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Teachers and Students' Benefiting from Computers for Instructional Purposes: Bursa Example

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ABSTRACT The school was founded with the aim of creating a good and happy society. Its functions have changed in accordance with scientific developments as well. Due to the increase in information and skills, which the individual has to learn, as a result of the information boom, it is not possible for schools to provide all information. For this reason, it is necessary to teach individuals where to find and how to learn information other than education. For this reason, the use of computers and the Internet in accessing information has become rather important. Problem statement is "What is the situation in Bursa regarding teachers and students' benefiting from the computer for educational purposes?". This study is a descriptive study. The population of the study covers students, teachers at primary schools and students' families. The 4th, 5th, 6th, and 7th classes where the students taking the course of Social Studies are included and the students in these classes were selected randomly. In this context, in the study, 2000 students attending the 4^{th}, 5^{th}, 6^{th} and 7^{th} classes in the 2005-2006 educational year, 50 teachers and 162 student families participated. As a result, it has beeen determined that the factors such as socio-economic level, class level, sex, family, teacher affecting the acquisition and Teachers And Students' Benefiting From Computers For Instructional Purposes.

INTRODUCTION

History of education has gone through important stages in the last two centuries where humans have been more determinant in social life, state's life, and economic and cultural life. When looked at education programs applied to today's developed societies, it is observed that new regulations have been made in education starting from curricula to institutional organization in all the stages described by Alvin Toffler in three waves (First and Second Industrial Revolutions and Information Age). In today's world, especially in 1990's, the perceived effects of information age on state's life, economy and family life was observed. Turkish National Education, too, started to make an effort to renew itself during this process. Due to the rapid change lived, in a process in which "looking to the future" gained importance, it is natural that change in education should be continuous and functional. It is important to reach new sources of information and use acquired information to be able to adapt to change. Information is every kind of data which humans acquire from their environments formally or informally. On earth, rather than humans' being uninformed, whether they are less or more knowledgeable or produce knowledge or not is discussed (Celikkaya 1999). In information society where information is used in every sector and attached importance, it is essential that information should be acquired, used and transformed into production. The dynamics of information society are information, innovative technology, socio-economic values, technology, economy, social system and political system (Kazan and Uygun 2002: 1063). The great railroad period in 1850's, the period starting from the beginning of 1900's on in which automobile, electric and telephone were used, and the period after 1940's caused by new financial system and computers are the ones in which changes occurred. When information is created and shared through humans' voluntary participation, it can be stated that success comes automatically (Akin 2002).

Information society is technology, communication and human centered. Parallel to this importance of the individual, the qualities of the individual are made a matter of discussion as

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well. In today's development literature, too, the development of the individual' qualities is emphasized. The importance of groups in areas, particularly in information processing and communication sectors, having effect on the emergence of new period will increase. A shared characteristic of developing occupational branches and areas is that they are based on personal skills and creativity. This situation leads information society to become human centered. As Mazgit (2002) stated, too, with information society, the importance of better educated and healthier individuals has gained importance. According to Yucel (2004), information society is a society where individuals are provided with the opportunities of communication and use through new communication technologies developing every day. Education needs to provide children with an environment to think, discuss and search more, to train adults and contribute to their adaptation to technology. With information literacy, individuals use information effectively, cooperate with others, and use technology in evaluating, correcting and developing information. Moreover, responsibilities which these skills throw the book on students might be both frequent and related to individuals' being participant, inquisitive, accessing information and using it in electronic environment. These capabilities might be rather different from those having been expected from individuals in the past. As Aydýn cited from Demir and Acar, information society is defined as *"a society where information production and flow determines both interpersonal and inter-institutional relationships, and information is produced and consumed at a massive level"* (Cited by Aydýn 2003). According to Ozgener, it is necessary to classify regularly the vast amount of information/data obtained through the contribution of technological developments, and make it usable (Ozgener 2002). The school was founded with the aim of creating a good and happy society. Its functions have changed in accordance with scientific developments as well. Due to the increase in information and skills, which the individual has to learn, as a result of the information boom, it is not possible for schools to provide all information. For this reason, it is necessary to teach individuals where to find and how to learn information other than education. For this reason, the use of computers and the Internet in accessing information has become rather important.

