

## THE MEETING LEVEL OF STUDENTS' REQUISITIONS FROM SCHOOL AS A LEARNING ENVIRONMENT

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### ABSTRACT

The aim of this research is to determine meeting level of student requests for teaching-learning process, physical environment and social activities of the school, called learning environment. In this descriptive research, 30 item- "Student Aspirations from School" were used as a means of collecting data. The sample of the research is consist of 904 6, 7 and 8 graders from the primary schools in the city center of Ankara. For statistical resolutions of the data gathered during the research; frequency distribution, mean, standard deviation, T test, single direction variance analysis were employed. Significance level for difference tests was used as  $p < .05$ . Findings show that student aspirations from school are met in general. When examined in terms of dimensions, expectations are met at the highest level in teaching and learning activities, at the lowest level in the physical environment and capacity of the school. The level to meet the needs of the female students about teaching and learning process is higher than the males', but there is no significant difference between genders in physical environment and social activities dimensions.

**Keywords:** Learning environment, social activities, teaching and learning process.

### INTRODUCTION

The school is one of the concepts that come to mind when mentioned education. The school, accepted synonym with education in all times in spite of criticism and remonstrance, maintains its existence as an educational institution. School is the most effective and critical one among the subsystems in educational system. It is multi dimensional, moreover it is directly related with the development, progress and improvement of the country (Açıklın, 1998:2). In fact, the school is interactive and complex set of events, ceremonies, views, roles and activities and so on. At the same time, schools are basic units of change. School is a place that teachers come together and learning needs and demands of students and needs of the society are met. The education system has a steady relationship and interaction with the socio-economic, political and cultural systems around it. The changes and developments in these systems effects the school which is basic production units of education system. School is a resource center which meets the needs of the society and environment. Therefore, it has to realize itself according to the needs of the environment (Aytaç,2000:4). The general aim of the teaching and educational activities at school is to help children, the future of a country, develop themselves in a healthy manner in terms of knowledge, ability and behavior.

In spite of all the improvement efforts, students face many problems at school. If there are the things that can reduce students' confidence in learning environment, learning is blocked and the problems can continue. Therefore, the positive emotions of children in school also increases the desire to learn. When teachers and administrators arrange the school environment, they should support emotional life such as love, desire and hope. Some problems occur at schools. Teachers may have problems, students may have problems and parents may have problems about the life of their children. The main point in solutions of the problems is to carry out students' aspirations. Students are in an environment that they do not prepare it by themselves, just find it ready. Sometimes students may have many problems at schools that are not suitable for their development. This can cause students get alienated from school environment.

Students' life at school, where they spent most of their time, the quality of their life, students' desire from school, and their problem at school effect the quality of education. We have to create a model school for our children to whom we will entrust our future. The quality at school refers to totality. When mentioning qualified school environment, we have to understand both the effectiveness of the physical site and a successful education environment (Ensari,2000:20). The most effective investment is for children. Because, in the future, a healthy children will be a citizen that is creative, productive, multidimensional thinker, effective communicator, happy and aware of his responsibilities and rights. The environment and the quality of the education determine students future success and indirectly their life quality.

The physical structure of the school should be suitable and attractive for view, usage and health requirements. Clean, well-kept and well equipped schools effects positively not only morale and also behaviors. As place, school or physical environment can effect their health, emotions, and performances negatively or positively. It can be very effective to make required arrangements at schools. Therefore, in educational institutions, these physical environment items should be considered: layout, number of students, color harmony, level of light and temperature, cleanness, noise and aesthetic.

