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Contents

| | |
|----------------------------|---|
| Contents | 2 |
| Editorial Commissions..... | 3 |
| From the Editor | 4 |

Articles

-
- 6.1.1. **Environmental Awareness of 5-Year-Old Preschool Children Concerning Aesthetic Value**
Hasibe Elibol, Taner Çifçi / Research Article.....7-23
-
- 6.1.2. **Social Studies Teacher Candidates' Perspectives on Family Representation in Television Series and Films**
İlknur Zeynep Güngörmez, Şeyma Nur Yıldız, Zeynep Aydın,
Servet Timur, Özlem Çakar Çelik / Research Article.....24-48
-
- 6.1.3. **Bibliometric Analysis of the Studies on Map Literacy in the Field of Education**
Abdulkadir Ergün, Rümeyisa Yunal / Research Article.....49-66
-
- 6.1.4. **The Impact of Taekwondo Athletes' Aggression and Anger Levels on Fair Play Behaviors: An Educational Perspective**
Süleyman Gümüş, Mehmet Acet / Research Article.....67-87
-
- 6.1.5. **Challenges to High School Geography Education in Türkiye: An Analysis from the Teachers' Perspective**
Ramazan Çimen / Research Article.....88-115
-

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Dear Readers,

Welcome to the sixth volume of **INNovative Educational Research (INNER)**. This issue features six scholarly articles.

First article is entitled “Environmental awareness of 5-year-old preschool children concerning aesthetic value” written by Hasibe Elibol and Taner Çifçi from Türkiye. The aim of this study is to determine the environmental awareness of 5-year-old preschool children in terms of aesthetic value. The results showed that the children mostly associated the concept of the environment with natural elements such as nature, plants, and forests. The children stated that for the environment to be considered beautiful, natural elements like forests/trees, flowers, and the sky should be present. Furthermore, it was found that the children preferred to see living spaces and natural environmental elements in the city they would like to live in. Upon analyzing the research results, it was concluded that the children desired to redesign their own rooms. The study revealed that children were most disturbed by visual pollution and least disturbed by air pollution as forms of environmental pollution. In conclusion, it is recommended to adopt a multidisciplinary approach, incorporating the opinions of various professional groups, when designing spaces for children.

Second article is entitled “Social Studies Teacher Candidates' Perspectives on Family Representation in Television Series and Films” written by İlknur Zeynep Güngörmez, Şeyma Nur Yıldız, Zeynep Aydın, Servet Timur and Özlem Çakar Çelik from Türkiye. The aim of this study is to determine the opinions of social studies teacher candidates regarding the representation of family in TV series and movies, specifically the TV series Gönül Dağı and Yasak Elma. In the study, while the family representations in the Gönül Dağı series were seen by the participants as compatible with the traditional Turkish family structure, the representations in the Yasak Elma series were found to be incompatible with the Turkish family structure. According to the participants' opinions, the character of family relations in the TV series Gönül Dağı is constructed with social values, while in the TV series Yasak Elma, family relationships are built on weak ties and individualism, with negativities such as interest, conflict, competition and intrigue. While the family relationships in the TV series Gönül Dağı are associated with traditional Anatolian family life, the relationships in the TV series Yasak Elma are depicted as contrary scenarios that are incompatible with Turkish-Islamic culture, imitating the West.

