Similarly, Esther and Lily, though trapped, are still lighthouses of strength and individuality. They offer a unique perspective on life and challenge prevailing societal norms. Despite their struggles, they continue to shine, albeit from afar, on their own path and quest for personal fulfillment. The juxtaposition of the bell jar and the lighthouse symbolizes the dichotomy between confinement and enlightenment. While these women are constrained by societal expectations, they also possess an inner strength and resilience that allow them to shine their

light, albeit from a distance. Their experiences and struggles, as depicted in the novels, shed light on the complexity of female identity and the challenges women face in their quest for self-determination in a patriarchal society. In essence, the bell jar represents the limitations imposed on women, while the lighthouse represents their resilience and potential for liberation and self-expression. Through their stories, Esther and Lily demonstrate the enduring spirit and determination of women to overcome societal constraints and assert their individuality, even when constrained by the bell jar of gendered expectations.

Understanding Sex and Gender

Throughout history, the terms “sex” and “gender” have often been used interchangeably, but in recent decades scholars from a variety of disciplines have emphasized the need to distinguish between these two concepts. In its most basic meaning, “sex” refers to the biological and physiological characteristics that distinguish men from women. It includes the anatomical, genetic, and hormonal characteristics that classify individuals as male or female. This biological categorization is usually established at birth and remains relatively stable throughout a person’s life. On the other hand, “gender” goes beyond the biological aspects to encompass the socially constructed roles, expectations, and behaviors that society ascribes to people based on their sex. Unlike sex, gender is not an inherent or fixed characteristic, but a performative and relational concept. As West and Zimmerman (1987) argue, gender is not something we possess or are born with, but something we actively do through our actions, expressions, and interactions within a particular sociocultural context.

Gender roles, expectations, and behaviors are shaped by societal norms and conventions that assign certain characteristics and traits to women and men. These societal expectations are often consistent with the biological makeup of individuals, but they can also deviate from them. For example, certain psychological traits or dispositions may be socially associated with one gender rather than the other, regardless of biological sex.

Sex is a biological term, gender is a psychological and cultural one. Common sense suggests that they are merely two ways of looking at the same division and that someone who belongs to, say, the female sex will automatically belong to the corresponding (feminine) gender. In reality this is not so. To be a man or a woman, a boy or a girl, is as much a function of dress, gesture, occupation, social network and personality, as it is of possessing a particular set of genitals (Oakley, 1972:158).

In Sylvia Plath's *The Bell Jar* and Virginia Woolf's *To the Lighthouse*, the portrayal of female characters reflects the complexity of gender identity and the challenges women face in defining themselves in a patriarchal society. Both Esther Greenwood and Lily Briscoe struggle with the social expectations attached to their biological sex, highlighting the influence of gender as a social construct. Using Ann Oakley's definition of sex as the biological distinction between men and women and gender as the established social aspects that distinguish them from one another, we can analyze how these novels examine the formation of gender identity. Esther's journey in *The Bell Jar* connects her search for herself with her struggle against social constraints and traditional gender roles. As she immerses herself in a male-dominated profession and defies expectations of marriage and motherhood, Esther challenges conventional notions of femininity and asserts her autonomy. Her story illustrates the cognitive process of forming a gender identity as she confronts societal norms, questions her own desires, and attempts to find her own path.

In *To the Lighthouse*, Lily Briscoe also navigates the complexities of gender identity by striving for artistic expression and rejecting societal gender roles. By dedicating herself to her painting and defying traditional expectations, Lily asserts her individuality and strives to define herself beyond gender restrictions. Woolf's depiction of Lily's journey sheds light on the cognitive process of gender identity formation as Lily confronts societal expectations while finding her own unique path. These novels offer explorations of the complicated

relationship between sex, gender, and female individuation within a patriarchal framework. They emphasize the cognitive process of gender identity formation and underscore the importance of self-discovery and challenging social norms. By addressing the complexity of female individuation, these authors contribute to the broader feminist discourse and advocate for the empowerment and liberation of women in a society that often limits their potential due to gendered expectations.

Challenging Gender Norms

In both Woolf's *To the Lighthouse* (1927) and Plath's *The Bell Jar* (1963), the female protagonists struggle with the same dilemma of searching for identity in a patriarchal society. These authors employ gender criticism to portray female characters struggling to find their way in a traditional and patriarchal environment. Woolf and Plath, as feminist writers, are deeply concerned with the restrictive nature of patriarchal gender norms and their damaging effects on women's identities. The underlying theme of both *To the Lighthouse* and *The Bell Jar* is the challenge of forming and defining one's identity as a woman. In the 1950s, women were not recognized as individuals in American society. While the postwar era saw the zenith of capitalist ideology, women were allowed to work and earn a living. Achieving a higher social status, however, remained elusive for women. Strict social conventions applied to women even before marriage. The institution of marriage, widely considered the foundation of traditional gender roles, became a major source of exploitation for women. The institution required women to serve continuously, leaving them little time for self-reflection and individual development. *The Bell Jar* draws attention to the exploitation of women within the confines of marriage.

Feminism serves as a crucial lens through which we can understand the struggles of the female protagonists in Woolf's *To the Lighthouse* and Plath's *The Bell Jar*. Both authors use their works as feminist critiques to highlight the oppressive nature of patriarchal gender norms and the

limitations imposed on women's identities. *To the Lighthouse* and *The Bell Jar* provide a platform for women's voices and challenge conventional notions of femininity. These feminist works illuminate the oppressive patriarchal system and highlight men's historical resistance to women's emancipation, which Woolf eloquently describes in her seminal essay *A Room of One's Own*. By examining the past and imagining a future in which women have greater agency and equality, Woolf's work underscores the lingering effects of centuries-old norms that continue to shape women's lived experiences.

In both novels, the protagonists' search for identity reflects the broader feminist concerns of Woolf and Plath. By exposing the harmful effects of patriarchal gender norms and the exploitation of women, these authors contribute to ongoing discussions about women's rights and self-determination. Through their works, Woolf and Plath advocate for a society that gives women the freedom to define themselves, freed from the constraints of a patriarchal framework.

The Institution of Marriage and Women's Exploitation

Throughout history, the institution of marriage has often been portrayed as beneficial to women. However, it is important to recognize that the very purpose of marriage was to provide a tranquil domestic environment in which men could seek solace after a hard day's work. In contrast, women were burdened with meeting societal expectations, especially with regard to traditional gender roles, which often included childbearing and caregiving responsibilities.

The theme of the institution of marriage and its impact on women's lives is prominently featured in both *The Bell Jar* and *To the Lighthouse*. These novels dismantle the notion that marriage is a protective and beneficial institution for women by exposing its exploitative nature and its role in limiting women's autonomy. In *The Bell Jar*, Plath portrays marriage as a mechanism that limits women's agency and subjugates them to societal expectations. Through the

disillusioned character of Esther Greenwood, Plath depicts the oppressive and restrictive traditions associated with marriage. Esther recognizes that marriage does not serve to protect women but rather confines them to domestic life. Men, on the other hand, are freed from domestic duties so that they can focus on their careers and personal goals. Plath's portrayal of Esther's resistance to societal norms and her rejection of marriage serves as a scathing critique of the exploitative strategies imposed on women in patriarchal systems.

Similarly, in *To the Lighthouse*, Virginia Woolf grapples with the expectations placed on women within the institution of marriage. The character of Mrs. Ramsay embodies the traditional gender roles associated with marriage as she dutifully fulfills her duties as a wife and mother. However, Woolf also shows the conflicting desires of Lily Briscoe, who resists the pressure to conform and rejects the idea of marriage. Lily's path to self-assertion and artistic development serves Woolf as a critique of the institution of marriage and its effects on women's individuality. Both Plath and Woolf challenge the notion that marriage is a protective and beneficial institution for women. Instead, they show how it perpetuates gender inequality, forces women into domestic roles, and restricts their freedom to pursue personal goals. By portraying female protagonists who reject or challenge the expectations imposed by marriage, these novels offer a feminist critique of the exploitative nature of traditional gender norms. They call for a reevaluation of social structures and advocate for women's autonomy and liberation from oppressive traditions.

Exploration of Feminism

Sylvia Plath's literary works, including her poetry and her novel *The Bell Jar*, address issues of feminism and the challenges women face in society. Plath's personal experiences greatly influenced her writings and allowed her to vividly portray the difficult situation women faced in 1950s American culture. In particular, *The Bell Jar* tells the story of

a young woman caught between the constraints of male control and the social norms of the time. Her escape from this oppression is self-victimization, as the sense of social oppression she experiences contributes to her descent into depression and the development of a fractured identity that exacerbates both internal and external conflicts.

Similarly, Virginia Woolf's novel *To the Lighthouse* explores themes of gender and the individuation of women in a patriarchal society. The two central female characters, Lily Briscoe and Mrs. Ramsay, serve as lenses through which the changing gender roles in the 20th century can be analyzed and contrasted. By examining the traditional gender roles embodied by Mrs. Ramsay and Lily's rejection of marriage, the novel offers insight into the evolving understanding of gender roles over time.

Lily Briscoe's decision to reject marriage is consistent with Mary Wollstonecraft's view of the oppressive nature of the institution as expressed in her seminal work *A Vindication of the Rights of Woman*. Wollstonecraft holds that marriage restricts women's freedom, and Lily Briscoe's decision to remain unmarried can be interpreted as an expression of this sentiment. In contrast, Mrs. Ramsay chooses a more conventional approach to marriage, embodying the traditional gender roles of the time. Briscoe and Ramsay thus represent contemporary and traditional women, respectively, highlighting the tensions between societal expectations and individual agency. Furthermore, the disapproval of Mrs. Ramsay's daughters, Nancy, Rose, and Cam, toward their mother's adherence to conventional gender roles reflects the changing dynamics within patriarchal society. These young women can be seen as examples of women who challenge the traditional gender norms and expectations of their time and symbolize the aspirations of a new generation seeking alternative existences. As a feminist writer, Woolf lays the groundwork for examining the consequences faced by women who accept prescribed roles while criticizing those who do not.

Plath's novel *The Bell Jar* also addresses the challenges women face in contemporary society. The portrayal of the protagonist, Esther Greenwood, sheds light on the status of women in modern times. Plath's

semi-autobiographical novel delves into the intimate details of her fragile inner world, paralleling her confessional poetry. Esther's journey takes her from a suburban upbringing in Boston to a stipend at a magazine in New York. As she immerses herself in this new environment with other young women, she becomes aware of societal expectations, the discrepancies between her own desires and societal norms, and the pressures on her as a young woman in 1960s America. Although women had the opportunity to work and be present in public during this time, they were still expected to conform to societal ideals of marriage, motherhood, and housework. The lavish gifts, parties, and luxurious experiences Esther and her peers encountered served to mold them into better-looking, better-educated potential housewives and ultimately emphasized conformity rather than individuality.

Esther and her colleagues are compensated partly in gifts, "ballet tickets and passes to fashion shows and hair stylings at a famous expensive salon and chances to meet successful people in the field of our desire" (3), all of which might count as nice things but none of which, unfortunately, count as a paycheck. And, finally, there is ubiquitous complicity in the transformation of working women into wives, an obscure process illuminated in Esther's narrative by an anecdote about a colleague who, at the behest of the beauty editor, gets a haircut, becomes "a cover girl" (6), and goes on to pose in a series of ads as a young married woman—a testament to the magazine's power to turn bright-eyed interns into model wives. (...) Most of the women who live at Esther's hotel—the ones who are not interns—are students or graduates of "posh secretarial schools" who are "simply hanging around in New York waiting to get married to some career man or other" (Donofrio, 2015:221)

The quote highlights the systemic issues facing working women, particularly through the lens of Esther in Sylvia Plath's *The Bell Jar*. It highlights the discrepancy between the compensation these women receive and the traditional understanding of financial reward. Instead of

a tangible paycheck, they are compensated with gifts and opportunities that are perceived as desirable but do not provide economic stability or independence. In addition, the passage addresses the pervasive societal pressure on working women to conform to the role of wife. It illustrates how the beauty industry and magazines help transform working women into desirable wives by promoting the idea that success and fulfillment lie in marriage rather than in personal and professional achievements. The anecdote about a female colleague who undergoes a physical transformation and is subsequently portrayed in advertisements as a married woman illustrates the power of the magazine industry to shape and define societal expectations. Esther also has a suitor waiting for her: medical student Buddy Willard. At first, she seemed unable to resist the idea of marrying him. But Buddy enters her life like an embodiment of the oppressive patriarchal structure. He despises Esther's major in literature as opposed to his major in medicine and criticizes her for engaging in such frivolous things, but then assures her that it is all right with him because sooner or later, when they are married and she gives birth to children, she will have forgotten all about it. He also imposes his hypocritical views on virginity on her, saying that a woman should keep it, while it is not an issue for men, as they are allowed to have premarital sex without any problems. Esther begins to understand the contradiction that the female body evokes in her. According to society, she should preserve it, protect it, and even use it to have a successful marriage. She feels trapped in a foreign body that does not feel like her own; it becomes a burden, a source of alienation. Her idea of herself becomes fragmented. She is now as a "other" to her image in society and to the body she wears.

Sylvia Plath used the pseudonym "Victoria Lucas" when publishing *The Bell Jar*. She used a substitute name, "Esther Greenwood," and added fictional elements to formulate her memoir. Moreover, Esther Greenwood, who was already a surrogate, used a pseudonym, "Elly Higginbottom," at some point. Then Plath created another level of fragmentation by inventing Esther Greenwood as a character named "Elaine" for the novel she was going to write. It can be said that all

these names represent fragments of Sylvia Plath herself. In a way, she moves further away from her “self” each time she invents another name that stands for a different identity. She is so far removed from her authentic self that she cannot even write an autobiography with the pronoun “I” Even her autobiography must be written within the framework of fiction, in the manner of storytelling, of things happening to another person with another person’s feelings. Gooze’s (1992) study of women’s autobiographies offers an insightful perspective on this topic:

Since the ideology of gender makes of woman’s life script a non-story, a silent space, a gap in patriarchal culture, the ideal woman is self-effacing rather than self-promoting, and her “natural” story shapes itself not around the public, heroic life but around the fluid, circumstantial, contingent responsiveness to others that, according to patriarchal ideology, characterizes the life of woman but not autobiography. From that point of view, woman has no autobiographical self in the same sense that man does. (Gooze, 1992: 417)

According to Gooze, male writers wrote autobiographies about themselves with the utmost confidence, imposing their lives on others and somehow asserting their existence in society without fear of ostracism. Female writers, on the other hand, have avoided presenting their lives in public. Moreover, Gooze observes a fragmented self-image in the autobiographies of women writers.