As requests increase, schools get into the process of change. As basic item of the school, students are the most effected item of the change process. The basic requirement for the success of modernization efforts designed for student centered education is the meeting the student aspirations from school. Children are more successful in school when they feel themselves confident and happy. One of the factors that help children come school with happiness is the chance to present their creativity. Today, in parallel with the changes in technology, the student aspirations from school change. School organizations have to meet these aspirations and revise themselves. As a result of their mission, if education environments prepare individuals for the future have to be organizations that start and manage the change and development beside capturing the change(Özdemir, 2009:54). The mission of the education is to teach the requirements of life and new technologies, to make adaptations, to prepare children for the needs of information age, and to make new technologies usable (Sağlam 1998). This can just be performed by the help of qualified schools. As stated by Richard and Wallace in 1992, students are goals of educational institutions. Educational institutions should adopt suitable education for the needs of their students. If educational institutions can not understand these needs and requests and can not reply and produce resolutions for them, they will have problems to survive cited in: Cafoğlu,1996:134).

If some students can be successful even in a system having failure and defectiveness, we should identify individual failures resulting unsuccessfulness. Just in this way, we can educate students that can set goals, behave in parallel with these goals, like searching, productive and modern. They should be requested what they can do. The students that gain success easily control their fear and anger. They feel that they are important. So, they have reasons to love the school much. The higher level of the meeting the expectations of the students having bigger expectances from school make them more dependants to school.

Students, who are social individuals, need extracurricular activities in the times they spend at school. Students also want to meet these needs. Extracurricular activities are the most significant elements of teaching process. Social club activities are activities that can be performed at free times and they need to be performed voluntarily. At schools, these activities are student social clubs that we can identify them as extracurricular activities or social activities. Social clubs are expected to fill a big gap in education with this function. Today, education carry out the continuous information transfer, but social education reflected in behaviors is of secondary importance. Social club activities are activities that can be performed at free times and they need to be performed voluntarily (Pepe and Mamak,2005:53).

In our schools, we do some curricular or extracurricular activities to perform this goal. In our educational institutions, we should not ignore the attributions of extracurricular activities on education. However, in our

educational institutions extracurricular activities are of secondary importance. Because pupil personnel services are set of various services that examine the students in all dimensions and help them develop to a suitable level. Pupil personnel services cover the activities that give importance on individuals about individual differences, the efforts for meeting the needs, attitudes, values, emotions and personal goals. Social cultural activities are the activities covered by pupil personnel services (Yeşilyaprak,2004:4).

The basic function of the schools is to help students adapt the society they live in and to educate them suitable for the requirements for the age. In this context, in the curriculum of a modern school, there should be mandatory courses, guidance towards physical and mental health, food and health care services, and social and cultural activities attributing multidimensional development (Gültekin; 2007:72). One of the problems in Turkish educational system is that students do not feel themselves happy at school. Students should come to school excitedly, they should take part in the extracurricular activities and the school should be the start point of the friendships that continue for lifelong (Özdemir; 2009:4).

School is an open system. It is effected by the changes in itself and in the environments. Because researchers often state that students' aspirations are related to academic performance, being healthy and the education including leadership skills (Bickel, R & Lange, L. 1995). There are many factors for students to love school and to be happy. School is multidimensional and we should look at three dimensions to search the meeting level of students' aspirations from school. These are physical environment and facilities of the school, social activities, and teaching and learning process. Thus, the main problem of this research is that students have various desires about the school that they spent an important part of the day, and what level do today's schools meet these desires?"

Depending on this main problem, we will try to answer following six questions:

1. What are the students' views about the meeting level of their desires from teaching – learning dimension?
2. What are the students' views about the meeting level of their desires from physical environment and facilities dimension?
3. What are the students' views about the meeting level of their desires from social activities dimension?
4. Is there any significant difference between genders about students' perception on teaching – learning process, physical environment and facilities, and social activities dimensions?
5. Is there any significant difference between grades about students' perception on teaching – learning process, physical environment and facilities, and social activities dimensions?

## METHODOLOGY

### Model of the Research

This research is a descriptive study in scanning model on identifying the meeting level of students' aspirations about teacher, teaching – learning process, physical environment and facilities, and social activities. Scanning models are research approaches that aim to describe a situation existed in the past or in present as what they are. The event, individual or object are tried to be described in its own terms, and without any attempts to change or effect (Karasar, 2005, s.77).

