IOCI EPOK 2021

8 ULUSLARARASI
EĞİTİM PROGRAMLARI
VE ÖĞRETİM KONGRESİ

25-27 MART 2021
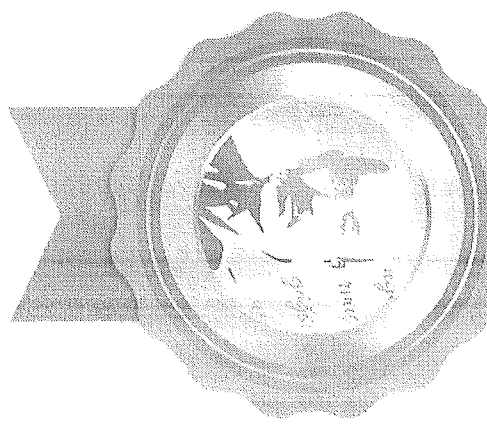BURDUR/TÜRKİYE

CERTIFICATE OF ATTENDANCE / KATILIM BELGESİ

İlyas PÜR

Has attended the 8th International Congress on Curriculum and Instruction organized in cooperation with Burdur Mehmet Akif Ersoy University and Turkish Association of Curriculum and Instruction with an **ORAL PRESENTATION.**
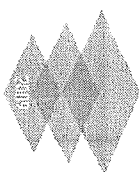
Burdur Mehmet Akif Ersoy Üniversitesi ve Eğitim Programları ve Öğretim Derneği işbirliği ile düzenlenen 8. Uluslararası Eğitim Programları ve Öğretim Kongresi'ne **SÖZLÜ BİLDİRİ** ile katılmıştır.

Prof. Dr. Sibel KARAKELLE
Burdur Mehmet Akif Ersoy University,
Dean, Faculty of Education/Burdur
Mehmet Akif Ersoy Üniversitesi,
Eğitim Fakültesi Dekanı

Prof. Dr. Özcan DEMİREL
President of Turkish Association of
Curriculum and Instruction/Eğitim
Programları ve Öğretim Derneği Başkanı

MAKÜ

EPÖDER

ICCI
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2021

8. ULUSLARARASI
EĞİTİM PROGRAMLARI
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8th INTERNATIONAL CONGRESS ON CURRICULUM AND INSTRUCTION CURRICULUM STUDIES IN LIFE LONG LEARNING

MAKÜ
BURDUR MEHMET AKİF ERSOY ÜNİVERSİTESİ

EPÖDER

25-27 MARCH 2021

LAVANTA TEPESİ OTELİ
Burdur Mehmet Akif Ersoy Üniversitesi,
İstiklal Yerleşkesi, Burdur

Prof. Dr. Zeki KAYA (Meetings)

Room 4:

Chair: Fahriye HAYIRSEVER   In Turkish

No		Authors & Presentations
1	Fatma ÇALIŞANDEMİR Aytekin ŞAHİN	According to Mothers "Pre-School Children at Home During the Pandemia"
2	Didem KAYAHAN YÜKSEL Esma EMMİOĞLU SARIKAYA	Parental Participation on Reading-Writing Learning Process for the Children with Specific Learning Disabilities
3	Emine SELMANOĞLU Kerim GÜNDOĞDU	A Qualitative Pilot Study on Project Writing Competencies of Teachers
4	Fahriye HAYIRSEVER Ceren BAHÇEKAPILI	Evaluation of Distance Education Practices Conducted at Primary School During the COVID-19 Pandemic in Terms of Various Dimensions According to Parents' Opinions

Prof. Dr. Şefik YAŞAR (Meetings)

Room 5:

Chair: Birsen BAĞÇECİ   In Turkish

No		Authors & Presentations
1	Nilüfer YİĞİT Hatice ÖZASLAN	Analysis of Studies Based on Reggio Emilia Approach in Turkey
2	Mehmet BAŞARAN Mukaddes CANYURT Derya SEVİNÇ Meserret VURAL Ömer Faruk VURAL	Secondary School Teachers' Awareness, Frequency of Use and Educational Utilization of Web 2.0 Tools in the Distance Education Process
3	İlyas PÜR	Anxiety and Religiosity Relationship in High School Students (Mersin Example)
4	Serpil DENİZ Birsen BAĞÇECİ	Development of Distance Education Attitude Scale for Teachers: A Study of Validity and Reliability

Prof. Dr. Mustafa SAĞLAM (Meetings)

Room 6:

Chair: Cennet ENGİN DEMİR   In English

No		Authors & Presentations
1	Serpil TEKİR	Increasing Underserved College Students' Success at English Language Learning
2	Gülşah TIKIZ ERTÜRK Nesrin ÖZTÜRK	Pedagogical Implications for Values-Based Education through Short Stories in Foreign Language Classes
3	Emrah Baki BAŞOĞLU Nur AKKUŞ ÇAKIR	Designing and Implementing a Prototype for Mobile Teacher Professional Development
4	Nevin AVCI Cennet ENGİN DEMİR	Promoting the Vocational English Language Competencies of Students in an English for Specific Purposes Context: A Needs Assessment

MAKÜ

EPÖDER

ANXIETY AND RELIGIOSITY RELATIONSHIP IN HIGH SCHOOL STUDENTS (MERSIN EXAMPLE)

Dr. İlyas PÜR[1] (Milli Eğitim Bakanlığı-Öğretmen)

Problem statement

In this study, the relation of anxiety, which is one of the problems encountered in high school age, with religion is mentioned. It is observed that today's youth is in search of a spiritual and spiritual meaning, especially at this time when developments in technology and informatics progress rapidly and reach the highest level. In this respect, it is normal for today's youth to feel feelings of anxiety and piety. This situation made it possible to investigate the relationship between religiosity and many events that a person experienced. Therefore, in this study, it is aimed to investigate the relationship between anxiety and religiosity in high school students.

As a matter of fact, while biological development is observed in body organs during this period; A behavioral complexity is experienced because of not knowing how to behave psychologically (Kula, 2002: 31). One of the emotional states of high school youth is their need to be loved by others. Meeting the need for love is necessary for the young person to be healthier in terms of spirituality. Young people who grow up with love increase self-confidence and they experience less anxiety (Kulaksızoğlu, 2016). Studies on high school youth show that young people are more concerned about the future; It has been determined that the content of the anxiety of the educated youth is whether they can go to the school they want or whether they can do the job they want (Koç, 2004: 235). Anxious young people believe in God as a being who knows everything and can rid himself of all kinds of anxieties at any time (Peker, 2000: 245). As a matter of fact, the youth seeks a power that will eliminate the imbalances of this life and give him peace. As the lord of this realm, Allah answers this quest of the young man. Young people can cope with their anxieties with the help of this religious experience (Peker, 2000: 115; Kuşat, 2006: 114). It has been determined that religious participation and spirituality are effective on factors such as less anxiety, a more peaceful life and longer life (Joshi and Kumari, 2011: 43). In a survey based on a questionnaire technique on a total of 408 students studying at the Faculty of Theology of Uludağ University, the findings of the general sample group showed a high level of positive correlation between the practical aspects of religious life such as prayer and prayer, and anxiety, which are dimensions of psycho-social adaptation, negative, responsibility and self-expression has been determined (Hayta, 2002). In a study on the relationship between anxiety and religiosity in adolescents, 500 adolescents aged 12, 15 and 18 years were analyzed, respectively. 74% of 12-year-olds, 80% of 15-year-olds and 83% of 18-year-olds stated that prayers were a source of refuge in troubled and anxious times (Arıcı, 2015: 537).

Method

This study is designed in a relational screening model with a quantitative research method that tries to reveal the anxiety and religiosity relationship of students studying in different schools affiliated to the Ministry of National Education. Relational screening model is a research model that aims to determine whether the existence of change exists by examining two or more variables together and to determine the degree of change (Karasar, 2009). The application was carried out in January 2018. The population of the study was the students studying in high schools in Mersin city center, and the sample among the students studying in these high schools was 204 (47.3%), which was reached by simple random sampling. T Test and Analysis of Variance (One-Way ANOVA) were used to analyze the data and test the hypotheses. Whether the mean of the two variable

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groups was different was tested with the t-test. Analysis of variance, on the other hand, was carried out after investigating whether there is a significant difference between the averages of more than two groups of a variable, and if there is a statistically significant difference between them, it was conducted to reveal which groups this difference is. In addition to these analyzes, arithmetic mean and standard deviation values from descriptive statistics were used to determine the mean scores of the subjects obtained from the scales.

Findings

It should be stated that the relationship between anxiety and religiosity is not one-sided and linear. This situation varies according to the religiousness perception of the youth. There is a similar situation in studies conducted on Muslim and Christian youth. As the level of religiousness increases in young people, there is a decrease in anxiety. Being aware that there is a protective power above it carries a psychotherapeutic value as well as protective on adolescent psychology. Consequently, religiosity has an important function in dealing with anxiety situations. New research needs to be done on the subject in different religious and socio-cultural environments. Because, as the number of studies on this issue increases, the relationship between state anxiety and religious life may become clearer.

Keywords: Psychology of Religion, High School, Anxiety, Religiosity.

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