Plath’s sense of split identity manifests itself in Betsy, Doreen, and Joan. Betsy is an unassuming, chastened girl who seems to conform to society’s expectations. In contrast, Doreen is pleasure-seeking, adventurous, reckless, and freedom loving. Joan is a neurotic character who is in clear conflict with society because of her sexual orientation. Esther Greenwood tries on each character like an identity costume, but none fits her. She refuses to carry the responsibility of virginity because she considers it an unnecessary burden and is far from becoming a

model woman like Betsy. Although she is adventurous and independent, she also does not identify with Doreen. Moreover, Doreen also serves the patriarchy from a different angle by not embracing her body and bowing to male dominance in one way or another.

Joan's lesbianism leads to a constant and never-ending conflict with society. Her suicide may be an indication that one cannot exist in a society without conforming to its rules. Esther Greenwood surpasses Joan and even feels stronger after Joan's death, as if she has conquered death and made peace with society. However, we know that Plath eventually committed suicide, and Joan's suicide is a harbinger of events to come in Plath's life.

Esther's encounter with Marco is significant for Plath's understanding of the male gaze on women. A Peruvian man, Marco, attempts to rape Esther, but Esther prevents this by fighting with him. Marco is portrayed in the novel as a typical misogynist. He yells at her and says that all women are "sluts". He wants to use them for his sexual needs, but at the same time hates their femininity. Marco's use of words for women shows how inferior and hostile he is towards women: "your dress is black, and the dirt is black as well (Plath, 2005: 57).

Many feminist critics have taken up this problem of misogyny in their theories. Simone De Beauvoir, for example, claimed in her book *The Second Sex* that men are afraid of women's sexual power and their ability to produce life, and therefore repress women's sexuality. Laura Mulvey argued that the sight of female actors instills fear in male viewers because they arouse in them a fear of castration. Susan Bordo explained how male dominance transformed the female body into a cultural concept by creating "docile bodies," a term she borrowed from Michele Foucault. She explained that the patriarchal system has integrated control over the female body into the culture itself, so that women do not even realize that they have been manipulated to behave

this way or that. Patriarchy has tamed women's bodies and made them believe that what they think about their bodies is their own idea.

Women have to make sacrifices, unlike men who can have a successful career and a happy marriage at the same time without compromising on the various aspects of their lives; they can have it all. Esther is disappointed by what is tailored to women in society; she cannot agree to the conditions that are considered standard for women. Thus, she sees her self-image fragmented, even lost at some points, and gradually falls into despair.

The second half of the novel is about Esther's mental breakdown as her depression worsens after her mother breaks the news to her that she has not been accepted into the writing course. She feels that she can only exist in this world through writing; therefore, she feels trapped once this alternative is no longer available to her. She cannot come to terms with a life in which she is expected to marry Buddy Willard, bear children, be a housewife, and do no intellectual work. The fact that her mother forces her to learn shorthand, which she does not want, worsens her depression, so that she eventually commits suicide in her mother's basement and later ends up in a mental institution. In this way, Plath hints at how a bright young woman in 1960s America would feel: "Dead inside, as if preserved in a bell jar, just like the fetuses that died in the womb". (Plath, 2005:65).

The Bell Jar is an apt metaphor that explains the limitations of the air she is trying to breathe. There is absolutely no suitable atmosphere for her to do what she wants to do and become the person she wants to become in such an oppressive, male-dominated society. Everyone expects her to marry and become a housewife because that is the only favorable profession society provides for women. But Esther wants to build her own identity and cannot resign herself to a life in which she is so brainwashed that, as Buddy said, at some point she will not feel like writing or reading anything. If this is the future that awaits Esther, then in a way she could already be considered dead, because without an authentic self to help her realize herself, you cannot exist.

In *To the Lighthouse*, Woolf explores the relationships between individuals and their environments, including the problematic dynamic between Mr. and Mrs. Ramsay. Mr. Ramsay, described as selfish and irascible, stands in stark contrast to his kind, tolerant, and homely wife, Mrs. Ramsay. Woolf portrays Mrs. Ramsay as a giving and self-sacrificing figure, emphasizing her contentment but also hinting at her underlying discontent. Woolf's portrayal of Mrs. Ramsay aligns with Mary Wollstonecraft's assertion in *A Vindication of the Rights of Woman* that an unhappy marriage can often benefit a family, as the neglected wife is often the best mother. Despite Mr. Ramsay's insensitivity and rudeness toward her children, Mrs. Ramsay consistently shows love and tenderness toward them, fulfilling the role of a devoted mother. The lighthouse is symbolic of the duality in the relationship between Mr. and Mrs. Ramsay. Mrs. Ramsay embodies femininity and motherhood, while Mr. Ramsay represents the masculine intellect. As a philosophy professor driven by rationality and scientific reason, Mr. Ramsay relies on Mrs. Ramsay's assurances and comfort in various matters, including his insecurities as a writer. Mrs. Ramsay's admiration for him, however, is diminished by his callousness and constant need for reassurance.

According to Wollstonecraft's critique of patriarchal society, women are expected to serve their husbands and submit to their wishes. Mrs. Ramsay exemplifies this traditional role of a wife in a patriarchal society as she constantly tries to comfort her husband and meet his expectations. Wollstonecraft, however, challenges the stereotypical role of women and advocates for their autonomy and equality. Mrs. Ramsay thinks that:

[...] For she felt that he was still looking at her, but that his look had changed. He wanted something- wanted the thing she always found it so difficult to give him; wanted her to tell him that she loved him. And that, no, she could not do. He found talking so much easier than she did. He could say things- she never could. [...] she never told him that she loved him. But it was so- it was so. It was only that she

never could say what she felt. Was there no crumb on his coat? Nothing she could do for him? (Woolf, 1998: 100)

Mr. Ramsay relies on Mrs. Ramsay to reassure him of her love, suggesting that she may fail to verbalize her feelings. However, Mrs. Ramsay shows her love through her actions by giving her husband the support he needs without having to say the words, which may be difficult for her.

Mrs. Ramsay believes that men, burdened by their responsibilities, need constant reassurance from their wives, and she sees it as her job to fulfill this need. This is consistent with traditional gender roles in marriage, which Wollstonecraft rejects. In this context, Mrs. Ramsay can be seen as conforming to the desires of a patriarchal society and embodying the idealized image of a traditional woman. It is also clear that there is a lack of communication between Mr. Ramsay and Mrs. Ramsay in their marital relationship. They struggle to effectively communicate their needs and feelings as husband and wife.

But what have I done with my life? thought Mrs. Ramsay, taking her place at the head of the table, and looking at all the plates making white circles on them. "William, sit by me," she said. "Lily," she said, wearily, "over there." They had that—Paul Rayley and Minta Doyle—she, only this—an infinitely long table and plates and knives. At the far end was her husband, sitting down, all in a heap, frowning. What at? She did not know. She did not mind. She could not understand how she had ever felt any emotion or affection for him. She had a sense of being past everything, and through everything, out of everything, as she helped the soup, as if there was an eddy—there—and one could be in it, or one could be out of it, and she was out of it. It's all come to an end, she thought, while they came in one after another, Charles Tansley—"Sit there, please," she said—Augustus Carmichael—and sat down. And meanwhile she waited, passively, for someone to answer her, for something

to happen. But this is not a thing, she thought, ladling out soup, as that one says (Woolf, 1998: 68).

Based on this quote, it is clear that Mrs. Ramsay experiences deep feelings of loneliness, isolation, and even self-alienation. Her feelings of loneliness and alienation underscore the lack of effective communication between Mrs. Ramsay and her husband. Both Mr. and Mrs. Ramsay are searching for the meaning of life, a feature of modernist literature, but ultimately find neither joy nor fulfillment. Their marriage is portrayed as unhappy and loveless. It is evident that both Mrs. Ramsay and Mr. Ramsay are unhappy and dissatisfied with their marriage and their lives as a whole. The conflicts between the two have a significant impact on Mrs. Ramsay and illustrate the emotional toll that their strained relationship is taking on her.

Lily Briscoe can be interpreted as a representation of a modern, strong, and independent woman. As an unmarried artist, Lily challenges the institution of marriage and questions its societal limitations. This defiance aligns her with Mary Wollstonecraft's critique of the oppressive nature of marriage in her work, *A Vindication of the Rights of Woman*. Wollstonecraft argues against the traditional roles assigned to women as submissive wives, and Lily's rejection of marriage echoes this sentiment. Additionally, Lily's portrayal can be examined in relation to Wollstonecraft's emphasis on the importance of education for women. In "To the Lighthouse," Lily Briscoe is depicted as an educated woman who questions societal norms, including gender roles. This aligns with Wollstonecraft's belief that education empowers women to resist male dominance. Through the character of Lily, Woolf echoes Wollstonecraft's message that educated women are less likely to be submissive to men.

In essence, both Wollstonecraft and Woolf convey a similar message through their respective works, emphasizing the importance of education for women and highlighting the potential for female empowerment and independence when traditional gender roles are questioned and challenged. Lily's strength and independence are based

on her education, which enables her to challenge the patriarchal norms of society. As a character in the novel, she participates in feminist struggles and challenges the roles and expectations imposed by men. This aspect of the character is consistent with the principles advocated by Wollstonecraft, who encouraged women to question and challenge traditional gender norms in order to discover their own strengths and virtues through rational inquiry.

Conclusion

In a world characterized by gender inequality and the subordination of women, it is often not possible for them to find their own way and build a unique identity. Throughout history, women's identities have been overshadowed and erased by the dominant influence of men. Although the two novels deal with different lives and issues, they both evoke a deep sense of unhappiness. Mrs. Ramsay questions her life and feels a deep sense of dissatisfaction. With newfound awareness, she recognizes the years she has spent in a life defined by societal expectations - a life devoted to a husband and eight children who have never shown her love or care. This realization weighs heavily on her and contributes to her growing dissatisfaction. In the latter parts of the novel, Mrs. Ramsay, who has devoted her entire life to her husband and children, dies. Her absence, however, does not bring about any significant change in Mr. Ramsay's life. Instead, he retreats further and further into his own self-absorbed world, prioritizing his own needs as he always has. In stark contrast, the life of Mrs. Ramsay. She has spent years caring for others, which has left her with a deep sense of unfulfillment.

Comparing the characters of Mrs. Ramsay and Esther Greenwood, it is clear that Esther actively fights for her freedom, while Mrs. Ramsay does not engage in a similar struggle. However, despite their different approaches, both characters face similar outcomes as society continues to resist women who assert their independence. This resistance perpetuates a social dynamic in which women are constantly

marginalized and treated as the “other” in relation to men. Regardless of whether they actively strive for freedom or passively conform to prescribed roles, women repeatedly encounter societal resistance and struggle to free themselves from the constraints imposed upon them.

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CHAPTER 4

INTERNATIONAL RESCUE COMMITTEE'S HUMANITARIAN STRATEGY THROUGH WOMEN PROTECTION AND EMPOWERMENT IN YEMEN CONFLICT 2019 – 2020

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Introduction

The International Rescue Committee (IRC) is a prominent humanitarian organization that operates in conflict zones and areas affected by crises worldwide. Their approach to women's protection and education typically involves a comprehensive and integrated strategy. Below are some key components of IRC's humanitarian strategy through women protection and education:

Gender-Based Violence (GBV) Prevention and Response: IRC works to prevent and respond to gender-based violence, which is a significant issue in conflict-affected areas. This may involve establishing safe spaces for women and girls, providing psychosocial support, counseling, and legal assistance to survivors of violence. IRC also aims to raise awareness about GBV and promote changes in social norms to reduce violence against women. Preventing and responding to SGBV is a core component of UNHCR's protection mandate (UNHCR, 2023).

Women's Empowerment: Empowering women is essential for their well-being and resilience. IRC implements programs that provide women with access to economic opportunities, vocational training, and support to develop leadership skills. By increasing women's decision-making power and agency, IRC helps promote gender equality and reduce vulnerabilities. Safety net programmes around the world have proven positive impacts for gender equality (GE) and women's economic empowerment (WEE), including (but not limited to): i) enabling women's access to small productive assets such as livestock, as well as (in the long term) assets like land via access to credit; ii) promoting access to both formal and informal credit for both men and women, as the schemes' regular payments may be considered a loan guarantee; iii) in some cases, cash transfers to female-headed households lead to larger economic gains, because such households invest more in economic assets; and iv) increasing women's decision-making power and choices, including those on marriage and fertility,

and reducing physical abuse by male partners, among other benefits (UNICEF, 2020).

Education Programs: Education is a key focus for IRC's humanitarian strategy. They work to ensure that girls and women have access to quality education, as conflict often disrupts educational systems. IRC may establish temporary learning spaces, provide school supplies, and offer catch-up classes for those who missed out on education due to conflict.

Community Engagement and Awareness: IRC collaborates with local communities, leaders, and authorities to foster an understanding of the importance of women's rights and protection. Community engagement is critical in building trust and ensuring that the programs implemented are relevant and accepted by the community.

Healthcare and Reproductive Services: IRC provides healthcare services with a focus on reproductive health. They aim to improve access to essential healthcare for women and girls, including maternal care and reproductive health services.

Child Protection: Women are often primary caregivers, and their protection is closely linked to child protection. IRC works to safeguard children, particularly girls, from various risks, including child marriage, child labor, and recruitment into armed groups (UNICEF, 2021).

Data Collection and Research: IRC emphasizes evidence-based approaches and conducts research to understand the specific needs and challenges faced by women in the given context. Data collection helps inform their programs and advocacy efforts (UNICEF, 2020).