### Universe and Sample

The universe of this research is 6,7, and 8 graders attending secondary stage of state primary schools in city center of Ankara. Among 581 schools from the central districts of Ankara, two schools from each district – Çankaya, Yenimahalle, Mamak, Altındağ and Keçiören – were selected randomly. In total, we applied questionnaire in 10 schools in Ankara city. In each school, we performed study in one classes of each of 6, 7 and 8 grades. In total, 904 students, of which 442 (48.9%) were male and 462 (51.1%) were female, attended

the study applied in the randomly chosen branches. 308 (34.1%) of the students were 6 graders, 314 (34.7%) of them were 7 graders and 282 (31.2%) were 8 graders.

### Data Collecting Tools

The researcher developed a questionnaire to collect the needed data for statistical analysis of the sub problems of the research. The data collecting tool is formed of two sections. In the first section, personal information of the attendants such as gender, school, and class took place. In the second section, "The Scale of Primary School Students' Aspirations from School" about the meeting level of their aspirations from school took place. The scale is formed of five point likert scale. The grading in the scale is "I never agree =1", "I disagree =2", "I am not sure=3" "I agree=4" and "I absolutely agree= 5".

In order to form the dimensions used in the research, we asked "what are your aspirations from school?" to the students attending primary schools in city center of Ankara. The answers given by the students were recorded and their views and statements were taken into consideration. At the end of the process, we formed an item pool consist of the students' statements. After scanning local and foreign literature, we prepared a 48 – item rough scale stated in 1) Physical environment and facilities, 2) Social Activities and 3) Teaching and learning dimensions of school. These items were examined in terms of content validity and 8 of them were removed from the scale in directions of the experts. This rough scale was read to a number of classroom teacher and 6, 7, and 8 graders and then, if there, unaccountable points were corrected. After the needed corrections, there were 30 items in the scale and pilot scheme of the scale was applied.

In order to conduct validity and reliability studies, pre-application studies were conducted in two primary schools excluded from the scope of the research. 192 students from two primary schools in Ankara attended this pilot scheme (6 graders: 70, 7 graders: 64 and 8 graders: 58). 76 (39.6%) of students were male and 116 (60.4%) of them were female.

Data from the pilot scheme entered on the computer and factor analysis was performed using SPSS 15.0 program. Before the factor analysis for construct validity of the scale, data from the pre application were controlled against incorrect coding. Then, missing plot analysis was conducted; and, we set value to randomly blanked items via EM algorithm. The structure validity of the scale was tested by exploratory factor analysis. Principal Components Analysis as extraction and Varimax as rotation technique were used. As a result of analysis, 10 item, of which factor loads are under .30 and which load more than one item, were removed from the scale and then the analysis was repeated. "The Scale of Primary School Students' Aspirations from School" has a structure with three factors. The total variance identified by these factors is about 49%.

The first factor of the scale is named "teaching-learning process". This factor is consisting of six items. The factor loads of the items have values between .52 and .77 and the explained variance is about 12%. The second factor is "physical environment and facilities" which is formed of 8 items. The factor loads of the items in this factor have values between .44 and .67. the total variance explained by this factor were found as 11%. The third factor of the scale was named as "social activities". There are six items in this factor and the factor loads of the items have values between .47 and .71. The variance explained by social activities factor is about 9%. Cronbach's Alpha internal consistencies for the factors in the scale are .85 for teaching-learning process factor, .74 for physical environment and facilities factor and .73 for social activities. As a result, twenty items representing the three factors took place in the scale. These items were renumbered in the process of finalizing the scale. Thus, the scale took its final form based on the pre application results and the main application started. Explained total variance is about 49%. KMO=.87, Bartlett's test of Sphericity=2352.713( $p < .001$ ).