Problem Statement

"What is the situation in Bursa regarding teachers and students' benefiting from the computer for educational purposes?"

Sub-problems of the Study

Does the students' use of a computer differ according to gender?

What is the situation regarding the students' use of a computer within a one-week period of non-instructional time?

What are the possibilities of students' families regarding their access to computers and the Internet environment?

What is the place of computers among methods and resources which teachers use to renew themselves and special teaching methods?

Purpose of the Study

The present study aims to reveal teachers and students' situations and opinions about their benefiting from computers for educational purposes in Bursa example through including the expressions by families, schools, teachers and students.

METHODOLOGY

This study is a descriptive study. As is known, survey models are research approaches aiming to describe a past or present situation as it was/is. In this study, too, since it is aimed to evaluate the present situation, the model used in the study is included in survey model.

Sample and Procedure

The population of the study covers students, teachers at primary schools and students' families. The 4th, 5th, 6th, and 7th classes where the students taking the course of Social Studies are included and the students in these classes were selected randomly. In this context, in the study, 2000 students attending the 4^{th}, 5^{th}, 6^{th} and 7^{th} classes in the 2005-2006 educational year, 50 teachers and 162 student families participated.

Data Collection Tool

In this study, as a data collection tool, questionnaires and scales prepared and validity and

reliability of which had been tested beforehand by the researcher were used. These are:

In the process of the computerization and analysis of the quantitative data obtained in the study (*SPSS and Excel programs were used).

The statistical calculations made and works done can be listed as follows:

For the independency analysis, frequency tables, correlation analyses, and Chi-square test were used; for the comparison of more than two groups, Kruskal Wallis Test was used; for the comparison of paired groups Mann–Whitney U Test was employed. Moreover, the independent sample t test was made through one-way ANOVA.

RESULTS AND DISCUSSION

This section includes the findings obtained from the present study aiming to reveal teachers and students' situations and opinions about their benefiting from computers for educational purposes in Bursa example through the expressions by families, schools, teachers and students. The findings were interpreted by taking into consideration the sub-problems and general evaluations were made. First of all, the students' situations with respect to benefiting from computers were discussed.

According this researach, 455 of all the students and 430 of the female students stated benefiting from computers "in order to perform such operations as writing something". Related to benefiting from computers, the answer given by the male students with a frequency of 300 and the female students with a frequency of 272 was "I benefit from the Internet" (Table 1). In Pollard and Triggs's (2000) study, it was found that the number of the computer course hours in the 6th class was very low in the curriculum, even there were schools not including these lessons in their curricula at all. While this situation appeared in schools with poor resources, each student at Lawside schools has a computer and they are encouraged to use. At some schools, the classroom teachers of the students continuously keeping computers handy in their classrooms as a Design and Technology coordinator included computer lessons in the curricula. In the same study, it was observed that mostly the children with computers at home were knowledgeable about computers and self-confident and at the same time taught other children to use them. Teachers generally define computer use as "a voluntary activity". Related to the acquisition and use of information, significant differences were established between attitudes, behaviors and opinions according to gender. In this context, it was established that the female students were more inclined to verbal comprehension and the male students were more capable in applied studies such as computer use. In our age, to become successful, studies related to computer can be made as well. It is necessary that students should not use computers just for playing games.