Advocacy and Policy Change: IRC engages in advocacy efforts to influence policies and practices that impact women's protection and education. They work with governments, international organizations, and other stakeholders to promote gender-responsive and inclusive policies (UN WOMEN, 2020).

IRC's humanitarian strategy is designed to be adaptable and context-specific, responding to the unique challenges faced by women in different crisis situations. By addressing women's protection and education, IRC aims to promote gender equality, reduce vulnerabilities, and support the long-term development and well-being of women and their communities.

Yemen has the lowest level of gender equality in the world. The low level of gender equality in Yemen is influenced by the patriarchal culture that is still closely held by society and the making of public policies that place women as a second-class group in society. The vulnerability faced by women's groups in Yemen is increasing due to the prolonged conflict caused by the civil war. Therefore, the international community, including international organizations, jointly help provide assistance, especially for women's groups. The International Rescue Committee is a non-governmental organization that participates in the recovery and empowerment of women in Yemen through a strategy in collaboration with Irish Aid known as Women's Protection and Empowerment. In this study, the authors attempt to analyze the strategy by using the Theory of Regime Effectiveness and the Concept of Humanitarian Strategy which specifically focuses on two dimensions. This research uses a qualitative approach and focuses on descriptive research. The research is also focused on 2019-2020 as the year of implementation of the Women's Protection and Empowerment policy. Yemen is one of the countries in the Middle East region which is experiencing a prolonged conflict due to civil war. Starting from the rebellion of the Houthi group after the revolution of the Yemeni government in the Arab Spring which ended badly to Saudi Arabia's intervention in dealing with the rebels. In 2014, the Houthi group launched an uprising by taking over a number of areas in northern Yemen. The situation worsened when Sanaa, the capital of Yemen fell into the hands of the Houthi rebels, so President Hadi fled to the city of Aden in southern Yemen (Gambrell, 2015). President Hadi then rushed to Riyadh, Saudi Arabia and asked Saudi Arabia for help. The interest of Saudi Arabia's intervention in dealing with the rebellion in Yemen is

based on the permission given by the Yemeni government itself which is unable to handle the rebellion (Serebrov, 2017). The conflict worsened in 2015 due to airstrikes carried out by Saudi Arabia in an attempt to remove the Houthi rebels. This conflict has claimed as many as 377,000 lives, both directly and indirectly involved in the 2021 UN report with 70% of them being children under the age of 5 (UNDP, 2021).

Apart from the prolonged conflict, UN projections show that 70% of the victims are projected to be those who are not directly involved in the conflict, one of which is women's groups. The consequences of conflict can be felt directly by victims, one of which is social problems such as loss of livelihoods, rising food prices, and poor health and education services (Al Jazeera, 2021). Therefore, the Civil War that occurred in Yemen is considered the worst humanitarian crisis in the world in the statement of Antonio Guterres, UN Secretary General in 2015. As from 2014 to 2020 Yemen has been the lowest country in the Global Gender Gap Report, which is ranked 153 out of 153 countries (WEF, 2020). Yemen's position as a country with the lowest level of gender equality in the world is influenced by many things. The entrenched patriarchal culture in Yemen and forms of discrimination both in law and in practice place women as the most vulnerable. In data published by the Borgen Project in 2020, only 35% of the total female population in Yemen has access to proper education and only 40% of women can pursue education up to secondary education level (Rosalind, 2020). This figure is certainly very worrying, considering that less than half or 50% of women from the total female population cannot enjoy proper access to education. The low level of gender equality in Yemen is also influenced by discriminatory public policies against women. Various public policies made by the government place women as a second-class group below men. One example of discriminatory policies made by the Yemeni government is listed in Paragraph 40 of Yemen's Personal Status Law. In this law, the government made a policy that prohibited women from having the same rights and capacities as men and for married women, permission was

required from their husbands in order to work (Lewallyn, 2021). As a result, the participation rate of women in the workforce is very low and stands at 6.04% in 2019. The increasing issue of discrimination and gender-based violence against women in Yemen reached its peak when Yemen was involved in a prolonged conflict due to civil war. The position of women as a vulnerable group in Yemen is further strengthened by the fact that 73% of the total refugees from the war in Yemen are women (Yemen UNFPA, 2022). The increase in gender-based violence in the conflict in Yemen has continued to increase in the five months following the armed conflict in 2015. Gender-based violence has increased by 70%. In 2016, UNFPA estimated that there were around three million women and girls of reproductive age who were at risk of being exposed to gender-based violence, as well as 61,000 women and girls who were at risk of experiencing sexual violence, including rape (UNFPA, 2016). Gender issues are one of the crucial issues that are currently receiving international attention. Vulnerable groups, in this case women and children, are one of the groups most affected by conflict in a country, specifically in Yemen. The international community is aware of the vulnerable position of women's groups in the protracted conflict in Yemen, so that the United Nations, as one of the largest international organizations in the world, established a pact that specifically addresses the position and steps to protect Yemeni women through the Yemeni Women's Pact for Peace and Security (Yemeni Women's Pact for Peace and Security).

The international world is aware of the position of women's groups in the protracted conflict in Yemen so that the United Nations as one of the largest international organizations in the world established a Pact that specifically addresses the position and steps to protect Yemeni women through the Yemeni Women's Pact for Peace and Security (Yemeni Women's Pact for Peace and Security). In this pact, the United Nations seeks to provide protection as well as empower Yemeni women so that they can be independent while helping other groups of women who are considered powerless through various approaches, one of which is an approach at the domestic group level. The presence of the

Yemeni Women's Pact for Peace and Security or Tawafuq in Arabic as a UN initiative in efforts to restore the condition of affected women has spawned various initiatives from other organizations to empower women's groups in Yemen. There are three main focuses of the Yemeni Women's Pact for Peace and Security which were later adopted by various organizations as an effort to restore the conditions of Yemeni women affected by the war, namely: ending violence, improving living conditions, and strengthening women's involvement in the peace process (UN Women, 2022). The prolonged conflict that occurred in Yemen invited international sympathy to get involved in humanitarian action in it. Various international actors are participating in efforts to restore the humanitarian rights of Yemeni citizens affected by the prolonged conflict. It is undeniable that the presence of international organizations as one of the international actors is needed in humanitarian action in countries that are in conflict. So as with the conditions in Yemen, where the presence of international organizations in a protracted conflict is urgently needed. The International Rescue Committee or IRC is one of the international organizations involved in humanitarian action in Yemen. IRC is one of the largest humanitarian organizations in Yemen. This organization was first involved in humanitarian action in Yemen in 2012 and focused on providing access to clean water and emergency relief in the southern region of Yemen (International Rescue Committee, 2019). As the conflict in Yemen grew, IRC began to focus on other aspects in 2015, one of which was gender. The International Rescue Committee as one of the international organizations engaged in the restoration of human rights in Yemen, including equality for women seeks to create a safe space for Yemeni women. The fact that Yemen is far behind in terms of gender equality has made IRC begin to pay full attention to the issue of equality for women in Yemen. One of the efforts made by IRC in supporting the creation of gender equality is by creating an approach strategy known as Women's Protection and Empowerment (WPE). Women's Protection and Empowerment is the IRC's basic strategy approach in pursuing gender equality in Yemen. There are 5 basic elements in WPE, which include: providing services for women and girls who are victims of

violence, prevention of violence for women and girls, empowering women and girls, developing research and research to prevent gender-based violence, and advocacy (IRC, 2016). The presence of Women's Protection and Empowerment is one of IRC's efforts to catch up with Yemen in terms of equality for women's groups. Approaches through various sides, such as advocacy, research and research, services for victims of violence, as well as women's empowerment are IRC's first steps in seeking equality for women's groups in Yemen. The low awareness of equality for women makes the position of women in Yemen very risky. The presence of Women's Protection and Empowerment as an IRC strategy in seeking equality for women's groups is a breath of fresh air for women in Yemen. In this research, the authors focus on implementing Women's Protection and Empowerment as a strategy for the International Rescue Committee in an effort to create equality for women's groups in Yemen. The author uses the concept of Humanitarian Action Strategy by Michael Barnett to analyze case studies as well as deepen the discussion and analysis in research. In this study, the authors used the theory of Regime Effectiveness according to Arild Underdal and the concept of Humanitarian Action Strategy according to Michael Barnett to analyze case studies. Regime Effectiveness Theory is used to analyze the effectiveness of cooperation built by an organization, in this case IRC to solve gender-based problems in Yemen through the Women's Protection and Empowerment Strategy. In addition to using regime effectiveness theory, the author uses the concept of a Humanitarian Action Strategy which is simplified into two core dimensions, namely *do no harm* and *do no harm* dimensions to analyze case studies more comprehensively. The concept of *do no harm* is focused on discussing Women's Protection and Empowerment as an IRC apolitical strategy and the concept of *do no harm* to analyze IRC anticipatory steps to minimize abuse. IRC strategy contained in Women's Protection and Empowerment.

Research Methods

The research method is one of the important instruments in research. This study uses a type of qualitative approach as a method of conducting research approaches. In detail, this study uses a qualitative descriptive research method. The qualitative research approach seeks to collect data in the form of words and not numbers (Moleong, 2007). So by collecting qualitative research evidence will present data based on reality in the field. Both data and information collection through literature studies and interviews (Sugiyono, 2008). The results of the research and the analysis carried out by the authors will be described descriptively. The type of qualitative approach and the type of descriptive research were chosen because they are in accordance with the main themes in the research that will discuss related to Women's Protection and Empowerment as a strategy of the International Rescue Committee in efforts to protect and empower women in Yemen in 2019-2020.

Results and Discussion

IRC's presence in Yemen began with activities focused on humanitarian assistance in 2012. IRC is here to help victims whose futures and livelihoods have been destroyed by the conflict. However, women's issues have become a new focus through a program drafted with the Irish government in the WPE. Because since before the arrival of the IRC, the condition of Yemeni women has been apprehensive. Quoted from Amnesty International (2019) Yemen has been ranked last in the Global Gender Gap Report for 13 consecutive years. This condition occurs due to rigid gender roles and rooted patriarchal culture. So that gender stereotypes, weak laws, and women's economic inequality make them the most vulnerable people. Women are required to always be accompanied by a man who is considered their protector when traveling. Meanwhile, men are usually also required to go down to the location of the conflict. So that a double burden is received by women who are required to take care of domestic work and protect their

families from enemy threats (WEF, 2014). Girls also have a disadvantageous position due to the ongoing conflict. The high number of child marriages also contributes to the perpetuation of gender inequality in Yemen. Women aged 20-24 years stated that they were married before the age of 18, with a percentage of 31.9 percent. In fact, as many as 9.4 percent married before they were 15 years old (MOPHP, 2013). The trend is increasing with the existence of internal conflicts from the state and the weakness of the law for Yemeni women (IRCW, 2017). The presence of conflict again cornered Yemeni women. Some community groups in Yemen prohibit their daughters from walking to school alone. This condition was created on the basis of traditional reasons related to mobility restrictions due to the deteriorating security situation (IRCW, 2017). To overcome this problem, IRC implemented a program to visit girls from house to house in these community groups to launch their program related to women's empowerment (IRCW, 2017). The difficult economic situation due to the conflict has made the number of child marriages considered as a solution to reduce the burden on families. Child marriage is also part of the Yemeni tradition. The heavy household burden as a whole is the responsibility of women. This burden limits their ability to engage in paid public sector jobs (Gressmann, 2016: 14). Girls tend to be out of school as a result of the gendered tasks they carry out on a daily basis. They are obliged to collect water in remote places and education is not considered as important. This condition coincides with the occurrence of gender-based violence such as sexual harassment, forced marriage, child marriage, exchange marriage, female genital circumcision, inheritance refusal for girls, and restrictions on mobility (Gressmann, 2016: 25; Jarhum, 2016: 3). As a result, a year after the conflict, 52 percent of Yemeni women were married before they were 18 years old, and 14 percent before they were 15 years old (Gressmann, 2016: 26). A rapid increase when compared to the situation in Yemen before the conflict. Even so, it remains at an alarming rate. This situation has provided room for Yemen to continue to be ranked first from the bottom in the Global Gender Gap for more than a decade since before the conflict began.

The Presence of the United Nations and Other Organizations in Overcoming Gender Issues in Yemen

The situation of Yemeni women prompted the United Nations to take the initiative to support the formation of a Pact for women related to peace and security, namely the Yemeni Women's Pact for Peace and Security in 2018. The United Nations convened 60 women's advisory councils to build discussions for Yemeni women. The goal is to build women's leadership to increase their participation in establishing peace negotiations on Yemen. This pact is envisioned as a consultative body for the UN special envoy's office in OSESGY (Office of the Special Envoy of the Secretary-General for Yemen). The formation of this Pact is a platform for women to raise their voices affected by conflict so as to ensure that women are also involved in peace building efforts (UN Peacekeeping article). As part of civil society, women also have a key role in mediation in the local sphere and in peace building efforts. Their support is essential to support any subsequent stabilization efforts in Yemen. Women as the party that suffers the most from the conflict can speak out to stop conflicts that only harm humanity. Regardless of the return of the ceasefire, the role of women as civil society who are aware of their position will provide a chance for long-term peace if the local community finally realizes that humanity is the main thing that must be pursued.

