INTERFASOL Final Conference
19th & 20th April 2018

Symposium on
Intergenerational Value Transmission

&

Societal Change

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Turkey, Istanbul
Why do value transmission between generations on the concept of intergenerational solidarity matter for school education?
OUTLINE

• Introduction to the Context:
• Demographic indicators
• Family change indicators
• Indicators on education and the perception of education
Trends in Population

“If you have a young population, the future is yours,” “At the moment, thank God, 60 per cent of our population is under 30. But when we look at the increase, if we continue like this, alarm bells are ringing for 2037–40.”

(Financial Times, September 30, 2013)

• Fertility rates have been rapidly decreasing over the last several decades.
• At the same time, female education and employment have been increasing over the past 15 years.
• Turkish women still have more than two children on average, but trends suggest an eventual decline below replacement level.
Family Trends in Turkey  
Turkish Statistical Institute, 2016

- Proportion of households by type: Extended family houses comprise 16.7% of the total population. The proportion does not have a decreasing trend over the recent years.
- Grandparents are still the second support source for day-care of children after mothers.
- 92.3% of the individuals in Turkey think that the child should take care of his/her parents when they are old.
Value of Children/Family Change

• With increased urbanization, westernization, and industrialization (Imamoglu, 1987), the psychological value attached to children replaced their economic value (Value of Children study, Kagıçibası, 1982; Kagıtcıbası & Ataca, 2005).

• Family relatedness has remained stable across time but psychological rather than material interdependence is now emphasized. (Kagıtcıbası, 2005).

• Turkish culture has shown a trend of change towards individual autonomy.
The Report (2011): *Improving The Quality And Equity Of Basic Education In Turkey Challenges And Options* by World Bank Human Development

- Education is the biggest area of concern for Turkish people, according to a recent survey of 29 countries in the Europe and Central Asia Region.
- Roughly 5 in 10 Turks believe that education should be the highest priority area for additional government investment – the highest proportion among Europe and Central Asia countries after Tajikistan.
Quality is much lower in Turkey than in most OECD countries with significant gaps between low and high performers. It is uneven across different types of schools.

Proficiency levels vary by region in Turkey with lower scores in the Eastern regions and by gender.

The average 15-year-old in Turkey is 1 school year behind the average OECD counterpart in reading, math and science skills (OECD, 2010).
Unemployment rate

https://data.oecd.org/unemp/unemployment-rate.htm#indicator-chart
Conflicting Values on Education

The perception of students about education

The students believe that education is necessary for a better life. They are willing to develop themselves and gain new knowledge. However, they think that the education they have at school does not correspond to anything in life. Some of the students think that they waste their time in school.

Edu Living & Leaving, Erasmus+ (2014-2016), Turkey, Italy, Poland, Greece, Portugal
Edu Living & Leaving, Erasmus+ (2014-2016), Turkey

• **Relations**

• The relations of teachers and students are significantly positive but this is not reflected to the relations between students.

• In order to improve the relations between students we must increase the social activities as well as projects where students can work altogether and create the spirit of "WE".
The expectancy-value model of achievement

- Proposed by Eccles [Parsons] et al. (1983)
- Children and adolescents’ educational attitudes and values can guide their academic behaviors and impact their academic performance.
The expectancy-value framework

- Many individual differences and contextual factors can influence educational attitudes, and it particularly emphasizes the role of parents as important socializers and points out a variety of pathways through which parents can influence their children’s educational attitudes and, consequently, their academic outcomes (Eccles, 1993).
The expectancy-value framework

- Research has explored different pathways of parental influence on children’s academic outcomes, such as through parental expectations or involvement (Hill & Tyson, 2009; Simpkins, Fredricks, & Eccles, 2015).

- One important pathway is direct transmission of parental educational attitudes on children’s attitudes (Gniewosz & Noack, 2012; Jodl, Michael, Malanchuk, Eccles, & Sameroff, 2001).
Why do value transmission between generations on the concept of intergenerational solidarity matter for school education?

- Intergenerational Value Transmission (IVT)

- IVT: "an enduring belief that a specific mode of conduct or end state of existence is personally or socially preferable to an opposite or converse mode of conduct or end state of existence" (Rokeach, 1973)
Intergenerational Value Transmission
IVT/The expectancy value framework

What beliefs **endure**?
How do they **endure**?
Intergenerational Value Transmission
IVT/The expectancy value framework

If we focus on strengthening intergenerational relations and solidarity, positive values on education will be transmitted more strongly among and between generations.
Study Purpose
TUBITAK –Project No 216K145

• To explore whether there is a theoretical relationship between the three latent variables:
  • intergenerational solidarity,
  • the degree of metacognitive awareness of the transference of positive values regarding intergenerational solidarity
  • the nature (positive or negative) of attitudes towards education.
Theoretical Model

- Intergenerational Metacognitive Awareness
- Intergenerational Solidarity
- Attitude Towards Education
Study Aims

- to examine how intergenerational solidarity is perceived by families containing three generations
- to evaluate the level of metacognitive awareness of students in terms of intergenerational relationships in families containing three generations
- to examine what values/perceptions/attitudes regarding education are transferred among members of families containing three generations
- to explore whether there is an equational model between the students’ opinions of intergenerational relationships, their meta-cognitive awareness regarding the relationships in their families, and their attitudes towards education.
Our Scope: Istanbul
Participant Selection Criteria

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Participant Numbers

- **900** students from 7 schools in different parts of Istanbul
- **75** 2nd and 3rd generation family members
- 30 teachers are targeted to collect data from
Three Stages of the Study

- First, three scales:
  - the Intergenerational Solidarity Opinion Scale (ISOS)
  - the Intergenerational Metacognitive Awareness Scale (IMAS)
  - Attitude Towards School (ATS), developed by Adıgüzel (2012) are administered
Second Phase

• According to the total scores the individuals receive, statistical measurements will be taken of the value of where their total score stands in relation to the total values measuring
• to what extent their perceptions are positive about the essentiality of intergenerational solidarity,
• to what extent participants are meta-cognitively aware of their positive values about the essentiality of it
• to what extent the attitudes towards education are positive (Phase 2).
Third Phase

• With the use of LISREL 9.1, theoretical relationships will be explored and a structural model will be formulated about these relationships
What stage are we now?

Final conference on Interfasol
Pilot study/School visits

Thank you!