The majority of the students (44.3%) use the computer to perform such operations as writing something. The rate of those never using computers is 9.5%. Despite this, 28.6% of the students get benefited from the Internet. Moreover, the rate of those using computers with the aim of "playing games" is 17.7% (Table 2). Besides being able to perform operations like writing, computers are also used to enter the Internet environment. In the globalizing world, computers are regarded as useful materials in students' becoming aware of everything. Roldan states that the idea that existing official computer programs can be beneficial to students has had a role in schools' turning towards benefiting from

Table 1: Ways of computer use according to gender

	Female (f)	*Male (f)*	*Total (f)*
Only game	67	286	353
Internet	272	300	572
To write	430	455	885
I never use	130	60	190
Sum Total	2000		

Table 2: Frequency table related to students' benefiting from computers

Questýon	*Frequency (F)*	*Percentage (%)*	*Total Percentage*
I only play games	353	17.7	17.7
I can get benefited from the Internet	572	28.6	46.3
I can also do such operations as writing	885	44.3	90.5
I never use a computer	190	9.5	100
Total	2000	100	

computer possibilities in the very recent period. However, in Spain, the programs concerning simulation, problem solving, investigating multi-dimensional reasons thoroughly and decision making which introduce students to many various historical phenomena and computer games are areas which have not developed very much and adopted by teachers (Roldan 2003). When the Internet becomes a research tool, most students regard it as a very effective versatile means which can be used to access information. In the study by Scott and O'Sullivan (2000), it was established that the majority of the students (42%) used the Internet for research purposes. 227 of 309 subjects (approximately 74%) stated that they used search engines while making investigations and 8% of 262 subjects described their Internet search skills as either perfect or good. Besides individual works, doing group works and establishing some criteria for these might increase students' working perseverance.

Over the results related to the acquisition and use of information, it was examined if there were any significant differences between low, middle and high SES students through using one-way ANOVA. Whether there was a difference at 0.05 level was examined and a significant difference was found between the students' ways of benefiting from computers according to the schools. According to socio-economic status, the students' ways of making use of their non-instructional times were listening to music, playing games, reading books, studying lessons, drawing/painting pictures, and eating; at school out-of-lesson was playing games; between lessons were eating, having a look at newspaper headlines, doing homework, sometimes solving tests, playing volleyball and basketball and listening to music. Students' doing things which they are interested in might lead them to focus their attention again.

Visual-auditory sector continuously developing and modernizing with new technologies outside school is highly developed. Related to mass communication means, the projects of "press at school" applied in Spain have become unsuccessful. It has been found that newspapers and computers are the least frequently used materials in the classroom. Benefiting from the press is limited to narrow-framed current aspects; this means is referred by students with the aim of developing the critical analysis of the issues directly affecting their daily life and current facts. Besides directly reading the press, newspaper clippings and articles should be included in coursebooks and curriculum materials as well (Roldan 2003). Although adolescents' playing computer games to make use of their time prevents them from participating in activities for making use of free time, there are studies revealing that it might negatively affect the development of the concept of self-respect (Alantar 1999). Non-instructional activities directed at students' interests and needs might contribute to the training of healthy and successful individuals. During non-instructional times, the fact that high SES students mostly prefer "playing computer games" makes it necessary for families to be more careful about this matter. Activities which students perform during non-instructional times are very important as well. It is necessary to manage non-instructional activities and behave consciously.

In this research it appeared that the students were most frequently interested in "writing" (26.6%) and "using a computer" (25.8%) in non-instructional time. It is observed that reading (15.4%) placed the third. The activities of "listening to music and being interested in painting" (7.8%) and "playing games" (7.6%) were performed at almost the same rates (Table 3). It is observed that the activities requiring cooperation have the least share. When the statements written by the students in the "others" section in reply to the question of "What activities do you perform most frequently within one-week non-instructional period of your life" were examined, it appeared that the students were interested in such activities as watching television

Table 3: Activities which students perform most frequently within non-instructional time of one-week

Activities	*Frequency (f)*	*Percentage (%)*
Writing	531	26.6
Computer use	515	25.8
Reading	308	15.4
Others	201	10.1
Making cooperation	160	8
Being interested in music and painting	155	7.8
Playing games	151	7.6
Making observation	62	3.1
Walking around	60	3
Total	2000	100