Pact-making parties such as the United Nations also need to involve other actors. Including women's groups that can build peace from internal conflicts. Because the UN's positive initiatives will be in vain if there are no further steps to apply the Pact's goals to the field and reach out to civil society, especially women's groups. So that humanitarian organizations are present as a bridge to answer the urgency of the United Nations to implement the Pact in the field (ICG, 2021). As described by Arild Underdal (1987) regarding the theory of regime effectiveness. That an organization or regime is considered effective if it succeeds in trying to build cooperation to implement how to solve the problems it faces according to its function. Especially the problems that motivated the founding of the organization. The implementation of the regime is based on the behavior of actors who

are bound by the regime. The measure of the success or failure of a regime is based on the form of implementation and implementation of the regime's functions on the problems faced. The presence of this Pact initiates organizations to create programs that are in line with the focus of the goals of the regime. Like the United States in US-AID which in 2019 established programs for women's economic empowerment, community leadership, and access to education, health, water and sanitation services. The goal is to lead to transformational change in the Yemeni women's community (USAID, 2021). Also, the ICRC (International Committee of the Red Cross) which indirectly reaches out to Yemeni women in terms of economic empowerment and sanitary health to ensure a decent life for their families (ICRC, 2021). The presence of the Covid-19 pandemic at the end of 2019 also led the United Nations to channel aid through the WPHF (Women's Peace and Humanitarian Fund) to channel much needed funding to grassroots women's organizations working to maintain their operations and respond to COVID-19 and its urgent gender dimensions. So that on average the assistance provided to fulfill the regime that was formed was in the form of economy, education, and health. Gender issues that are ingrained in Yemen have forced IRC to come up with a different strategy. The IRC has created a program that does not openly eradicate gender issues and child marriage in Yemen. IRC deals with this through programs that promote health care that focus on reproductive health. Such as the introduction of family planning programs, safe delivery, maternal health, etc. At the same time, IRC provides advocacy services for child marriage, gender-based violence, sexual and reproductive health, school participation, and child protection programs in Women's Protection and Empowerment (WPE) (IRCW, 2017). So, this health-based program approach allows IRC to handle child marriage pragmatically and not exacerbate the political and religious situation. Because war has a big impact in the humanitarian field for civil society, especially women. Thus, making the IRC urge the government to stop the war in Yemen. IRC Deputy Director of Operations said that Yemen is still recovering from the conflict and bombing led by Saudi Arabia in 2015 (International Rescue Committee, 2019).

Formation of Women's Protection and Empowerment through the Irish Aid-IRC Gender-based Violence (GBV) Strategic Partnership

The formation of WPE as a comprehensive gender approach is the result of IRC's collaboration with Irish Aid, known as the Irish Aid-IRC Gender-based Violence (GBV) Strategic Partnership. The cooperation carried out by the two parties is a form of implementation of Ireland's commitment, which oversees Irish Aid in realizing the protection of women who are in crisis conditions. The collaboration between Irish Aid and IRC aims to change the standard approach used in providing protection to women and children's groups. In its implementation, this strategic cooperation involves various multi-sectoral actors focused on transforming the five basic pillars, which include: emergency response, response, preparedness and recovery, policy and advocacy, learning, and coordination, management and quality assurance (International Rescue Committee, 2020: 2). The strategic cooperation between IRC and Irish Aid is inseparable from the implementation of one of Ireland's foreign policies known as A Better World. A Better World is one of Ireland's foreign policies published in 2019 by focusing on developing 4 crucial aspects which include: prioritizing gender equality, reducing humanitarian need, climate action, and strengthening governance (Government of Ireland, 2019). One form of policy implementation in A Better World is by intervening to ensure that the 4 crucial aspects which are the main focus of the policy can be implemented properly. The intervention carried out by the Government of Ireland was not only in the form of random intervention, but specifically focused on 3 aspects which included protection, food and people.

The presence of cooperation between the two actors in the Irish Aid-IRC Gender-based Violence (GBV) Strategic Partnership is a form of legal source that supports the occurrence of humanitarian assistance in Yemen. Because an organization or regime is considered effective if it succeeds in trying to build cooperation to implement how to solve the problems it faces according to its function. Especially the problems that motivated the founding of the organization. The measure of the success or failure of a regime is based on the form of implementation and

implementation of the regime's functions on the problems faced. So, the IRC's role in cooperating with the Irish government is a big step in dealing with the humanitarian disaster faced by Yemeni women. The presence of 3 aspects of intervention which includes protection, food (food), and humans (people) reflects the actor's awareness in describing problems that are crucial for Yemen. Humanitarian interests must be the main key in resolving conflicts involving many external actors. WPE is here to make every effort to carry out the implementation of the program that has been designed. The trust that Ireland has built by collaborating with IRC also shows the implementation of Ireland's foreign policy which is contained in the development of 4 crucial aspects which include: prioritizing gender equality, reducing humanitarian need, climate action, and strengthening governance. Given the measure of the success of a regime is through the form of implementation and function of the regime to the problems faced. In this case the problem of humanity and gender. Then how to implement a regime as outlined in the programs carried out by IRC in the WPE is contained in the strategy planned by the WPE for the people of Yemen.

Implementation of the Role of IRC through Women Protection and Empowerment as a Humanitarian Strategy for 2019-2020

Women Protection and Empowerment (WPE) is a comprehensive IRC approach strategy to provide protection as well as support in realizing women's empowerment so that they can be free from various types of violence and threats that threaten them (International Rescue Committee, 2020: 1). The basis for the formation of Women's Protection and Empowerment is the condition of women as one of the vulnerable groups in war. The presence of Women's Protection and Empowerment is a form of IRC's response to the high rate of gender-based violence which specifically refers to groups of women and children (VAWG). In addition, the presence of Women's Protection and Empowerment is also one of the preventive steps in preventing violence against women and children from increasing. Women's Protection and

Empowerment focuses on developing 5 aspects, namely: developing various facilities, preventing violence, empowering women, research and analysis, and advocacy (International Rescue Committee, 2016: 1). The five aspects in Women's Protection and Empowerment are a priority in efforts to empower and recover women who are victims of the prolonged war as well as victims of violence. The implementation of Women's Protection and Empowerment does not only involve organizations at the international level, but also involves all levels of society including individuals and local groups or organizations.

Development of facilities in the form of access to health services and psychological services is one of the priority aspects in the formation of Women's Protection and Empowerment. The low availability of facilities and the difficulty of access to various facilities for women victims of war as well as victims of violence make women unable to obtain optimal health facilities. Therefore, in this case the IRC as a non-governmental organization working on gender equality issues prioritizes the construction of various facilities that are expected to make it easier for women's groups to access health facilities and other facilities. In addition to developing facilities, in supporting the creation of Women's Empowerment and Protection, IRC also seeks to take preventive steps against violence against women's groups by working with local communities and organizations. The approach through local communities and organizations is one of the steps taken by IRC to stop violence against women at the most basic level. In addition, in an effort to prevent gender-based violence from occurring, IRC uses an approach known as EMAP (Engaging Men in Accountable Practice) by focusing on changes in individual behavior. With regard to efforts to overcome violence against women from the most basic level, IRC through the development of research and research aspects seeks to create new approaches that are expected to be effective solutions and prevention steps to minimize violence against women in Yemen. Yemen is one of the destination countries for IRC research projects to study the best methods for treating and recovering women victims of violence. This is also related to the next women's empowerment efforts, namely

advocacy where IRC realizes that women's involvement in advocacy is very important so that IRC seeks to advocate for communities at the local and global levels to jointly stop gender-based violence, especially against women's groups. Efforts to empower women carried out by IRC are not only in the form of providing access to health and approaches to minimize violence against women, but also empowering women's groups in the economic field. IRC provides various forms of training to women in the hope that women can be economically independent and have many opportunities to participate in decision making. IRC developed two innovative models, namely EASE (Economic and Social Empowerment) and Village Savings and Loan Associations (VSLAS) which are expected to give women more access to resources that can be utilized to the fullest extent possible. The continuation of this strategy to support goals until 2022 by IRC is aimed at fulfilling humanitarian actions that were initially discussed in the Irish Aid-IRC Gender-based Violence (GBV) Strategic Partnership regime. As the concept of humanitarian action strategy formulated by Michael Barnett (2008) has important dimensions that describe the effectiveness of the humanitarian action strategy implemented by IRC in WPE. With a non-political strategy called do no harm, then the political strategy consists of comprehensive peace building. This concept focuses on its usefulness for understanding trends in the response of the international community to conflict. They are separated in this way because different actors tend to choose different strategies in carrying out a humanitarian action in the midst of a conflict.

The presence of the concept of dimensions “do no harm.” The naming of this dimension of strategy comes from Mary Anderson's words about “do no harm,” inspired by the Hippocratic Oath, which urged aid agencies to develop new policies that recognize aid's unintended consequences. This strategy is used to anticipate the impact of humanitarian assistance that can be misused by irresponsible parties. The nature of this strategy remains neutral but slightly more ambitious, they look at ways to reduce exploitation and the consequences of providing aid. This strategy also tries to maintain the principles of

neutrality, impartiality and independence as much as possible, but with efforts to reduce negative consequences. In this case WPE is present through IRC in developing aspects of research and research trying to create new approaches that are expected to be effective solutions and prevention steps to minimize violence against women in Yemen. Research activities are also expected to be able to prevent misuse of aid by certain persons. Also, to predict how assistance can be right on target through data that is summarized and published on the official IRC website. This strategy prioritizes the distribution of aid without any other purpose such as politics. However, seeing the weakness of this humanitarian strategy is that it has an impact on dependence on the assistance provided. As with the assistance given to Yemeni women, namely the development of various facilities to support life. This is one of the 5 aspects developed by WPE. So, the IRC is here to carry out detailed data collection on all forms of assistance that have been attempted.

Referring back to the statement of the Deputy Director of Operations of the IRC said that Yemen is still recovering from the conflict and bombing led by Saudi Arabia in 2015 (International Rescue Committee, 2019). In fact, political assistance is also strongly supported by IRC through WPE. Likewise, empowering women and strengthening aspects of legal defense for women through media advocacy are intended to support gender equality. The legal aid program initiated by the IRC also supports the effectiveness of the regime in the UN Pact made in 2018. Yemeni women have access to raise the voices of those affected by the conflict so as to ensure that women are also included in peace building efforts or also known as the Comprehensive Peace Building strategy concept. The comprehensive peace building strategy refers to actions to identify and support structures that can strengthen and consolidate peace to avoid reoccurring conflict after the first conflict is over. This strategy was created to address not only the symptoms of recurring conflicts but also the causes of these conflicts so that through a political approach, this strategy can realize the interests of international and domestic actors who want to try to help countries

emerging from civil war, social breakdown, and a violent past. As stated by Clare Short, as British Foreign Secretary for international development, who argues that strategically blunt assistance can be dangerous, and that assistance must be based on rights and needs and must involve political advocacy, because humanitarian strategies must be in accordance with conflict resolution and peace, so neutrality must be abandoned in some circumstances (UKP, 2018). The use of this strategy is used by countries, international organizations and humanitarian aid agencies that have the ambition to build peace even though a comprehensive peace building strategy can never produce permanent results. Because even though other parties have tried to reduce the occurrence of conflicts in the future, countries that have signed peace agreements will still return to conflict. Even though building peace is impossible, it is still necessary to eliminate the root causes of conflict and help promote a more peaceful, stable and legitimate political and economic system. IRC has done this many times by publicizing humanitarian movements in international forums. The formation of cooperation in the Irish Aid-IRC Gender-based Violence (GBV) Strategic Partnership politically also promotes the interests of the two parties in preventing ongoing humanitarian conflicts. Moreover, the statements of the Deputy Director of Operations of the IRC said that Yemen is still not recovering from the conflict and bombing led by Saudi Arabia in 2015 (International Rescue Committee, 2019). Along with other publications that "twitch" the countries involved in the conflict to consider peace efforts for Yemen.

The IRC also seeks to negotiate with parties capable of ending violence, establishing stable ceasefires and improving local conditions so that human rights violations can be reduced. This relates to a comprehensive peace building strategy that has an interest in building peace and stopping the causes of suffering due to conflict. In this strategy there are two aspects that determine success. First, international actors are willing to negotiate and make agreements with those who have or currently hold power and are involved in conflicts. Second, to promote this interest, international actors use various available tools and

resources to reach a stable political agreement to stop human rights violations. The resources in question include a show of strength, economic incentives, and the awarding of international recognition to elites who are willing to negotiate. IRC as an international actor implements both aspects. IRC also embraces other international organizations such as USAID, UN, UNICEF, OXFAM, and countries that want to work with them in promoting humanity in Yemen. Like Ireland, which seeks to fulfill its foreign policy by cooperating through the WPE. So that the presence of international actors involved in this conflict is able to pursue humanitarian interests as the main reference in conflict resolution. Both the regime that was formed and the strategy that was set, both of them played a part in the implementation of humanitarian interests in Yemen. IRC through WPE is here to fulfill the effectiveness of the UN regime made in the Yemeni Women's Pact for Peace and Security because it boldly assembles 5 aspects of assistance that consciously address the long-standing concerns over gender inequality in Yemen, especially in terms of access to legal advocacy assistance. Then by embracing other organizations, the IRC is present to put more pressure on those who want the conflict in Yemen to continue. The role of women in the formation of peace building efforts is supported by the presence of organizations such as the IRC which make a regime workable in the field.

Conclusion

Yemen ranks last in the Global Gender Gap Report for the 13th year in a row. This condition occurs due to rigid gender roles and rooted patriarchal culture. So that gender stereotypes, weak laws, and women's economic inequality make them the most vulnerable people. The presence of the prolonged conflict that is present in Yemen also makes women's groups suffer more with the double burden and limited mobility. Finally, the United Nations took the initiative to create the Yemeni Women's Pact for Peace and Security which includes the importance of empowering women for efforts to build peace in Yemen.

As an extension of the presence of the Pact regime, the International Rescue Committee formed Women Protection and Empowerment in collaboration with the Irish government in the Irish Aid-IRC Gender-based Violence (GBV) Strategic Partnership. This makes the effectiveness of the UN regime proven in implementing the IRC's performance and its humanitarian strategy in building a comprehensive peace building in Yemen.

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CHAPTER 5

THE RELATIONSHIP BETWEEN VOCATIONAL HIGH SCHOOL EDUCATION AND LABOR MARKET OUTCOMES

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Introduction

One of the priority areas in strengthening the education-employment relationship is vocational high school education. It is often emphasized by public institutions, universities, non-governmental organizations and the business world that vocational high school education should be disseminated and its quality should be raised and individuals who have received and received applied basic education related to their professions should be raised (Torun, 2016).

