

The Relationship between the Humanistic Values that Teacher Candidates have and their Internet Use

S. Gunduz

Abstract—The purpose of this research is to determine the relationship between the humanistic values that teacher candidates have and their internet usage. Meanwhile, the relationship between the personal information of teacher candidates and their humanistic values and their usage of the internet was also measured in this research. The study group of the research was consisted of 329 female and 156 male teacher candidates a total of 485 students studying in the Ahmet Kelesoglu Faculty of Education, the University of Necmettin Erbakan in the spring semester of 2013-2014 academic year. In this study, "Humanistic Values Scale" and "Personal Information Form" were used. The SPSS (Statistical Package for the Social Sciences) 21 packages programme was used in all statistical analysis of the research and 0.05 was adopted as the significance level. At the end of the research, it was found that teacher candidates use the internet to do research and do homework the most and they use it for communication purposes secondly. Male teacher candidates' weekly internet usage time was found to be higher than that of female teacher candidates. It was found that teacher candidates have friendship values the most and tolerance values the least. Female teacher candidates were found to have more humanistic values than male teacher candidates. It was observed that teacher candidates that have seven hours or less internet usage weekly have more responsibility and honesty values than others. The obtained research findings were discussed with literature and suggestions have been made.

Index Terms— humanistic values, internet usage, teacher candidate

I. INTRODUCTION

NOWADAYS, information and communication technology facilitates the access of individuals to data. Individuals can access many libraries and data resources in the world by just "clicking" from their seats. Individuals do not need memorize this large amount of data. They need to know how to reach to the data whenever they want, and become information literate. Nowadays it is so easy to access information that individuals are expected to be able to produce new information by using this data. Information individuals reached and created must be used for the benefit of the society. For this reason, humanistic values that

individuals carry are very important. For individuals to be able to live together in society, concrete, observable facts and events related to the written rules as well as unwritten value judgments are thought to be important.

The value can be defined as beliefs about something that may or may not be desirable [1]. Family, friends, education and the mass media are considered to have a huge impact in the formation of values in individuals. Individuals' values determine or influence their behaviors. [2] stated that values have an important function in determining and directing the attitudes and behaviors of people.

Throughout history, societies tried to determine what is right and what is wrong in humanistic attitudes and behaviors. According to [3], values play an important role in the determination of normal or abnormal behaviors in societies. Value judgments also play an important role in determining rules to be followed in the community. Thus, the educational policies of societies forms and develops. Overall goals desired to be given to individuals with the education system are set.

Education is thought to have an important place in the creation of humanistic values in children. Gaining of humanistic values to children is only possible through teachers who have these values. At primary level, teachers just do not make the teaching of a subject, but also are a role model for students. For this reason, for teachers to carry humanitarian values is very important in terms of gaining them to future generations.

The mass media is of a great importance in the formation of humanistic values in individuals. Nowadays, one of the most widely used means of mass communication is the internet. According to the report of Turkish Statistical Institute (Turk Stat)'s Information Society Statistics, household internet usage rate among the people aged 16-74 in Turkey reached to 49% in 2013 while it was 18% in 2004, and the ratio initiatives reached to 91% [4]. This ratio is much higher in teacher candidates. [5] stated that 87% of teacher candidates use the internet. This ratio is currently estimated to be close to one hundred percent.

II. METHODS

A. Research Model

Individual and relational models of the screening model were used in this study, trying to determine the relationship between internet use of teacher candidates and their use and their humanistic values. While attempting to depict personal

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S. Gunduz is with the Department of Computer Education and Instructional Technologies, Ahmet Kelesoglu Faculty of Education, Necmettin Erbakan University, Konya, Turkey (phone: +90 505 344 5760; fax: +90 332 323 8225; e-mail: semsedding@gmail.com).

information of teacher candidates with individual screening model, the relationship between the internet use of teacher candidates and their humanistic values were tried to be described in terms of several variables.

B. Study Group

The study group of the research was consisted of 329 female and 156 male teacher candidates a total of 485 students studying in the Ahmet Kelesoğlu Faculty of Education, the University of Necmettin Erbakan in the spring semester of 2013-2014 academic year. In the study group, 152 of the teacher candidates are in the first year; 107 of them are in the second year, 110 of them are in the third year and the remaining 116 of them are studying in the final year.

C. Data Collection Tools

Humanistic Values Scale: It is a Likert-type scale developed by [3], consists a total of 42 items under six dimensions as Responsibility (7 items); Friendship (7 items); Being peaceful (7 items); Respect (7 items); Tolerance (7 items), and Honesty (7 items). When data entered into the computer, positive sentences were scored from "Every Time" option to the "Never" option as 5, 4, 3, 2, 1. The increase of rates suggests that individuals have more humanistic values. Internal consistency of the scale for reliability (Cronbach's alpha) was calculated for all scales and internal consistency coefficient was 0.93.

Personal Information Form: There are question items such as educational department, sex, internet usage purpose and weekly internet usage time to learn more about the teacher candidates in the study, and to obtain the information to relate internet usage with humanistic values scales.