(f=25), doing a sport (f=13), studying lessons (f=12), playing basketball (f=6), swimming (f=5). Students' watching television for long hours affects negatively in some cases their creativity, habits of reading books and fulfilling their responsibilities. Students doing their homework in front of television might not focus their attention. Likewise, as cited by Alantar, studies reveal that students interested in video games, compared to those not playing video games, allot more time to making use of spare time activities such as participation in sport activities, watching television, and going to the cinema. The mentioned findings are in the same direction with the opinion held by some researchers (Creasey and Myers 1986: 261; Lin and Lepper 1987:89) that there is a positive relationship between playing video games and participating in other free time activities (Cited by Alantar 1999).

Between the activities which the students performed within a one-week period of time, significant differences were found according to Pearson Chi-Square values. Similarly, in the end of the study made by Alexander (1997) in England, too, it was established that the students allotted 33% of their time to writing, 28% to working with tools, 24% to reading, 20% to relaxing or care, and 14% to strolling and walking around. Galton et al. (1998), in their study carried out at small village schools, reached the conclusion that the students spent 33% of their time on listening, 28% on writing, 17% on making observations, 10% on drawing, 7% on reading and 5% on talking, and the main activities performed by the students were relaxing, making observations and writing (Pollard and Triggs 2000). It is observed that the activities related to writing and reading placed the first. However, in this study, using a computer placed the second. The hypothesis that computer use has replaced activities related to reading can be accepted. However, for the targeted acquisitions in the Social Studies program, activities regarding the development of reading habits and computer-assisted instruction can be done.

Datas shows that 24% of the students described the activity of "playing games" as the non-instructional activity which they performed least frequently. In the second place "walking around" (16%), and in the third place came "being interested in music and drawing/painting" (Table 4). The rate of those being interested in the activities requiring "cooperation" was observed to vary between 4-5%. According to these results, approximately a quarter of the students were found to allot very little time to playing times. The rate of those allotting time to reading books is low. Students' participating in lessons and educational life with activities they desire and appropriate for them will increase permanence in learning. Between the activities which the students perform within a time period of one week, a significant difference was found according to Pearson Chi-square values. Besides all these, it is necessary to establish students' situations related to self-evaluation as well.

Table 4: Activities which students perform least frequently within non-instructional time of one-week

Activities	*Frequency (f)*	*Percentage (%)*
Playing games	479	24
Walking around	319	16
Being interested in music and painting	287	14.4
Reading	237	11.9
Making observation	185	9.3
Writing	183	9.2
Use of a computer	135	6.8
Making cooperation	87	4.4
Others	86	4.3
Total	2000	100.0

It is observed from datas that 40.2% of the students think that they are good at "social activities and sport". This majority is followed by "manual skills" with a percentage of 23.7%, "reading-writing activities" with a percentage of 20.9% and "making research" with a percentage of 15.2% (Table 5). When looked at the total values, it appeared that the students were good at matters other than manual skills with a rate of 76.3%. It should be essential to train students with inquisitive personalities by meeting requirements of teachers and students. In this context,

Table 5: Table related to topics at which students express they are very good

Questýon	*Frequency (F)*	*Percentage (%)*	*Total percentage*
Searching	304	15.2	15.2
Reading –Writing	418	20.9	36.1
Social Activities (Sport)	804	40.2	76.3
Manual skills	474	23.7	100
Total	2000	100.0	

for example, students can be encouraged to make research, test their knowledge about historical issues and spend effort to find some answers (Grech 2003). Students, in the direction of their abilities and interests, can develop themselves about reading-writing activities and making research through encouragement by their teachers and families.

Families

Over the results of the test given to students' families, while examining whether there is a significant difference between low, middle and high SES families through one-way ANOVA, the total score was taken as a basis.