There is a strong correlation between vocational high school education and labour market outcomes. Vocational high school education is a type of education that aims to provide students with specialization and technical skills in a particular profession. Labor market outcomes are the labor force participation of educated individuals and their performance in the business world. A study by Newhouse & Suryadarma (2009) examined the relationship between the type of high school Indonesian youth attend and subsequent labour market outcomes. There are four main findings in the study. The first finding is that the estimated wage premium for vocational graduates relative to general graduates is higher in women than in men. The second finding is that the returns of public vocational schools for men have fallen for the last group, and graduates of men's vocational high schools face a large salary penalty. The third finding is explained in part by the overall positive outcomes of public school graduates, with students with higher test scores and better-educated parents being randomly ranked into public schools. Finally, these peer influences appear to be particularly important for students with above-average test scores, as men with high scores receive a surprisingly small premium from graduating from vocational or private general school.

The relationship between vocational high school education and labor market outcomes can be explained as follows: Training in accordance with the demand of the workforce:

1. Vocational high schools provide trainings that are suitable for the requirements of certain sectors and professions. This plays an important role in meeting employers' need for skilled labor. Graduates of vocational high schools can be in demand by employers due to the special skills they possess and occupy an advantageous position in the labor market.
2. Employment opportunities in the labour market: Vocational high school education usually targets occupations that are in demand in specific areas of the labour market. Therefore, graduates can be more easily employed in line with their abilities and expertise. Vocational high school education can reduce the risk of unemployment by providing a more concrete roadmap for graduates' careers.
3. High labor productivity: Vocational high schools provide students with the practical skills necessary for their profession. Thanks to this, graduates adapt to business life more quickly and are considered more productive by employers. An efficient workforce is an important factor for successful careers in the business world, and vocational high schools offer training to support this.
4. Adaptation to the labour market: The world of work is constantly changing and new technologies, trends and demands are emerging. Vocational high schools help the workforce adapt to changing conditions by providing students with information about current developments and technologies in the sector.

However, vocational high school education may also have some limitations. While the demand for some professions may decrease, especially due to technological developments and economic changes, the demand in new areas may increase. In this case, it is important to update the programs of vocational high schools and provide flexibility.

Table 5.1. Some Studies on the Field

Year	Author	Title	Aim
(1987)	Campbell, Paul B.; et al.	Dynamics of Vocational Education Effects on Labor Market Outcomes.	In this study, the effects of a high school vocational curriculum on labor market experience over time were evaluated. The study replicated the full features of a previous analysis, as there was an additional two years of labor market experience available for participants in the National Labor Market Experience-Youth Group (NLS-Youth) Longitudinal Survey (NLS-Youth) and longer impact trends could be observed. Data are from NLS-Youth and High School and Beyond databases. The findings showed that vocational education provides direct wage advantage to vocational students in the short term.
(2005)	Chae	The impact of education levels and paths on labor market outcomes in South Korea: Focusing on vocational high school graduates	In this study, the career preferences of vocational high school graduates were examined. This study analyzed the first and second wave of Korean employment panel data from the Korea Vocational Training Center using the multi-term logit model. The study aimed to reveal what kind of career graduates choose after high school (more education, employment, unemployment and non-economic activities) and what are the factors that determine their career decisions after graduation.
(2016)	Dandan Chen	Vocational Schooling, Labor Market Outcomes, and College Entry	This article examines the differing outcomes of vocational and general secondary education and employment opportunities in Indonesia in terms of labor market earnings and access to higher education.
(2018)	Choi	Employment advantage and wage Dispersion : Vocational high school and college graduates in Korea.	The latest research on the pay disparity between employment advantage and the educational path of general and vocational high school graduates was conducted by Choi (2018). In 2013, he conducted empirical studies using PIAAC data and found that the employment premium of vocational high school graduates gradually decreases as they age, and is approximately equal to the employment premium of a general high school graduate of 62 years old.

Source: Created by the author.

Human Capital Theory

Although human capital is seen as a fundamental element in ensuring international competitiveness, this discourse greatly affects the ability of vocational high school students to gain representation through school. This stems from two self-contradictory assumptions: a profit-based ideology and the neglect of the impact of social structure on educational inequality (MacKenzie & Chiang, 2023). International institutes are dedicated to supporting the state of human capital, as is evident in the World Bank's human capital project (World Bank, 2021) (MacKenzie & Chiang, 2023).

A study by Mockler (2022) examined how teachers were represented in 65,000 press reports between 1996 and 2000. Three important findings emerged from this analysis. First, there is an assumption about the quality of teachers that has been judged to be inadequate. Second, the complexity of the teacher's work is underestimated. The third is "teacher relations." Criticizing teachers on these grounds ignores the quality of the system (e.g., inadequate and unfair funding and excessive workload); the complexity of teachers' decision-making process; and discouraging students from entering the teaching profession at a time of significant and growing teacher shortages (MacKenzie & Chiang, 2023).

A qualitative phenomenological study by Karalis Noel and Finocchio in 2022, using the model of Mason and Poyatos Matas (2015), illuminates the basic meanings of the phenomena of attrition and permanence as they occur in the daily lives of five former public school practitioners. Specifically, with practitioners who have worked for five years or less in elementary and secondary schools in urban, rural, and suburban settings in the United States, four in-depth interviews were conducted with each participant when concluding findings from 20 interviews. Pre-service education, issues related to practitioner autonomy, administrative accountability, changing demographics, and unsustainable lifestyles are among the salient factors of teacher migration. In addition, an extension to the theory of positive psychological capital has been proposed to better understand how intrinsic variables affect practitioners' career trajectories.

According to MacLeod (2016), it begins with the observation that the cost of human capital is a direct measure of the importance of limited rationality for human decision-making. In his work, MacLeod outlines a simple model of human capital with a finite event space based on binary process theory from cognitive psychology (MacLeod, 2016).

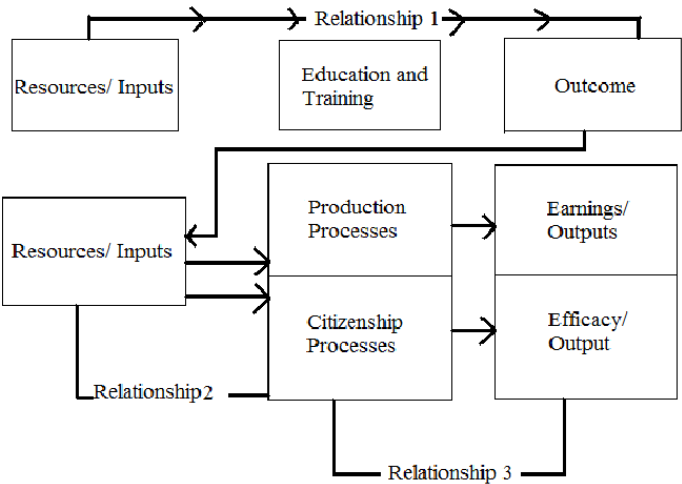


Figure 5.1. Human Capital Theory

Source: A model of Human Capital Theory depicting main relations in Human Capital Theory and the core assumptions underlying the relationships. Adapted from Foundations of Human Resource Development, by R. A. Swanson & E. F. Holton, III, 2001, San Francisco, Berrett-Koehler (Adams, 2013).

Most students who want to enter college go to general high school, and other low-performing students go to vocational high school without thinking deeply about their preferences and potential abilities (Ahn and Lee, 2009). Table 5.1 shows that more than 70% of students are in general high school and about 15% are in vocational high school. In addition, although vocational high school is initially designed for those who aim to move from school to work immediately, most of those who go to vocational high school also go to university (Figure 5.2). This trend has necessitated vocational high schools to follow the same curriculum as general high schools in part (Byun & Kim, 2012).

Table 5.2. Schools and Students in Korea (2016)

Classification		No. of Schools	%	No. of Students		
				Total	%	Female
Secondary Education	Subtotal	2402	100.0%	1,764,350	100.0%	842,742
High School Course	Gifted High School	152	6.3%	67,607	3.8%	34,823
	General High School	1545	64.3%	1,256,108	71.2%	625,300
	Vocational High School	497	20.7%	290,632	16.5%	125,966
	Others	208	8.7%	150,003	8.5%	56,653
Tertiary Education	Subtotal	432	100.0%	3,516,607	100.0%	1,522,473
Junior College Course (2-year university)		160	37.0%	746,269	21.2%	298,837
Undergraduate Course (4-year university)		226	52.3%	2,437,570	69.3%	1,060,457
Graduate School Course		46	10.6%	332,768	9.5%	163,179

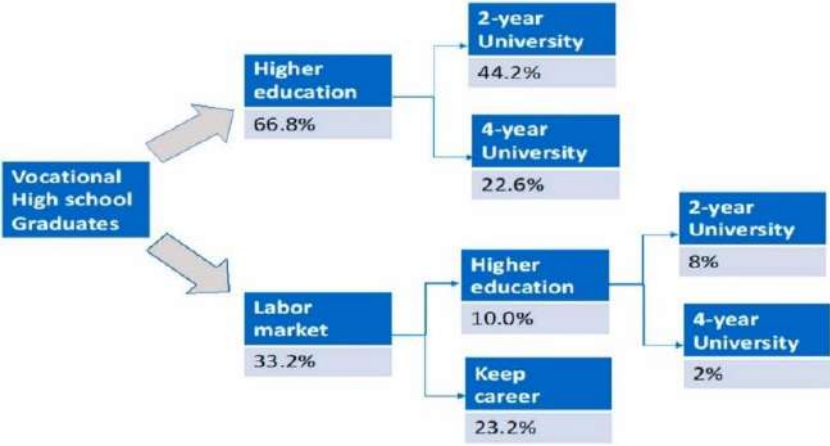


Figure 5.2. Education and Career Paths After Vocational High School Graduation

Source: [Shin and Ryu \(2015; Choi,2021\)](#).

Table 5.3 shows the labor market results according to the education levels of individuals aged 15 and over. Table 5.3 reveals that the labor force participation rates of vocational high school graduates are significantly higher than general high school graduates and unemployment rates are significantly lower. While only 48.5% of general high school graduates are employed, 58.9% of vocational or technical high school graduates are employed (Torun, 2016).

Table 5.3. Labor Market Outcomes by Education Levels (15 years old and over)

	Labor Force Participation Rate (%)	Employment Rate (%)	Unemployment Rate (%)
Illiterate	18,4	17,6	4,3
Below High school	49,2	44,4	9,8
General High School	55,5	48,5	12,6
Vocational or Technical High School	65,8	58,9	10,5
Higher Education	79,3	68,8	13,3

Source: TURKSTAT’ s Household Labor Force Survey July 2016 results (url-1)

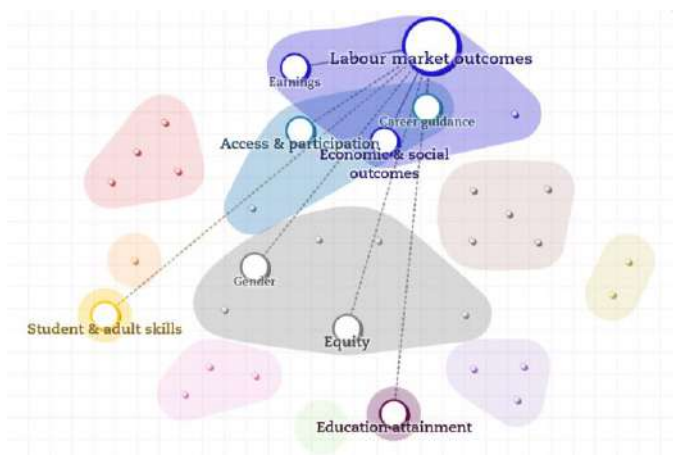


Figure 5.3. Labour market outcomes (Show only content for education levels: Vocational)

Source: (url-2)

Being equipped with more education, knowledge and skills increases the chances of finding a job, improving skills while on the job (and therefore staying in employment) and earning higher earnings. Employment prospects largely depend on whether individuals' skills meet the requirements of the labor market. The employment rate is the proportion of employed people relative to the working-age population (adults aged 25-64), which includes the unemployed as well as inactive individuals, that is, neither employed nor job seekers. The unemployment rate represents the percentage of the unemployed in the workforce, which includes the employed and the unemployed adults seeking employment. Around half of young people across the OECD follow vocational education and training (VET) programs designed to provide easy access to the world of work. Yet enrollment rates and the emphasis on on-the-job learning vary widely from country to country (url-3).

In this context, the nature of the relationship between vocational high school education and labor market outcomes is of vital importance for both individuals and policy makers. For example, the difference seen in favor of vocational high school education in the table may be due to the preference of individuals who already have more personal assets and

higher employment skills in vocational high schools. In the same way, the socio-economic status of individuals who prefer vocational high schools may force them to find a job as soon as they graduate. If the individuals who prefer vocational high school education are socio-economically disadvantaged and have fewer business connections, the difference in the table reflects less than the real advantage of the vocational high school (Torun, 2016).

Result

From an economic point of view in general, one of the prerequisites for the transition to high value-added production in all sectors, especially in the manufacturing sector, is to have qualified human resources. Especially in fast-growing economies such as Turkey, vocational high school education plays a very important role in the training of qualified human resources. It should also be noted that the vocational high school curriculum should be compatible with the priorities of the labor market and coincide with the strategic objectives in the economy (Torun, 2016).

Although traditional research on human capital has shown that it increases employment success, its role in the job search process is unclear. To explain their weak impact in previous studies (Ng et al., 2023), in their work, they make use of target systems theory to suggest that human capital can act as a double-edged sword: Teachers/educators need to contribute to national economic development in their high-quality teaching. Since the discourse of human capital focuses on international competitiveness, the new goal of higher education institutions is to make their graduates more competitive through the excellent teaching project, especially when schools are oversupply (MacKenzie & Chiang, 2023).

As a result, the relationship between vocational high school education and labor market outcomes, when directed correctly, offers advantages such as providing qualified labor, meeting the demands of employers

and increasing the productivity of the labor force. However, it is important that training programs are constantly reviewed and updated to adapt to changing conditions. Individuals with vocational training are generally more likely to be employed at younger ages, but this employment advantage tends to diminish with age. There are multiple reasons for this:

Technological Change: The rapid advancement of technology leads to ever-changing needs in the business world. Vocational high schools offer technical skills that are often specialized in specific occupations. However, as we age, it can be more difficult to adapt quickly to new technologies. So, there may be a tendency for employers to prefer candidates who are younger and have more technologically up-to-date knowledge and skills.