The third article of this issue is entitled “Bibliometric Analysis of the Studies on Map Literacy in Field of Education” written by Abdulkadir Ergün and Rumeysa Yunal from Sivas, Türkiye. This study aimed to examine the academic studies on map literacy in the field of education and educational research by bibliometric analysis. In the study, which was designed as a case study from qualitative research designs, a literature review was conducted using the keyword "map literacy" in the WoS database. Academic studies published in 30 years between 1992 and 2022 were included in the research by selecting ‘document title, abstract, keyword’ as criteria in

the scan. As a result of the search, bibliometric data of 601 publications in the category of education and educational research were used as the data set in the study. Cross-country co-authorship analysis, keywords used and network analysis of keywords in the publications were visualized using the WoSviewer (Version 1.6.16) package program. According to the findings obtained because of the research, the highest number of publications on map literacy in education was made in 2020. The most frequently published language is English, and the most common type of academic study is article. Queensland University of Technology is the leading institution where the authors who publish on map literacy work or are supported. Eight universities from Turkey are also among the institutions where the authors are working or supported. The most common source of publication on map literacy is Inted Proceedings journal and the country is the United States of America. There is an increase in the number of citations for studies on map literacy after 2004. The most frequently used keywords in the publications on map literacy are literacy and digital literacy.

The fourth article of this issue is entitled “The Impact of Taekwondo Athletes' Aggression and Anger Levels on Fair Play Behaviors: An Educational Perspective” written by Süleyman Gümüş and Mehmet Acet from Kütahya, Türkiye. This study aimed to investigate the impact of taekwondo athletes' education on aggression and anger levels on their fair play behaviors, considering various demographic and situational variables. The variables examined included gender, age, family economic status, educational background, years of athletic experience, frequency of weekly training, and personality traits. The sample consisted of 497 athletes (317 females and 180 males) competing at different levels in teams based in Eskişehir province. Data were collected using the "Aggression and Anger Scale in Sport," adapted into Turkish by Gürbüz et al. (2019), the "Multidimensional Sportsmanship Orientation Scale," translated into Turkish by Sezen and Balçıkanlı (2010), and a personal information form. The analysis revealed significant differences in the athletes' aggression and anger scores based on gender, educational background, frequency of weekly training, and personality traits ($p < 0.05$). However, no significant differences were observed concerning age, economic status, or years of athletic experience. Regarding the sportsmanship scale, no statistically significant differences were found based on gender or years of athletic experience ($p > 0.05$). Conversely, significant differences were identified for variables such as age, economic status, educational background, frequency of weekly training, and personality traits ($p < 0.05$). In conclusion, aggression, anger, and sportsmanship behaviors are closely interconnected in sports. The findings suggest that aggression and anger levels may vary depending on certain demographic and situational factors.

The last article is entitled “Challenges to High School Geography Education in Türkiye: An Analysis from the Teachers' Perspective” written by Ramazan Çimen from Konya, Türkiye. The purpose of this research is to examine the challenges to high school geography education from the perspective of teachers. The study was carried

out in a way that included 260 public, and 2 private high schools affiliated to the Ministry of National Education and 508 geography teachers randomly selected from Konya, Antalya, İzmir, İstanbul and Gaziantep provinces throughout Turkey. The research was conducted using mixed method of explanatory design and the data were analyzed in the SPSS program. In addition, "ANOVA" and "T test" statistical techniques were used. The research findings revealed that female teachers showed significant differences in terms of the adequacy of in-service training, courses and seminars organized by the Ministry of National Education and adaptation to technology and innovations according to the gender variable. On the other hand, it was observed that male teachers expressed more positive views on the adequacy of elements such as the use of various resources and tools for geography lessons, digital map archives and special classroom areas. In addition, the decreasing importance of geography lessons, inadequacy of geographical trips and material shortages were still identified as the most important challenges. The inadequacy of in-service training, courses and seminars organized by the Ministry of National Education is also among the biggest problems. In conclusion, this study presents an analysis of the main challenges faced by high school geography education and how teachers try to cope with these challenges. According to the results of the study, it is recommended that the number of lesson hours be increased, material deficiencies be eliminated and geographical excursions be encouraged.

First and foremost, I would like to express my profound gratitude to the reviewers who generously dedicated their invaluable time and expertise to evaluating the submissions on behalf of INNER and its Editorial Board. Additionally, I extend my heartfelt appreciation to the educators who enriched this volume by contributing their research articles.

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