### The Analysis of the Data

After the data collected from the research were transferred on the computer, the data set was checked against incorrect coding. The incorrect coding was corrected. We conducted outlier analysis and 17 questionnaire were

removed from the questionnaire set because of the outliers. Thus, the number of the questionnaires used in the research was identified as 904.

After the questionnaires administered on students were considered as valid, the data collected from 904 students were transferred on SPSS For Windows 15 packet program to be analyzed statistically. After transferring process, the percentage and frequency values were counted according to personnel characters of the students replying the questions. Distributions of Students' aspirations from school were determined according to replies. For these calculations, the means of students' replies and standard deviations were used. We used T test to determine whether there is a meaningful difference between means of dependent variables according to independent variables such as gender and grade. On the other hand, one direction variance analysis (ANOVA) to determine the effect of other multiple independent variables on dependent variables. In order to determine between which grades there is meaningful difference according to the variables of grade, Tukey-HSD multiple comparing test were conducted. In the process of commenting the analysis results, mean (X), standard deviation (S) and meaningfulness (p) values were studied.

## FINDINGS AND COMMENTS

All the sub problems were analyzed one by one, and the findings and comments about analyses took place in this section of the research.

### Findings and Comments on the First Sub Problem

We used mean and standard deviation and the analyses to find an answer to the sub problem "What are the students' views about the meeting level of their desires from teaching – learning dimension?"

Table 1: Mean, Standard Deviation, And Order Of Importance Values Of The Items In Teaching – Learning Dimension.

Items	X	S	Order
1. The activities related to research and thinking are applied in the lessons.	3.95	1.12	2
2. Applications and experiments related to the subject are conducted in the lessons.	3.61	1.25	6
3. We apply new projects in the lessons.	3.63	1.20	5
4. Lessons are processed actively.	3.85	1.11	3
5. Our teachers explain the aim of the lessons at the beginning of the lesson.	3.77	1.25	4
6. Teachers give lectures suitable for the lessons.	4.35	.93	1
<b>General mean of the dimension</b>	<b>3.86</b>		

In teaching-learning dimension, there are six items in order to measure the meeting level of the students' aspirations. The general mean of the dimension is measured as 3.86. For this dimension, some of the items show that the meeting level of students' aspirations is high; on the other hand, some of them show the meeting level of students' aspirations is low. According to Table 1, students agree on I6 "Teachers give lectures suitable for the lessons" (X=4.35) more than the other items. Because each subject has a unique method of teaching, adequate meeting of students' aspirations for this item provides students a better understanding. Students highly agree on I1 "The activities related to research and thinking are applied in the lessons" (X=3.95). The main aim of the new curriculum for primary schools is not to store knowledge in students' minds, but to show the ways to reach other knowledge by using the existing knowledge. The reason why this item is highly agreed on is that students consider the activities related to research and thinking in the lessons enough. The other item students highly agree on is I4 "Lessons are processed actively" (X=3.85). Processing the lessons actively both attracts their attention and helps them learn the subject better.

Students' agreement is low on I5 "Our teachers explain the aim of the lessons at the beginning of the lesson" (X=3.77), I3 "We apply new projects in the lessons" (X=3.63) and I2 "Applications and experiments related to the subject are conducted in the lessons" (X=3.61). Students want to learn at the beginning how they will learn the course and what they will do in the course. The meeting level of their aspirations is under the general mean of the dimension. Application of new projects in the courses increases students' motivation and creates a new excitement. With the beginning of new curriculum, application of new projects has become one of the main goals of the courses. We can state that the students' aspirations are not met by teaching-learning dimension. In this dimension, the item students agreed on lowest level is applications and experiments related to the subjects. Students learn best if they learn it by doing it. Teachers should do experiments to support this item.