Leadership and Management Roles: With advancing age, individuals often seek to rise to management and leadership positions in their careers. These positions often require broader work experience and expanded skill sets. Since vocational high schools are focused on technical expertise, there may be some limitations in the transition to such positions.

Young and Less Demanding Workforce: Employers may choose to employ a young, less experienced workforce at lower wages. This is a common strategy to cut costs and stay competitive. So, as the age progresses, it can be seen that employers may turn to younger candidates.

Competition in the Labor Market: With the increase in competition in the labor market, young and newly graduated individuals may become more advantageous. Especially when there are economic hardships or layoffs, experienced employees often look for jobs where they can compete with higher wage demands. In this case, employers may prefer younger candidates with lower wage demands.

However, factors such as the aging population and the rising retirement age suggest the need to implement a variety of policies and incentives

to encourage older workers' participation in the workforce. In addition, the provision of continuing education and skills development opportunities is also important to ensure that an ageing workforce remains in employment and can be competitive.

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CHAPTER 6

SHARENTING AS A NEW PARENTAL BEHAVIOR

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Introduction

Sharenting is the tendency of parents to share information, photos or videos about their children on social media and other online platforms. This is a combination of the words "share" and "parenting" and is a new term. Sharenting is when parents share their daily lives and experiences with their children on social media platforms.

The positive aspects of Sharenting can be:

- Easy communication with family members and friends: Social media makes it quick and easy to share memories of children's growth with family and friends.
- Support and information exchange: Sharenting can create a support and information network among parents about parenting experiences and advice.

However, the downsides of sharenting can also include:

- Privacy and safety risks: When children's lives, photos and information are posted on social media, this unwittingly shared content can put children's privacy and safety at risk.
- Digital trailing: Parents can leave an uncontrolled digital trail on their content and photos on social media when their children grow up. These marks can have a negative impact on children's future job search processes or personal lives.
- Sharing without consent: When kids grow up, they may be uncomfortable with it because the content and photos shared by parents are posted without their consent.

The digital world, which has influenced many cultures, has also shaped parenting (Holden, 2015). Children who are shared by their parents or who have user accounts on social media seem to have digital footprints by existing in the digital world (Ammari, Kumar, Lampe, & Schoenebeck, 2015). The fact that children do not have the ability to consent to the sharing of their personal data as adult individuals reveals

the need for boundaries to be drawn by parents (Steinberg, 2017). In conclusion, sharenting is an issue that parents should be aware of. When sharing content about children, it's important to protect their privacy and safety. At the same time, it is important to think well about the content to be shared and to get approval in order to avoid negative consequences in the future.

Basic Terms

Sharenting / Share-Parenting Term

The term parenting is defined as a new parental behavior that shares private information about their children on social media with photos and videos (Brosch, 2016). The term was first used by Wall Street Newspaper writer Stevan Leckart as "Over-sharing." (Leckart, 2012). According to another definition, it is the parental behavior that parents regularly and in detail share from the social media account that they have opened on behalf of themselves or their children (Erişir & Erişir, 2018). It is an English word derived from the fusion of share and parentinn (Collins, 2017). This word, however, does not fully meet the way shareting is done (Kaya & Kaya, 2017). When the researches carried out on this subject are examined, it is seen that the sharing rates of mothers and fathers are close to each other and while mothers are 84%, 70% of fathers (Child Health Evaluation and Research Unit, 2015), that is, both parents do this behavior, and in another study, mothers share 98% and fathers share 89% (Bartholomew, Schoppe-Sullivan, Glassman, Kamp-Dush, and Sullivan, 2012). Another study found that 1,000 photos of children were shared until they were 5 years old on average (Blum-Ross et al., 2017). Another study in which 92% of parents share photos of their children was conducted in the United States (American Academy of Pediatrics, 2016). In Turkey, 68% of parents share their children on social media (Altun, 2019). In addition, it is seen that the information of the sharing parent (such as contact information) exists and the ages of the shared children can be from

infancy to seventeen years old (Bekdaş, 2021) Despite all this, it is seen that parents are also sensitive about sharenting (Akpınar, Paylan, Etlik, Erus, & Karakoç, 2020). In addition, given that children's privacy is important in a healthy parent-child relationship (Moser, Chen & Schoenebeck, 2017) and a sustainable relationship of trust (Shmueli & Blecher-Prigat, 2011), it can be better understood that sharing children can be an important problem in the long term.

Micro-Celebrity Term

First used by Theresa M. Senft in 2008, the term microcelebrity is more commonly used for people who are loved and known by large groups of people. Micro-celebrities often promote on behalf of brands by directing their followers to products and their purchase (Aslan & Ünlü, 2016; Avcılar, Demirgüneş & Açar, 2017; Sabuncuoğlu & Gülay, 2014). These celebrities on social media are divided into groups according to their number of followers. There are widely recognized mega-celebrities who are referred to as experts in themselves, micro-celebrities who have an impact on a smaller circle (Haenlein & Libai, 2017), and macro-celebrities who are recognized as an intermediate group. It is also possible to count nano-vowels, which can be explained as a fourth group. This group is non-human virtual influencers created by artificial intelligence (Vrontis, Makrides, Christofi, & Thrassou, 2021). But research shows that the most obvious difference is between micro- and mega-celebrities. In this difference, both the number of followers and their impressiveness play an important role (Conde & Casais, 2023). Although micro-celebrities have fewer followers than mega-celebrities, their attractiveness is seen as higher (Ulaştıran, 2017).

The Term Social Media Moms and Dads

They are called people who stand out with their parenting roles and have reached high number of followers by introducing themselves in

this way. They usually collaborate with some brands they are interested in and use photos and videos of their children in the promotion of these brands. Therefore, they use their children both economically and violate their privacy (Parsa & Akmeşe, 2019). According to a qualitative study of 25 mothers in Turkey, all mothers who become famous by sharing their children on social media have their accounts open to everyone, and as a result, even people who do not follow them see what is shared (Bekdaş, 2021).

The Term Micro-Famous Kids

Usually this term is used for well-known and well-liked children with high follower counts, whose parents are also micro-famous. Parents of these children can use photos and videos of their children to earn income (Abidin, 2015) and earn income from brands with their collaborations (Aslan & Ünlü, 2016). It is thought that the main reason why brands prefer children is that children are more cute and thus they can introduce themselves more and provide faster access. As a result, parents can also earn income by increasing their own visibility (Parsa & Akmeşe, 2019). A seven-year-old child has an average of five million followers, but is paid \$ 10,000 for a share (Richardson, 2020).

Sharenting Theories

Bronfenbrenner's Ecological Theory

This theory proposes that the behavior of individuals and their families is shaped by four types of environmental systems. The first is the microsystem. Although it expresses the formation closest to the individual, family, school, peers can be given as examples of this system. The second is the meso-system. This creates the bond between two or more microsystems in which the individual participates. Family and school; like family and peers. The third is the eco-system. It is all environmental formations in which the individual is indirectly

involved, which are involved in the development of the individual. Neighbors, the press, local governments, industrial institutions. Changes made indirectly affect the life of the individual in cases such as decisions taken. The fourth is the system that includes the other three systems and also includes the belief system, lifestyle, cultural values and socioeconomic situations (Bronfenbrenner, 1977). Guided by this theory, it is suggested that the system with the strongest connection between parents' interaction between social media is the micro and meso-system (McDaniel, Coyne & Holmes, 2012). While in the microsystem there are interactions in the home environment between the parent, his wife and children; In the meso system, there are communication networks established through social media and blogs (Alemdar, 2022). Bronfenbrenner's ecological theory is the basis for explaining the relationship between perceived social support on social media. This relationship also plays a decisive role in forming the nature of the interactions within the family (Crnic, Greenberg, Robinson & Ragozin, 1984).

Social Comparison Theory

According to this theory, individuals often evaluate ideas that they consider important. In doing so, if there are no objective criteria, they tend to compare themselves with other people to set standards (Festinger, 1954). This includes the cognitive judgments that the individual has structured about himself, but it is also a psychological process (Wood, 1989) and also occurs involuntarily (Gilbert, Giesler & Morris, 1995). On the other hand, the individual can also make comparisons with people who do not coincide with their own ideas. According to social comparison theory, a person questions whether the ideas presented by others fit into his life and concludes a judgment (Festinger, 1954). With the increase in the use of social media in recent years, the possibility of social comparisons of individuals is increasing. The frequency of social media use is also thought to have an effect on this behavior (Lee, 2014). Social media platforms give users the

opportunity to present themselves in the best way. According to a study examining the effect of social comparison on mothers, mothers feel the need to show themselves as the perfect parent by comparing themselves to other mothers (Coyne, McDaniel & Stockdale, 2017). Therefore, Social Comparison theory can be the basic theory of Sharenting.

Sharenting Causes

When the reasons for Sharenting are examined, it is seen that family and culture have a significant impact on sharing the child, but even within the same family, the reasons for sharing the individuals vary. It may also vary according to variables such as parent's age, education level, income, working status, kin relations, psychological factors, cultural differences, number of children (Livingstone, Blum-Ross & Zhang, 2018; Wagner & Gasche 2018). The reason why parents share is mostly to stay in touch with family and friends (Livingstone et al., 2018), other possible causes include social participation, social approval, showing off, envy, perception of a good mother, and an easy and appropriate environment (Krasnova et al. 2010, Wagner and Gasche 2018). In addition, social comparisons can be cited among other reasons (Brosch 2016). In social media, it is seen that the women who have become new mothers share their children more (Holloway, Green & Livingstone, 2013). In addition, research shows that mothers communicate with other mothers as well as learning about parenting from social media (Blum-Ross and Livingstone, 2017), show what a good mother they are (Lazard, Locke, Dann, Capdevila, & Roper, 2018), and repair their loneliness (Erişir & Erişir, 2018). While showing how good a mother they are, it is seen that they share how they spend quality time with their children, the activities they produce, how they feed their children healthily, how they have the smartest, well-behaved cultured and even beautiful child, as well as the psychologist to whom the mother takes her child. This condition is thought to feed the digital narcissism in the mother (Bekdaş, 2021). It is seen that mothers reflect these personality traits through social media (Mehdizadeh, 2010; Ong,

Ang, Ho, Lim, Goh, Lee, and Chua, 2011). At the same time, mothers use their children on social media as a tool to generate income (Abidin, 2015; Bekdaş, 2021).

Sharenting Harms

Digital Child Abduction

Digital child abduction is the online format of physical child abduction and is defined as the sharing of photos shared by parents of their children as if they were their own children by another social media user (Miller, 2014). This can be called a type of child abduction. The sharing of all the child's private information puts him in danger of stealing and using his or her credentials (Çimke et al., 2018). A striking study found that two-thirds of identity fraud is directed at photos shared by parents, and that these malicious people can open new fake accounts with the information they have stolen (Coughlan, 2018). It is also the case that these cute and special photos of children can be used without permission to decorate various items (Blum-Ross and Livingstone, 2017). In addition, even if the photos are deleted immediately after they are uploaded, they never disappear from the internet environment, that is, their digital footprints continue (Kızılarıslan, 2012). In addition to digital child abduction, the sharing or detection of children's locations also threatens children in real life (Bekdaş, 2021).

Pedophiles

An individual's sexual activity or thoughts with a child who has not been an adolescent for at least six months is called pedophilia (DSM-V, 2013). This sexual interest of a pedophile individual in children is an important factor that leads to sexual crimes against children. However, the current state of research makes it difficult to conclude whether people with pedophilia are overly interested in children or adults, or whether they are attracted to each person at once (Schippers, Smid,

Hoogsteder, Planting & Vogela, 2023). It is also difficult to know the extent of this phenomenon as these individuals do not perform their actions and go to treatment, and often the data obtained consist of forensic cases (Fagan, Schmidt and Wise, 2002). These serial crimes were committed to many children and most of them were not reflected in the courthouse (Abel, Becker, Mittelman, Cunningham-Rathner, Rouleau, & Murphy, 1987). 1987; Lanning, 2001). Although this problem starts in adolescence in the individual, it is suggested that if it is treated at an early age, the problems can be solved to a considerable extent (Abel & Harlow, 2001; Bagley, Wood & Young, 1994). Before committing their acts, pedophiles often use technology to reach their victims. They also use technology to meet others like themselves (Erdoğan, 2010). Parents actually start this process by sharing nude or nude images of their children. Therefore, Sharenting behavior invites these individuals. In fact, most of the photos on pedophilia sites are obtained from social media (Battersby, 2016). The most serious consequence is that 30-80% of these individuals physically reach the child and abuse them (Quayle & Taylor, 2003).

Neglect and Abuse

Child neglect is the failure to meet and/or under-meet the emotional, physical, educational, medical and basic needs of the child by the person or persons caring for the child (Yıldız-Yıldırım & Ulukol, 2021). Child abuse is defined as an adult individual's exposure to economically, emotionally, physically, sexually harmful behaviors to the child. For this reason, abuse and neglect is a kind of public health crisis due to the emotional and social damages it causes to the child (APA, 2002). In addition, child abuse is defined as an adult who is at least 6 years older than the child to perform actions that are characterized as harmful to the physical and mental health of the child (Taner & Gökler, 2004; Gürkaynak & Gözütok, 1998; Kozcu, 1991; Lynch, 1991; Polat, 2007). Sharenting behavior, on the other hand, causes economic abuse of the child (such as taking a lottery over the

child's photo, famous children), emotional abuse (such as sharing photos of the child while crying, confused, sad), but it can also make the child vulnerable to sexual abuse (Bekdaş, 2021). Making the child vulnerable to sexual abuse; It is possible for parents to share nude images of the child, kissing the child on the lips, photos of the child's bedroom, adult clothing style and images with sexual associations (Bekdaş,2021).