D. Data Collection

Import your source files in one of the following: Microsoft Word, Microsoft PowerPoint, Microsoft Excel, or Portable Document Format (PDF); you will be able to submit the graphics without converting to a PS, EPS, or TIFF files. Image quality is very important to how yours graphics will reproduce. Even though we can accept graphics in many formats, we cannot improve your graphics if they are poor quality when we receive them. If your graphic looks low in quality on your printer or monitor, please keep in mind that cannot improve the quality after submission. The research data collection tool, The Humanistic Values Scale and The Personal Information Form were organized by bringing together and are reproduced in sufficient numbers. Replicated data collection tools were applied on teacher candidates studying in the Faculty of Education in May 2014 and were present at the time of application. 523 teacher candidates completed the data collection tool during the implementation process, but 38 data collection tools were not filled properly and were excluded from the scope of the research.

E. Data Analysis

The X^2 test was performed to determine the relationship between Teacher candidates' gender and their weekly internet usage. Descriptive statistics (average, standard deviation, minimum and maximum values, etc.) were used

for general data relating to humanistic values of teacher candidates. Independent samples t test was used to determine whether there are differences between teacher candidates' gender and humanistic values or not; and the one-way analysis of variance (One-way ANOVA) was performed to determine whether there are differences between the weekly internet usage time and their humanistic values or not. The Scheffe test was performed to determine the source of the difference resulting from analysis of variance. SPSS 21 program was used for data analysis and level of significance was accepted as 0.05.

III. FINDINGS

Distribution of teacher candidates participated in the research according to gender and departments are given in Table 1.

TABLE I
 DISTRIBUTION OF TEACHER CANDIDATES ACCORDING TO THEIR GENDER AND DEPARTMENTS

Gender	Departments			Total
	Pre-School Education	Science Education	Computer Education	
Female	120	93	116	329
Male	9	71	76	156
Total	129	164	192	485

Research was attended by teacher candidates from three different departments. 129 of the teacher candidates participated in the research were from the Pre-School Teacher Training Department, 164 of them were from the Science Teacher Training Department, and 192 of them were from the Computer Teacher Training Department. 329 of teacher candidates were female and 156 of them were male. The majority of students attending pre-school teacher training department (90%) was girls so the number of the girls participated in the survey was more than the number of the boys.

In the research, teacher candidates were asked what purpose they used the internet for the most. It was found that teacher candidates use the internet for doing research and homework the most (56.1%) while they use it for communication purposes secondly (43.9%). Teacher candidates were asked about their weekly internet usage time within the survey. The collected data is presented in Table 2.

TABLE II
 WEEKLY INTERNET USAGE TIME OF TEACHER CANDIDATES ACCORDING TO GENDER

Gender	Weekly Internet Usage Time			Total
	Less than 7 hours a week	7 – 21 hours a week	More than 21 hours	
Female	83	176	70	329
Male	0	113	43	156
Total	73	289	113	485

$X^2 = 47.522; df = 2; p < .05$

The chi-square test was performed to determine the relationship between the gender of teacher candidates and their weekly internet usage time, and the test results are given in the table 2. Analyzing Table 2, none of the male teachers appear to use the internet less than 7 hours per week. The rate of Internet usage of girls less than 7 hours per week is 25%. 54% of girls using the internet between 7-21 hours per week, this ratio is 72% for men. 21% of girls stated that they use the internet for more than 21 hours per week, 28% of men stated that they use the internet for more than 21 hours per week. This difference observed in the weekly internet usage time of males and females was found to be significant ($X^2 = 47.522$, $p < .05$). In other words, there is a significant relationship between internet usage time and gender of teacher candidates.

A. Humanistic Values that Teacher Candidates Posses

Findings related to humanistic values teacher candidates have are given in Table 3.

TABLE III
TEACHER CANDIDATES' MARKS FROM THE HUMANISTIC VALUES SCALE RATINGS

	Minimum	Maximum	Mean	Std. Deviation
Responsibility	7	35	27.423	4.359
Friendship	10	34	28.645	4.635
Being peaceful	10	34	25.969	4.731
Respect	7	34	27.189	4.828
Honesty	11	35	26.536	4.042
Tolerant	12	34	23.427	4.151
Humanistic Value (Total)	70	206	159.189	20.206

Teacher candidates might get the lowest 7 and the highest 35 points from each dimension of the measurement instrument. They might get 42 points the lowest and 210 points the highest in all humanistic values. While teacher candidates get average 28.645 points from the friendship dimension of humanistic values scale, they get average 23.427 points from the tolerant sub-dimension. Teacher candidates got average 159.189 points from all humanistic values. Accordingly, humanistic values that teacher candidates have can be said to be high.

B. Findings Related to Humanistic Values Teacher Candidates have According to Gender

Independent samples t test was performed to determine whether there is a difference between gender of teacher candidates and their humanistic values. The findings are given in Table 4.

TABLE IV
FINDINGS RELATED TO HUMANISTIC VALUES OF TEACHER CANDIDATES ACCORDING TO GENDER.