### Findings and Comments on the Second Sub Problem

We used mean, standard deviation and analyses to find a reply for the sub problem "What are the students' views about the meeting level of their desires from physical environment and facilities dimension?" We considered the school buildings and the order of these buildings in physical environment and facilities.

Table 2: Mean, Standard Deviation And Order Of Importance Values Of The Items In Physical Environment And Facilities Dimension.

Items	X	S	Order
7. I do P.E. lessons in our school's sports center easily.	3.24	1.58	6
8. School corridors can meet our needs.	3.60	1.37	1
9. Our science lab is suitable for our course.	3.48	1.51	2
10. Our school library is usable and sufficient.	3.43	1.40	4
11. Our computer lab is sufficient.	3.45	1.46	3
12. Our multipurpose hall is suitable for us to perform our activities.	3.31	1.48	5
13. Our desks are comfortable.	2.74	1.49	8
14. Our canteen is sufficient to meet our needs.	2.93	1.54	7
<b>General mean of dimension</b>	<b>3.27</b>		

The general mean of the "physical environment and facilities" dimension is  $X = 3.27$  in the data related to the students' views. The physical environment of the school should be rearranged according to the results of these data. According to Table 2, the highest agreement of students is on I8 "School corridors can meet our needs" ( $X = 3.60$ ). The crowded populations of the schools need broad corridors. National Ministry of Education has some studies on this subject and broad corridors are needs of students. Moreover, students have some expectations for this. We can state that students' aspirations on this item are met. The following item is I9 "Our science lab is suitable for our course" ( $X = 3.48$ ). the science labs are physical site that students can do experiments related to topic besides the theories of the courses. With the new curriculum, experiments have bigger importance in the courses; thus, science labs have greater importance than the past. By considering the replies, we can state that the existing labs meet the needs of students.

I11 "Our computer lab is sufficient" is of third highest agreement. Our age is communication age. So, computer labs are the main environments of our schools. The computer labs at schools help students know the technology and use it. So, this increases students' expectations from school. In recent years, National Ministry of Education support schools with computer labs and sufficient materials. Thus, the meeting level of students' aspirations is high. I10 "Our school library is usable and sufficient" is partly met because students do not read very much. Students need rich libraries that they can easily benefit and they have easily chance to read. Because it is not enough for them to emphasize the importance of reading at schools.

In physical environment and facilities dimension, the meeting level of I12 “Our multipurpose hall is suitable for us to perform our activities” is (X=3.31). Students want to exhibit the drawings, paintings and technological and designed productions and to perform poem concerts and theatre with their friends. Multipurpose halls meet the students’ aspirations. The following item is I7 “I do P.E. lessons in our school’s sports center easily” (X= 3.24). Students are very active in this age. So, they want to relaxed after boring courses in the classrooms. The P.E.courses students can do sports regularly and the sports center is a subject that students highly have highly expectations. The students participated in the research state that the physical environment and facilities dimension meet their desires.

Students agreement is low on I14 “Our canteen is sufficient to meet our needs” (X=2.93) and I13 “Our desks are comfortable” (X= 2.74). The food need of students who spend most of their time at school cannot be met sufficiently. The reason is that there is not enough place for canteens at school, there is much ready-made food and the brakes are very short. So the meeting level of their needs is low. The lowest agreement in this dimension is on I13 “Our desks are comfortable”. The students are not happy with the desks at the schools. There are some deficiencies on this subject because they want comfortable desks and relaxed sitting order. To overcome the deficiencies help them meet their aspirations from school.

The schools are sufficient to meet the students aspirations such as broad corridors, science labs, computer lab, library, multipurpose hall and sports center. School canteens and desks are not sufficient to meet their aspirations. It is useful to design the canteens to meet their needs and to revise the desks.

#### Findings and Comments on Third Sub Problem

We used mean, standard deviation and analyses to find a reply for the sub problem “What are the students’ views about the meeting level of their desires from social activities dimension?”. We searched for the attributions of social activities - apart from classic teaching programs – on teaching. We searched how we can transfer information without memorizing. There are six items in this dimension.