Sharenting in the Context of a Child's Self and Personality Development

Although parents are happy to share their children, 11% of children are serious, 14% are moderate, and 17% are low; 42% see this as a problem (Microsoft, 2019). As children grow, the parent's disregard for this situation can damage the relationship of trust between parent and child (Erişir & Erişir, 2018). On the other hand, it can also cause the parent to be seen as a role model by the child and may cause the child to be overly attached to the identity that is formed as a result of sharenting (Duygulu,2019). It is also possible for the child to misunderstand important concepts such as private life and privacy (Yavuz, 2020). These children, who are the center of attention with every moment shared, are that after the loss of interest one day, this loss may cause some psychological problems in the child (Hablemitoğlu, 2016). It is also an important factor to remember that the photos or videos shared by parents may be the subject of ridicule or threat for the child in the future. This harms the child emotionally (Bekdaş, 2021) but can also have a negative impact on self-development (Kinghorn, 2018).

Law and Sharenting

It is known that according to legal regulations, every individual who has not yet completed the age of 18 is a child. Parenting also includes the obligations towards the individual who is legally a child and the best

interest of the child has an important place (Akyüz, 2010). When legally examining the issue of sharing, which is based on the sharing of the child on social media, the Constitution of the Republic of Turkey, the Convention on the Rights of the Child, the Turkish Civil Code, the Child Protection Law, the Turkish Criminal Code and related regulations should be taken into consideration. The rapid development of technology has changed and shaped parenting behaviors as well as many other things that it has changed. It is noteworthy that children are a tool for parents to become compatible with technology (Durager & Livingstone, 2012). Considering the damages it causes and/or may cause to the child, the legal examination of sharenting behavior has an important place. Article 41 of our Constitution The article puts the child under legal protection. This article clearly states that the state has taken protective measures to protect the child against all forms of abuse and violence. That the mother and father are in accordance with Article 13 of our Constitution. According to the article, if the shares of his children in social media are limited, it is thought that important measures may be taken again.

Again, Article 26 of our Constitution Article 2. Its clause deals with the rights of others, the protection of private and family life. The word "someone else" here includes everyone except the individual exercising freedom of expression (Constitution of the Republic of Turkey, 1982). Articles 16, 18, and 19 of the Convention on the Rights of the Child Substances are important places to be examined in terms of the concept of sharenting. These articles cover the measures and practices to be taken in addition to protecting the child's private life (Convention on the Rights of the Child, 2004). Article 346 of the Turkish Civil Code The article states that if the development and interest of the child is endangered and the parents cannot take precautions, the judge takes all kinds of measures to protect the child (Turkish Civil Code, 2001). Article 3 of the Child Protection Act and 5. the article can also be applied within the scope of sharenting (Child Protection Law, 2005). Article 135 of the Turkish Penal Code the article also has an important place because it contains penalties for anyone who records personal

data made unlawfully (Turkish Criminal Code, 2004). In addition to the laws and contracts, the Ministry of National Education's circular numbered 07.03.2017 2017/12 on the use of social media includes restrictions on the sharing of pictures and videos of students on social media platforms. It is stated that unlawful sharing will also be subject to legal action (Use of Social Media in Schools, 2017). Considering the recent sharing of the social media accounts of the schools and the social media accounts of the teachers who want to be famous, this regulation has an important place in protecting the child from sharing.

Method

In this research, it is aimed to bring together the existing information about the concept of Sharenting in national and international sources. In the study, screening method, one of the descriptive research methods, was used as a method. Descriptive research aims to describe a situation precisely. The purpose of the survey researches, which are under the descriptive research, is usually to make a description by taking a photo of the existing situation related to the research subject. In other words, it is aimed to collect data by identifying certain characteristics of a group (Büyüköztürk, Çakmak, Akgün, Karadeniz, Demirel, 2011).

Result

Considering the researches, social media has become an integral part of life in recent years. Considering the damages it causes as well as its benefits, it can be understood that many precautions should be taken specifically for the sharenting issue. Although parents are happy to share their children, it is important that they are made aware of this issue and take the necessary measures. In this context, the most basic advice that can be given to parents is not to share their children on social media, even if their social media accounts are confidential. If they are going to share it, they will be careful not to see their children's faces and not to

share their images of them in swimsuits, wrapped in towels and nude. Although it is not a definite measure, restricting sharing, not using the child as a tool to become a phenomenon or a celebrity with another name, not sharing location, location information, even if they do not share location information, monitoring and controlling the location determination from the photo or video are among the important measures to prevent the child from being abducted both physically and digitally. It is also important that credentials, such as birthdays, are not shared. It is recommended not to share the bedroom, which is the private area of the child, which may harm his privacy. It is important for the child's self-development not to share such as diapers, crying, etc., which the child may be ashamed of in the future. It is important that parents are sensitive about the privacy of other children as well as their own children and that they cannot share other children. Finally, for the privacy of the child, the "Google Alert" application can be used to receive alerts when the child's name is searched by other people (Keith & Steinberg, 2017; Otero, 2017).

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CHAPTER 7

MATERIAL DESIGN AND SOCIAL STUDIES USE OF MATERIAL IN HISTORY TEACHING

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Introduction

A history lesson, which is a learning and teaching area, is a lesson consisting of verbal knowledge. Verbal information, which is defined as the information describing "what" a phenomenon is and "why" it is; includes facts, definitions, classifications, scientific laws and models. Objects, people, events, symbols, place names, dates, categories, terms, stories and explanations related to verbal information are included in this information (Deryakulu, 2006). The memorization method is a frequently used method for learning concepts and events related to the past. The structure of the history lesson, which consists of verbal information, has caused some difficulties in learning and teaching this lesson. The students learned the information they learned in the history lesson either from the notes written by the teacher or from the book and by repeating and summarizing it as it was presented to them. This path followed has made the history lesson a lesson learned by rote. This approach, which made the history lesson monotonous and boring, caused the students to lose their interest in the history lesson over time, thus causing the history lesson to be perceived as a lesson consisting of boring stories, not useful for the future, but only telling the past (Şimşek, 2003; Öztürk, 2009; Demircioğlu, 2012; Turan, 2012).

However, what should be aimed at in teaching the lessons containing verbal information; rather than memorizing verbal information, students gain an improvement in understanding, comprehending and understanding, interpreting and evaluating new information based on the learned information. This development can only be possible by following a qualified and planned education. In schools qualified and planned teaching in schools can be provided by teachers correctly planning the lesson and paying attention to the selection of appropriate materials with the appropriate method. It becomes even more important that teachers choose methods and materials suitable for the level of children, especially in the subjects of history taught in social studies lessons for younger age groups. History teaching in primary education in Turkey is carried out through the social studies course. Therefore, since younger children have less abstract thinking skills, teaching

materials should be used to facilitate learning by making history teaching more concrete in the social studies course.

"What they learn", "how much they learn" in their learning and teaching processes; how effectively they process the new historical information they learn in their minds or how they process it. How effective and efficient a strategy applied in teaching is, is directly proportional to how compatible the new information or content type to be learned is with the purpose of learning, the learning material used and the personal characteristics of the student (Deryakulu, 2006). The correct organization of all these factors that affect learning and teaching processes can also be expressed as the secret of a qualified learning and teaching process.

Grounding research on learning and teaching processes with a theory will provide great benefits in teaching by improving the scientific aspect of that study. Social studies history topics mostly consist of verbal information, strengthening memory is useful in teaching social studies history, Gagne also attaches importance to memory in the learning process; When history teaching is mentioned, it brings to mind Gagne.

History Teaching According to Gagne

In the process of students' learning of verbal information, there are generally four basic mental processes such as "selecting, gaining, structuring and integrating". These mental operations can be explained as follows.

- Choose, *It is the student's focusing his attention on some of the information (stimulants) that he perceives through his sense organs from his external environment and transferring this information to his own short-term memory.*
- Win, *It is the process of encoding the information that the student has previously selected and transferred to the short-term memory by processing it deeply into the long-term memory.*

- Configuration, *The new information that the student transfers to the short-term memory is internally consistent.*

as a correlation.

- Biroring, *It is the student's calling to the short-term memory the information that is related to the new information to be learned among the information coded in the long-term memory and establishing relationships between the previously learned information and the new information (Deryakulu, 2006).*

By making use of the experiences of Gagne, who modeled history subjects and realizing this material design in the social studies course, which mostly consists of verbal information, students will be saved from memorization, which is a very boring practice, and will enable be able students to learn history subjects both with fun and interest.

Gagne contributed to cognitive domain learning theories, but he also differed from other cognitivists due to his emphasis on the memory process in learning. Gagne learning; Although teaching material is related to the interaction of internal factors such as reinforcement and repetition; According to him, learning occurs more with what the student does than with what the teacher does. Therefore, active participation of the student is required in learning. Active participation depends on the strength of the student's previous learning and its ability to use it. Gagne, who explained learning with the information processing process, explained learning by examining the processes of perceiving stimuli coming from the environment, transforming them into meaningful information, storing them in memory, bringing the information back for reuse and transforming it into observable behaviors (Gagne, 1985; Kazancı, 1989). Accordingly, Gagne (1985) stated that the learning products gained at the end of the learning-teaching process can be grouped into five categories. These;

- *“Verbal information,*
- *mental skills,*
- *cognitive strategies,*

- *Attitudes*
- *are psycho-motor skills.”*

Among these products, mental products contain detailed intellectual information, while verbal products are related to the competences of connecting stimulus-response bonds, speaking and reading poetry (Gagne, 1970). Learning is a process consisting of eight interrelated categories. These eight learning categories are;

- *“Sign learning,*
- *Learning the stimulus-behavior link,*
- *learning motor chains,*
- *learning verbal chains,*
- *learning to distinguish*
- *concept learning,*
- *principle learning,*
- *Problem solving” listed as.*

According to Gagne; The most used learning types in school learning are “discrimination, concept learning, principle learning and problem solving”.

Among these types of learning is the principle of gradualism. For example, it is necessary to know the concepts related to the principle in order to learn the concept, and the principles and concepts related to the problem in order to solve the problem (Erden & Akman, 1998).

Key Features of Information Processing Theory

Considering the basic features of information processing theory, the operations that can take place in a teaching process are listed as follows by Gagne, Briggs, and Wager (Gagne, 1985; Won, CEO. 1992; Gagne, 2010; Açıkgöz, 2005);

- 1. Attract attention,*
- 2. Informing the student about the objectives,*
- 3. Recall of prior learning,*
- 4. Presenting the stimulant material,*
- 5. Guiding learning,*
- 6. Revealing the behavior,*
- 7. Giving Feedback-Correction,*
- 8. Evaluating the student's performance,*
- 9. Ensuring the permanence and transfer of what has been learned, form.*

Now, let's explain these processes that can take place in a teaching process in order.

1. Getting attention

Attention is a temporary internal state that generates strong motivations. Intensity of attention is closely related to age, level of development as well as and motives. The attention of the child is not as strong as the attention of the adult, it is short-term and scattered (Doğan, 2003). Since learning begins with attention, development and age should be taken into account when organizing learning experiences. Although there are many stimuli around us, we only learn the information that we pay attention to and that is important to us (Erden & Akman, 1998). For this reason, it is necessary

to give importance to the learning process for students. Although attracting students' attention and arousing interest in the lesson are effective for learning, the majority of students can concentrate on a subject explained by the teacher for about 10 minutes. This concentration usually takes place 5 or 10 minutes after the start of the lesson (Yiğit, 2007). This is an important point to keep in mind in order to plan the lesson correctly and effectively. It is beneficial to diversify the activities in the lesson and to include stimuli that will keep students' interests open so that students can concentrate on the lesson for longer more time. When it comes to attracting the student's interest in the course, the benefits of the course materials to be used should not be overlooked.

Students' attention; A change in the light situation of the lesson environment, a sudden sound, the difference in the teacher's voice or changes in the general situation (Gagne, 1985), as well as a teaching material suitable for the objectives of the teaching, can be drawn with different teaching methods-techniques. For this purpose, the teacher can benefit from many visual (picture, photograph, film, table, map, cartoon, poster, etc.) and verbal (anecdote, story, novel, current news, etc.) stimulants. While the variety of materials is very useful in re-establishing the interest of the distracted students in the lesson, the materials and activities to be presented to the environment should be suitable for the age, gender and cultural values of the student group.

It has been determined by research that the use of materials to attract students' attention while teaching history subjects in social studies lessons is highly beneficial (Şimşek, 2003; Akbaba, 2005). Otherwise, the monotonous process of history subjects in the social studies course cannot be overcome. The teacher's questions that will focus attention on the subject of the lesson will be useful at this point. For example, "Which states dominate the borders of the Ghaznavid State today?" A question like this will make the class think; will force students to visualize a map in their minds and draw their attention to the lesson. Likewise, the objects, pictures and various materials that the teacher will bring to the class in the social studies lesson will be useful in attracting the attention of the students as part of the teaching.

2. Informing the student about the objectives

In order for a course to be successful, it is necessary to determine the goals and to make the planning in order to necessary realize these goals. Motivation is the willingness to take action to achieve a goal. The reason why the subject to be covered in teaching should be taught to the student should be determined by creating a discussion environment. Knowing the benefits of the subjects to be learned in their natural lives meets the expectations of the students and increases their motivation (Gagne, 1985). The student, who knows what to learn at the beginning of the lesson or what is expected of him, understands more easily which stimuli given during the lesson are important, chooses the important ones from the stimuli presented by the teacher and codes them in his short and long-term memory. This stage can also help the student to be motivated by arousing feelings of curiosity and to focus focusing their attention on the stimulating material. One of the main reasons for the perception that history subjects in social studies lessons are learned by rote is ignorance of the goals. Such an application will cause a great change in the students' view of the lesson. In the evaluation of society and politics, the knowledge, skills and attitudes gained through the history subjects in the social studies course; Students, who realize the benefits of understanding the foundations of customs and traditions and the formation of today's states, will face the fact that history is a part of life by looking at it not as a course but as a basic general culture field.