As understood from this research the families differ significantly according to SES. However, to determine the source of difference, comparisons were made at the basis of question. When the sources of the differences were examined, significant differences were observed between all the SES's according to the sources of differences *"father's education level, whether or not a daily newspaper is bought to home, and presence of a computer at home"*. With regard to families' situation about whether they had possibilities related to accessing the computer and Internet environment investigated in Scott and O'Sullivan's (2000) study, 25% of the students stated that they used the Internet every day. A more number of students (1/9, more than 38%) stated that they used the Internet only once a week. Without taking the frequency of use into consideraton, 157 of the students's (more than 50%) stating that they generally used the Internet for a period varying between half an hour and one hour supports the study. Moreover, in order to establish the items between which there were relationships, correlation analyses were made. It was established that there were relationships between the number of books which the families owned and the parents' education levels, reading books, buying newspapers to home, owning computers, and making plans for their children. Moreover, strong relationships varying between $.25^{**}$ and 46^{**} were established between the expenditures which the families made related to education and families' income levels, computer and internet possibilities, parents' education levels and reading books. It is observed that there were relationships between families' seeing their children in the period where they are insufficient quantitatively until the physical characteristics of adulthood are obtained and their education levels, reading books, montly educational expenditures, owning a computer at home, benefiting from internet, encouraging themselves and their children to participate in social activities. Generally, the students' parents' education levels were established and discussed under three main headings.

The family's educational functions can be summarized as: 1- The family's cultural environment, 2- The family' educational function, 3- The family's socialization function, 4- The family's economic function, 5- The family's function of making use of free time, 6- The school-family cooperation (Seyhan 2004). The aim of child-raising, one of the main functions of the family, is to establish a healthy personality. Karancý (1997: 114), too, regards families as primarily responsible for raising children. The basic behaviors of personality structure are obtained to a great extent. Patterson observed children at their homes and maintained that the family should be regarded as a social system affecting one another (Gander-Gardiner 2001). Among the conditions which should be present in a famliy environment, as stated by Seyhan, are the family's motivating the student's to learn and become successful, the presence of a person in the family to guide the student in their homework assignments, the family's preparing suitable places (library, study room, etc.), helping the child to perform activities such as playing games and entertainment and to make a working program appropriate for doing their homework assignments and follow this program, respecting the child's thoughts, and helping him/her to express their thoughts with a smooth and correct language (Seyhan 2004).

When the families' situations about the presence of an internet connection and the amount of students' homework assignments and their situations about benefiting from internet were examined, it was observed that the majority of the students' families stated that there was no internet connection at home (f=68) and at the same they did not benefit from internet while doing homework and the amount and quality of homework assignments did not create problems. Moreover, according to the families, it was found that the students with no computers and inter-

net connection at home (f=71) mostly did not benefit from internet. In addition to these, mostly the family members (f=27) did not eat together, allotted one hour or more to their children regarding the school and their concerning time was after dinner.

Teachers

Teachers' benefiting from technology has a great role in their renewing themselves. According to "Teaching Inter-Disciplinary Problem Solving (TIPS)", while using and learning the technologies based on computer, an increase is observed in teachers' comfort levels, they make an effort to experience increasing trust and specialization. Technology education in professional development can be seen as setting up teams and a method of change (Mulqueen 2001: 1-4). Related to internet use, both reachers and students' improving their literacy skills can play a role in evaluating the potential of the Internet. Information learning is the first step to achieve a larger-scale goal by teachers of Social Studies, librarians and management technologists to examine the socio-cultural movements of technology and their effects on society (O'Sullivan 2000).

When looked at the low SES teachers' answers to the question of "What methods and resources do you use to renew yourself?", it was observed that they generally gave these answers: "Every working person should renew him/herself related to his/her work", "Contemporary education is an essential for our future", "Reading, searching and seminar works are useful", "As an educator, I need to renew myself", "Contemporary education is achieved through renovation", "Good", "I try to renew myself", "I think everybody should keep up with the age and renew themselves", "I'm open to changes", "I follow developments", "I follow technological developments closely and use them however I'm supposed to use", "Contemporary education is the one in which the student is the center", "I can use technology as well", "An education aiming to help students to discover and develop themselves by benefiting from cds, internet, magazines and the day's modernization tools", "I have many insufficiencies in this respect, but I'm persevering", "I develop myself about the matters of reading books and using computers", "As long as financial possibilities are convenient, I try to renew myself by following periodicals", "Contemporary education is essential", "Because I have no time, I cannot renew myself very much", "I personally try to renew myself", "A teaching person should be open to learning as well."