Table 3: Mean, Standard Deviation And Order Of Importance Values Of The Items In Social Activities Dimension

Items	X	S	Order
15. I can participate in the club activities in our school.	3.83	1.30	2
16. I express myself in curricular and extracurricular activities.	3.91	1.13	1
17. The club activities in our school are sufficient.	3.61	1.33	4
18. There are activities such as cinema, theatre and so on in our school.	3.36	1.52	5
19. We do community services in social activities.	3.27	1.36	6
20. Teachers and students work actively in social activities.	3.67	1.32	3
<b>General mean of the dimension</b>	<b>3.61</b>		

The average value of this dimension is X=3.61. When we consider all the items in this dimension we can state that the meeting level of students’ aspirations is clearly high. According to the Table 3, the highest agreement is on I16 “I express myself in curricular and extracurricular activities” (X=3.91). The students, who spend most of their time at school, want to have curricular and extracurricular activities that they can express themselves. We can state that the aspirations of students are met by the schools with the help of new Social Activities Regulations. Thus, students participate in these activities. The more students express themselves, the more they meet their needs.

The second item is I15 “I can participate in the club activities in our school” (X=3.83). Students state that the activities are not just written ones so, they can participate in these activities actively. Considering the replies, we can state that this item is also sufficient to meet their needs. The following item is I20 “Teachers and

students work actively in social activities” ( $X=3.67$ ). The value of this item is above the general mean of the dimension. That teachers give importance to the social activities and they work actively help students be interested in these kind of activities.

I17 “The club activities in our school are sufficient” ( $X=3.61$ ). After the school starts and the class represents are chosen, the needed social clubs should be established according to the type of institution, the level, facilities, the economic, social, cultural and geographical characteristics of the environment in a meeting. Students consider the social clubs sufficient.

There are two items below the general mean of dimension: I18 “There are activities such as cinema, theatre and so on in our school” ( $X=3.36$ ) and I19 “We do community services in social activities” ( $X=3.27$ ). The lack of teacher educated on theatre and cinema in our schools results in low meeting level of students’ aspirations on this items. According to the Social Activities Regulations, community services are performed according to the work plans or projects prepared individually or in groups in the cover of social clubs suitable for their age and level. There are these kinds of activities. However, because of the lack of teachers who can guide these activities, and the limitations of possibilities and the lack of students volunteer for these activities, they cannot be performed sufficiently. The meeting level of these items is under the general mean of the dimension.

The data collected in the direction of students’ views show us that students need to perform activities such as community services and theatre at schools in order for students to change behaviors as requested and to evaluate the meeting level of their aspirations from school. In order to meet their aspirations, extracurricular activities should be more and they should do studies that help them develop their imaginations and skills apart from memorizing. Thus, they can learn by doing, seeing and amusing.

#### Findings and Comments on Fourth Sub Goal

In the fourth sub problem of the research, we try to search whether the gender of the students is a variable according to the level of meeting their aspirations. The T test results of their perception - according to their gender - related to teaching and learning process, physical environment and facilities and social activities are shown in Table 4.

Table 4: T Test Results According To Gender

Factors	Gender	N	X	S	t	p
Teaching learning process	Male	442	3.75	.85	-3.937	.000
	Female	462	3.96	.74		
Physical environment and facilities	Male	442	3.28	.96	.279	.780
	Female	462	3.26	.94		
Social activities	Male	442	3.56	.93	-1.576	.115
	Female	462	3.66	.91		

When we consider Table 4, there is a meaningful difference between genders about teaching learning process ( $t=-3.937$ ,  $p<.05$ ). the mean of the views of male students on teaching and learning dimension is 3.75; on the other hand, this is 3.96 for female students. Thus, we can say that female students have a positive perception about teaching and learning process. According to the data in Table 4, there is not a meaningful difference between genders about the evaluation of students about physical environment and facilities ( $t=.279$ ,  $p>.05$ ). in other words, the students’ views about physical environment and facilities do not change according to being male or female. The meeting level of male students’ aspiration from school about physical environment and facilities is 3.28, the value of female students’ meeting level is 3.26. In the same way, there is no meaningful



difference between genders about social activities. The average value of male students is 3.56; on the other hand, the value of female students is 3.66. The difference is not meaningful statistically. We can state that the students' views about performing social activities do not change up to genders.