3. Recall of prior learning

Since the student builds on his previous experiences, we can call learning a kind of transfer. The student must have all the skills and prior knowledge necessary to learn a new subject. According to information processing theory, new information must be associated with prior information so that information in short-term memory can be meaningfully encoded into long-term memory. Therefore, before presenting new information, it is important for the student to remember

the prior information associated with this information. Thus, the student can encode the new information in his long-term memory in a meaningful and organized way. In this way, learning takes place faster and easier (Gagne, 1985). At the beginning of the lesson, it will be useful to make a short repetition of the previous lesson topic and to make the transition from what the students know to something they do not know with different examples. For example, in social studies courses, history subjects continue to be interconnected. For this reason, the quality and permanence of previous learning are directly proportional to the quality and permanence of the new knowledge to be built on. Considering that the Oghuz Yabgu State formed the basis of the Great Seljuk State, it cannot be expected that a student who does not know and comprehend the Ottoman State and the conflicts experienced will understand the State of the Republic of Turkey. In addition, it is important for students to know that the foundation of Indonesia's being a Muslim state today is based on the first Turkish-Islamic States, and that neighboring states had an impact on the Great Seljuk State being a Muslim state, in order for students to understand and correctly interpret the events related to the spread of Islam today.

4. Presenting the stimulant material

After the student is prepared to learn with the other procedures explained, stimuli related to the behaviors to be taught are presented to the teaching environment. Various teaching methods, techniques and materials can be used during the presentation. If verbal knowledge teaching is aimed, written texts or audio materials can be used. However, if intellectual skill acquisition is aimed, various symbols and objects representing the content can be used (Gagne, 1985). The student tries to encode the presented stimuli in his long-term memory by selecting, organizing, and comparing them with his prior knowledge. The presentation of the methods suitable for the nature of the students and the subject with the help of a material also affects the rate of learning. Presenting the course content According to Gazne (2010); The

presentation of the lesson should be in the form of supported with examples, giving tips and giving advice. Edgar Dale, an American educational technologist, has developed a model called the "Cone of Experience" that will help teachers and educators by making use of the relationships between experiences and the formation of concepts (Çilenti, 1997). According to the scientific research findings on which the cone of experience is based, people see 83% of what they learn, hear 11%, smell 3.5%.

They learn 1.5% through their experiences with their senses of touch and 1% through their senses of taste. For the time to be fixed, people; they remember 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they see and hear, 70% of what they say and 90% of what they do and say (Dale, 1969; Çelik, 2011; Yalın, 2010). In short, according to Dale; The more sensory organs involved in the learning process, the more permanent and effective the learning will be. This idea, which contributes to the understanding of making learning a life experience, is also supported in the constructivist education approach.

The activity and lesson definitions, which came to the fore with the constructivist education approach, made it possible for students to engage in an active learning process, that is, to learn by doing and experiencing. While it is seen that the learning level of the student who is only a listener in the classical understanding does not exceed 30%, it can be said that different applications that increase the student's effectiveness increase this level up to 90%. An active classroom means a classroom that is diversified in terms of learning situations. Learning situations are from concrete to abstract;

- *Learning situations by doing-experience,*
- *Learning situations by observing facts or models,*
- *Learning situations by observing moving and sound images,*
- *Learning situations by observing still images,*
- *Learning situations by listening to transmitted sounds,*

- *Learning situations by observing abstract visual symbols*
- *Learning situations by following verbal symbols (Çilenti, 1997) can be sorted.*

This order, which Çilenti emphasizes, is to make teaching a life for students, not a job, in order to ensure that learning has a permanent trace. This is only possible by designing activities that appeal to students' interests, attract them to the middle of the lesson, and increase their desire for the lesson. The successful combination of teaching methods and teaching materials will be beneficial in terms of attracting attention, providing permanence and enjoying learning. However, the use of only the lecture method in history lessons (Kaya & Güven, 2012) and the absence of any movement in the lesson, apart from a few question-answer experiences, are criticized by students and provide limited benefit in the way of learning. However, it is clear that the presentation of different materials in the lesson and the diversification of the lessons with activities will make a difference in the way terms of interest, participation and learning. Social studies teachers who teach history in secondary school should get to know students with their individual differences; should and develop and select teaching methods, materials and programs accordingly (Gagne, 1985). Teaching tools cannot replace the teacher in any way, but they help and support the teacher during educational activities. The better the skill and mastery of the teacher in using the teaching tool, the better the outcome of the teaching will be.

5. Guiding the student

In the learning environment, students should be guided to avoid misbehavior and to be successful. For this purpose, clues should be given to the student about what to study from where, what to pay attention to during learning, and which pre-learning to combine new information with in order to make meaningful coding. A regular teacher-student relationship creates a democratic classroom environment based on love

and tolerance. The teacher should pay attention to some points while guiding the students in a democratic way. These;

- *Lessons should be planned with students, and all activities should be discussed and decided in the classroom environment.*
- *Students should be given a voice.*
- *The course material and course method should be chosen together with the student.*
- *Students should be allowed to evaluate themselves.*
- *Students' feelings and thoughts should be taken seriously.*
- *Instead of competition, the development of a sense of cooperation should be ensured.*
- *Errors should be corrected with tolerance.*
- *Students should be provided with an equal learning environment (Doğan, 2003).*

As a result of guidance that takes these points into account, students' personalities develop positively, and their self-confidence and interest in the lesson increase. The conference speaker role that teachers play in history lessons and the way they sequence information makes no sense in terms of guiding students. The misconceptions of social studies teachers who teach history that the textbook is the one that will help students in with guidance (Yıldız, 2003; Günal, 2011) is also effective in developing this attitude. The understanding that "history subjects are learned from the book" pushes the student who learns the history subjects to loneliness, and the student who loses his way develops a negative attitude towards the lesson. Elimination of this negativity can be achieved by using the right communication methods by the history teacher to turn to the student, to show him that he supports him in every way and to guide the student about the lesson. It can be said that social

studies teachers can to guide students to explore the subject by making a connection between study maps and animations while they are teaching history subjects.

6. Revealing the behavior

Revealing behavior is to provide students with appropriate opportunities to prove that they have learned the knowledge they have acquired and that they are ready for the new topic. After each new behavior is taught, the degree to which students have acquired this behavior should be examined. This stage is the stage of exhibiting the behavior that students have acquired (Gagne, 1985). If the desired behavior is not observed in students; The teaching environment should be enriched and new clues should be given to the students. According to Gagne (2010); In order to make the learning process effective, ways such as revealing students' performances, revealing remembering strategies, helping learning learn details, helping to integrate new information should be followed. Putting test situations that will reveal the behavior to work in the form of games will increase mental and physical participation and ensure permanent learning. In history lessons, using simple applications that will reinforce the subject at the end of each lesson will be enjoyable opportunities for students to demonstrate their learning. With the re-presentations in the study, the students are provided with the opportunity to show what they have learned and to encode them in their long-term memories, while the students are provided with the opportunity to identify what they have missed before, to learn and to practice a lot.

7. Giving feedback and corrections

The feedback is to inform the student about his/her work. The student wants to get information about the correctness of his behavior. Knowing that the displayed behavior is correct, the behavior of the student is

reinforced and the desire to learn increases. Feedback is mandatory to test whether the application works well. Directing the student correctly is directly proportional to healthy feedback. In short, the answer given to the question asked is feedback. If a wrong answer is given, giving the correct answer with a correct expression is also a correction. Correcting the student's wrong behavior is important in order not to make the same mistake again. At this point, social studies teachers have a great job. The tolerant attitude of the teacher and the importance he attaches to the issue of feedback and correction are effective in the achievement of the student's goal. A suitable environment for feedback-correction is provided with repetition of presentations in the study.

8. Evaluating students' performance

It is the process of evaluating whether the students have achieved the intended goals in the learning-teaching process and whether they have achieved the gains. It is necessary to compare the reactions received from the students with the expected reactions. In order to make an evaluation, it is essential that the data obtained as a result of the measurement can be compared and that there is a valid criterion. Evaluation, it is an essential and integral part of the learning-teaching process. Without making an assessment, we cannot see where we started and where we have come from, and we cannot determine whether there is a development or not. Ways of testing learning according to Gagne (2010); pre-testing for prerequisite learning, testing the knowledge and abilities to be achieved, asking questions throughout the teaching, determining the expected target achievement and determining the expected standard achievement. The achievements can be evaluated with various methods at the beginning, in or at the end of the application and necessary corrections can be made according to the findings. Instead of memorizing and writing, writing by knowing the meaning and logic and explaining the reason should be dominant. Short repetitions should be given at frequent intervals. It is more important than anything else that students are given the opportunity to explain and

practice what they have learned in their own words. The problem-solving skills of students should be developed by performing performance studies, and external stimuli should be structured with cognitive durations (Gagne, 1985; Sönmez, 2010). While studying history subjects in social studies lesson, this opportunity can be presented to students by using repetition presentations and study maps together.

9. Ensuring the permanence and transfer of what has been learned

In order for newly learned information to be permanent and easy to remember, the information it must be well organized in long-term memory and repeated at regular intervals. Repetition can be done intensively or intermittently during learning. In order for the information to be well organized in the memory, it should be ensured that the learned information is used in new situations. For this purpose, students should be given problem situations in which they can apply their newly acquired knowledge. Only in this way is it possible for students to interpret facts and events, to look at subjects critically, and to make comparisons. According to Gagne (2010), in order to apply the new knowledge learned to other fields; Paraphrasing the content, using metaphors, producing examples, noting interesting things, creating concept maps and categorizing items should be practiced. At this stage of the study, games are used, and the permanence and transfer of the learned are carried out.

Material Use and Material Design in Social Studies History Teaching

Different ways and environments in which knowledge can reach the learner (Heinich, CEO, 1993) are among the resources of the educational environment. Teaching materials or tools can be defined as all kinds of materials used to help the realization of a higher level of

learning by increasing the effectiveness of teaching activities. In other words, all kinds of materials in the classroom that contribute to the creation of a more effective learning environment that appeals to different sensory organs can be called tools. Lesson tools are examined in two groups as teaching and learning tools. Tools and equipment directly under the control of the teacher are called "teaching tools", and those under the control of the student are called "learning tools". However, when constructivist programs are taken into account, this distinction loses its validity (Yiğit, 2007). Although students basically go through the same educational stages, they show different developmental characteristics from each other, so it is useful to examine these different aspects of the students well in order to organize the information according to the students (Alev, 2007). Knowing these differences and providing appropriate teaching environments is very important in terms of the benefit of teaching and the permanence of learning. The benefits of teaching materials to education are many. These are according to Özmen (2007);

- *Providing a multi-learning environment,*
- *Meeting the different learning needs of students,*
- *attract attention,*
- *make it easier to remember,*
- *Concretizing abstract situations,*
- *saving time,*
- *safe observation,*
- *Presenting content consistently,*
- *Can be used repeatedly*
- *It is a simplification of the content.*

Considering the contribution of the materials to teaching, it can be said that the criticisms and problems raised in social studies history teaching can be solved with the use of appropriate materials. Social studies teachers can diversify the course with different materials in line with their abilities, tendencies and skills. At this point, the aims, achievements and skills of the history subjects of the social studies course will be taken into account, as well as the characteristics of the student group, the conditions of the place, the size of the group, the nature of the subject, and financial opportunities. An effective communication process is necessary for the shaping and planning of the social studies course and for the teaching to reach its goals. The main purpose of effective in-class communication is to provide permanent learning for students. For this purpose, in the arrangement of the teacher in-class communication; must use multiple symbols, use multiple channels, and receive multiple feedbacks. The learning environment organized by considering all these activities is expressed as "multiple learning environment" (Yiğit, 2007). There are claims that multimedia, in which text, picture, graphics, video, animation and sound are used together, save the learning environment from monotony and increase learning (Akpınar, 1999; Kulik, *CEO*, 1985). The main feature of multimedia is that it organizes the learning material or learning process as explained by computing theories. It is stated that information organized and stored in long-term memory in the form of a concept network is more likely to remain in long-term memory when associated and stored using more than one representation. If the information is presented to the student in a multimedia environment, it is easy to transfer it to the brain. In order to increase student achievements and to leave behind a monotonous social studies course history, the use of multimedia should be developed in the teaching of history topics in social studies course.

The factor that makes multimedia software popular is that learning in multimedia is examined from computing theories, especially bidirectional coding theory. According to the bidirectional coding theory, the individual receives information from the environment

through different perception mechanisms (seeing, hearing, tasting, touching, smelling). Perceived information passes from short-term memory to long-term memory and is added to the individual's information network. The individual receives and records information as text, sound, picture and image. Learning is more effective if information is received and recorded from several channels. In bidirectional coding, if the individual receives the information in pairs such as "text and sound", "speech and picture", "image and text" and encodes it in his brain, he creates more "cognitive route" in his knowledge. If the individual cannot remember or access the information using one of these routes, he or she can use the other route. Shih and Alessi (1996) conclude in their research that the combined use of visual and auditory presentations helps knowledge construction and recall. Mayer and Anderson (1991), on the other hand, think that "audio animations" support learning more than information representations used alone. However, the density of knowledge representations should be determined according to each subject area.

There are different teaching materials to be used in providing a multi-learning environment in the classroom. It is possible to categorize the materials that can be used in the learning-teaching process under four headings. These;

- *written material,*
- *visual material,*
- *auditory material,*
- *Technological support-based material.*

This classification can help the teacher to create diversity in the social studies lesson. While designing an effective learning-teaching process, it is essential for the teacher to plan the lesson with materials from different categories in this classification in a way that will attract the attention of all students in the class. However, it is not limited to social studies teachers' teaching history with the materials expressed in this

planning. Teaching materials are limited only by the creativity of the teacher and current technology. Adding materials to the lesson that will keep students' attention alive, increase their interest in the lesson, and enable them to acquire what needs to be learned in a permanent way, and teaching the lesson with these materials requires conscious planning. In addition to the planning of the lesson, the separate organization of the preparation and application stages of the material is important and necessary in terms of the desired benefit. Social studies lesson, which is one of the verbal lessons, is seen as a sterile field in terms of material diversity (Ulusoy & Gülüm, 2009; Günal, 2011), social studies teachers teaching history in secondary school cannot go beyond the textbooks and notes, which means lessons devoid of activity and student interest. However, the methods, techniques and materials that can be used in the study of history are limited only by imagination. In summary, there is no material that cannot be used, no activity that cannot be applied after being associated with the lesson and the objectives of the lesson. In the study carried out by Çelikcan (2005), it has been shown that visual materials are mostly used by teachers to increase the level of understanding of the subjects, to make the lesson enjoyable, and to increase participation in the lesson.

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