Variable	Gender	N	Mean	Std. Deviation	t	p
Responsibility	Female	329	27.875	4.161	3.356	.001
	Male	156	26.468	4.621		
Friendship	Female	329	28.924	4.432	1.928	.054
	Male	156	28.058	5.001		
Being peaceful	Female	329	26.514	4.649	3.730	.000
	Male	156	24.821	4.712		
Respect	Female	329	27.456	4.782	1.767	.078
	Male	156	26.628	4.893		
Honesty	Female	329	26.872	3.928	2.678	.008
	Male	156	25.827	4.197		
Tolerant	Female	329	23.589	4.067	1.256	.210
	Male	156	23.083	4.315		
Humanistic Value (Total)	Female	329	161.23	19.512		
	Male	156	154.88	21.017		

When table 4 is examined, humanistic values that teacher candidates have shown difference according to gender ($t = 3.263$, $p = .01$). It can be said that female teacher candidates possess more humanistic values than male teacher candidates. Besides, when sub-dimensions of humanistic values are observed, it can be said that female teacher candidates possess more human values than male teacher candidates in responsibility ($t = 3.356$, $p = .001$), being peaceful ($t = 3.730$, $p = .000$) and honesty ($t = 2.678$, $p = .008$) sub-dimensions. A significant difference wasn't found between female and male teacher candidates considering humanistic values they possess in friendship ($t = 1.928$, $p = .054$), respect ($t = 1.767$, $p = .078$) and tolerant ($t = 1.256$, $p = .210$) sub-dimensions.

C. Findings Related to Humanistic Values Teacher Candidates have According to the Weekly Internet Usage Time

The one-way analysis of variance was used to determine whether there is a difference between teacher candidates' weekly internet usage time and humanistic values they have. The findings are given in Table 5.

TABLE V
FINDINGS RELATED TO HUMANISTIC VALUES TEACHER CANDIDATES
HAVE ACCORDING TO THE WEEKLY INTERNET USAGE TIME

V.	Weekly Internet Usage	N	Mean	Std Dev.	F	p	Dif.
Responsibility	less than 7 hours (A)	83	28.98	3.82			A-B
	7-21 hours (B)	289	27.29	4.56	7.48	.01	A-C
	More than 21 hours (C)	113	26.63	3.82			
Friendship	less than 7 hours (A)	83	28.63	4.28			
	7-21 hours (B)	289	28.54	4.94	0.27	.76	
	More than 21 hours (C)	113	28.92	4.07			
Being peaceful	less than 7 hours (A)	83	26.84	4.47			
	7-21 hours (B)	289	25.93	4.88	2.16	.12	
	More than 21 hours (C)	113	25.43	4.47			
Respect	less than 7 hours (A)	83	27.98	4.59			
	7-21 hours (B)	289	27.06	4.95	1.35	.26	
	More than 21 hours (C)	113	26.95	4.68			
Honesty	less than 7 hours (A)	83	28.23	4.17			A-B
	7-21 hours (B)	289	26.45	4.15	11.38	.00	A-C
	More than 21 hours (C)	113	25.52	3.24			
Tolerant	less than 7 hours (A)	83	24.17	4.21			
	7-21 hours (B)	289	23.38	4.35	1.95	.14	
	More than 21 hours (C)	113	23.00	3.49			
Humanistic Value (Total)	less than 7 hours (A)	83	164.8	19.48			
	7-21 hours (B)	289	158.6	21.27	4.43	.01	
	More than 21 hours (C)	113	156.5	17.08			

The One-way analysis of variance was performed to determine whether there is a difference between humanistic values that teacher candidates have and sub-dimensions of humanistic values according to the weekly internet usage time.

According to the results of the analysis of humanistic values scale with weekly internet usage time of the responsibility (F = 7.48, p = .01) and honesty (F = 11.38, p = .00), a difference between the sub-dimensions were identified. The Scheffe test was performed to determine between which groups this difference was. Scheffe test results performed liability of teacher candidates using the internet less than 7 hours were found to be more and behaved more honestly.

According to results of the analysis, there wasn't a meaningful difference between the weekly internet usage time and friendship (F = 0.27, p = .76), being peaceful (F = 2.16, p = .12), respect (F = 1.35, p = .26) and tolerant (F = 1.95, p = .14) sub-dimensions of humanistic values scale. In other words, friendship, being peaceful, respect and

tolerance levels of teacher candidates do not change according to the weekly internet usage time.

IV. CONCLUSION AND RECOMMENDATIONS

In this study which tried to determine the relationship between humanistic values of teacher candidates and their internet use, it was found that teacher candidates carry humanistic values at high values. In the study, it was observed that female teacher candidates have more humanistic values than male teacher candidates. It was concluded that teacher candidates whose weekly internet usage time is less carry responsibility and honesty humanistic values more than those who have more weekly internet usage time. These findings show resemblances with literature.

In conclusion the following recommendations are made:

- Encouraging activities can be performed for female teacher candidates to use the internet more.
- Researches to reveal reasons why female teacher candidates have more humanistic values than male teacher candidates can be designed.
- The relationship between Internet usage time with the responsibility and honesty can be examined.
- Training to improve humanistic values can be given and the impact of this training can be examined.

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