#### Findings and Comments on Fifth Sub Goal

In the six sub problem of the research, we study the difference of meeting level of students' aspirations from school according to the grades. We think that the meeting level of students who are in different grades and different developmental age also changes. The descriptive data according to students' perceptions about teaching- learning process, physical environment and facilities, and social activities is on Table 5 and single direction variance analysis (ANOVA) is given on the Table 6.

Table 5: Descriptive Data According To Grade Variable

Factors	Grade	N	X	S
Teaching learning process	6 <sup>th</sup> grade	308	4.06	.76
	7 <sup>th</sup> grade	314	3.86	.80
	8 <sup>th</sup> grade	282	3.64	.79
	Total	904	3.86	.80
Physical environment and facilities	6 <sup>th</sup> grade	308	3.58	.87
	7 <sup>th</sup> grade	314	3.16	.96
	8 <sup>th</sup> grade	282	3.05	.94
	Total	904	3.27	.95
Social activities	6 <sup>th</sup> grade	308	3.88	.84
	7 <sup>th</sup> grade	314	3.54	.92
	8 <sup>th</sup> grade	282	3.38	.92
	Total	904	3.61	.92

308 student from 6<sup>th</sup> grades, 314 students from 7<sup>th</sup> grades and 282 students from 8 grades participated in the research (904 in total). 6<sup>th</sup> grade students have the highest level of meeting their aspirations in teaching learning process, physical environment and facilities and social activities; on the other hand, 8<sup>th</sup> grade students have the lowest level of meeting their aspirations.

Table 6: ANOVA Results According To Grade Variable

Factors	Resource of variance	KT	Sd	KO	F	p	Difference (Tukey)
Teaching learning process	Inter groups	25.931	2	12.965	21.068	.000	6>7
	Inside the groups	554.473	901	.615			6>8
	Total	580.403	903				7>8
Physical environment and facilities	Inter groups	47.685	2	23.843	27.938	.000	6>7
	Inside the groups	768.915	901	.853			6>8
	Total	816.600	903				
Social activities	Inter groups	40.177	2	20.089	25.145	.000	6>7
	Inside the groups	719.809	901				6>8
	Total	759.986	903	.799			

When we consider Table 6, according to grade variable, there is a meaningful difference in their views on meeting level of their aspirations about teaching – learning process ( $F=21.068, p<.05$ ). The average value of perception scores of 6<sup>th</sup> graders from teaching – learning process dimension is 4.06; on the other hand, this value decreases 3.86 for 7<sup>th</sup> graders and 3.64 for 8<sup>th</sup> graders. The higher the grades of students, the meeting level of students' aspirations from teaching – learning dimension decreases. 8<sup>th</sup> graders think that their needs about teaching and learning process are met lower than 6<sup>th</sup> and 7<sup>th</sup> graders.

There is a meaningful difference in their views on meeting level of their aspirations about physical environment and facilities of schools ( $F=27.938, p<.05$ ). According to the results of Tukey-HSD multiple comparison test, 6<sup>th</sup> graders ( $X=3.58$ ) have a more positive perception of physical environment and facilities dimension than 7<sup>th</sup> ( $X=3.16$ ) and 8<sup>th</sup> ( $x=3.05$ ) graders. The higher grades, the students' perception about physical environment and facilities decreases. This finding resembles the fact that the higher grades, students' perception about teachers and teaching-learning process decreases. In the research, we can state that 8<sup>th</sup> graders have a more negative perception about school environment.

Students' perception about the meeting level of their aspirations about social activities shows a meaningful difference in terms of grade variable ( $F=25.145, p>.05$ ). While the mean of perception scores of 6<sup>th</sup> graders about social activities is 3.88, this value is 3.54 for 7<sup>th</sup> graders and 3.38 for 8<sup>th</sup> graders. The results of the multiple comparison tests show that 6<sup>th</sup> graders consider the social activities applied at school. The students' perceptions about social activities get negative as the grade gets high just as in the perceptions about teaching –learning process and physical environment and facilities.

## DISCUSSION AND RESULT

The following is the summary of the results suitable for sub goals.

The items having the lowest meeting level are about the comfort of the desks and efficiency of the school canteens. Students think that the desks are not comfortable. Students who spend most of their time at school and spend most of this time by sitting on these desks want comfort. We conclude that the canteens where food needs of students are met are under the expectations. Canteens are the place students' aspirations are met in a low level. We can state that giving lectures suitable for the courses, the activities towards research and applications, and actively given courses meet the expectations in teaching –learning dimension. In this dimension, doing applications and experiments in the courses, applying new projects in the courses and giving the aim of the courses at the beginning meet the students' expectations in a lower level.

We can state that students think the school corridors meet the need, science and computer labs are sufficient in physical environment and facilities dimension. In this dimension, students state that students' desks are not comfortable and school canteens are insufficient. Moreover, students state that the elements such as lightening, heating, the colors on the walls and cleanness of the canteens and the classes are insufficient. However, the researchers claim that the colors of the wall in classes and labs help visibility and identity; and increase the success (Hamilton, L. C.& Seyfrit, C.L. 1993). The main aim of the lightening of canteens and classes is to support a good education environment. Heating and the distribution of heat at schools is significant. Because, one of the most important problems in teaching - learning process is the heating of the classrooms. The temperature of the classrom environment is important for a healthy teaching - learning process. Because, the temperature produced by the instruments in the classroom, lights and the radiation of the sun produce the needed temperature for learning, even if the weather outside is under 25 celcius. Thus, we should determine the temperature of the classroom by considering the temperature produced by the instruments in the classroom and the weather outside (Dick, W., & Carey, L. 1985).

Students' expressing themselves in curricular or extracurricular activities, their participation in social club activities show that students' aspirations are met in social activities dimension. We conclude that the items under the mean of the dimension are sufficient, there are cultural activities and community works meet the students' aspirations. 6<sup>th</sup> graders have a higher meeting level on the question "Is there any significant difference between genders about students' perception on teaching – learning process, physical environment and facilities, and social activities dimensions?" than 7<sup>th</sup> and 8<sup>th</sup> graders. Moreover, as the grade of the students gets higher, the meeting level of their aspirations gets lower. In recent years, in the theories researchers and theoreticians claims, if students' aspirations from school are met, there will be significant improvement in their mental development and their academic success (Gardner, 1940; Kirsch, 1986; Lewin Dembo Festinger & Sears, 1944). We can see that students feel themselves happy and they improve their leadership skills when their aspirations are met.

Another sub problem of the research is whether there is a difference between genders about the meeting level of the students' aspirations. According to this question, the meeting level of female students' aspirations from school in teaching – learning dimension is higher than male students'. However, there is no meaningful difference between genders in physical environment and social activities dimensions. We formed these suggestions based on the results of the research: the students' desks can be designed in a more modern way in terms of students' physical characteristics. The desks can be varied according to the grade level of the students. The desks which have to be maintained can be mended before they result in discomfort. We should support rich libraries that students can use easily, prepare their project and performance works, and study individually in curricular or extracurricular times. During office hours, the computer labs should be used by students in controlled way for them to use computers in all fields easily.

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