According to what Anil cited, the methods and techniques used in the Social Studies course are gathered into four main groups: 1- Teacher-based methods and techniques: Covers methods and techniques, which are teacher-based and generally include one-way communication, such as direct method, question-answer and demonstration. 2- Interaction-based methods and techniques: these are teaching methods and techniques attaching importance to kinds of group discussions such as panel discussion, discussion with presentation, discussion with assertion, collective work. 3- Individual-based methods and techniques: these are teaching methods and techniques used in activities realized by students individually such as computer-assisted instruction, instruction with modules, individual designs. 4- Methods and techniques based on experiences: these are laboratory method, role play, teaching practices, simulation and games" (Cited by Anil 2000).

Related to benefiting from internet through computers, Scott believes that "although we know about the potential power of internet in teaching methods, curriculum development and students' learnings, internet has serious limitations which Social Studies teachers and students should see. Without a systematic teaching in having information, students cannot comprehend the potential of internet. This might pose harmful effects in the learning and teaching process (Scott and O'Sullivan 2000). When special teaching methods which teachers practice in lessons are looked at, some results can be reached. When looked at the answers given by all SES teachers to the question of "What special teaching methods do you use most frequently in your lessons?" it was observed that generally the methods of "question-answer and presentation" were most frequently used ones. According to what Anýl cited, it is necessary to give place to teaching methods and techniques, from individual-based methods and techniques, such as computer-assisted instruction, intruction with modules, individual designs used in activities performed by students individually.

In Ozturk's (2005 online) study, it was established that the teachers did not use sufficiently. Downey and Levstik revealed that history education is effective when it is done early/in classrooms, subjects are treated thoroughly with required materials and learning strategies are used by considering the age of children. In the studies carried out by Safran-Ata (2003) and Sahin (1997), it was established that 66% of the elementary school teachers had difficulty in teaching conceptsand terms (Cited by Tasli 2005). Taslý (2005) found out in a study that through concept puzzles the students reached informaion on their own and increased their abilities of problem solving (Taslý 2005 online).

CONCLUSION

Socio-economic Status Level and Computer

At low SES schools, the number of the female students never using a computer was higher compared to the male students. At high SES schools, the male students using the computer just to play games were more in number when compared to the female students. The students at high SES schools stated that they did not feel like studying lessons when their teachers gave punishment. However, there was not such a situation at low and middle SES schools. The students at all SES levels stated that they liked others' nice statements. The students at high SES schools felt bad when they were punished by their teachers and families. The majority of the students feeling afraid of being teased by their friends when they did something wrong were low SES school students. It was established that the students studying lessons not to disappoint their teachers and parents were most in number at low SES schools, least in number at high SES schools. Similarly, it appeared that while the majority of the students following lessons willingly when getting a good mark were at low SES schools, the minority of them were at high SES schools. The low SES school students stated that they mostly did their homework in time. The low SES school students stated that they performed such activities as listening to music, playing games, reading books, studying lessons and painting/drawing pictures at school during non-instructional times; the middle SES school students spent time by performing such activities as reading books, walking around, swimming, playing the violin, playing volleyball, using a computer; the high SES school students mostly talked with their friends, played games, did homework, played volleyball, basketball and made music with piano. The low SES school students can set up relationships easily with their teachers without hesitating. While the middle SES school students talked with their teachers and set up relationships in uncrowded environments when they had problems with them and emphasized the importance of gaining their teachers' trust, the high SES school students stated that they were in a good communication with their teachers and shared their problems through asking questions and face-to-face interviews. It was established that the activities which high SES school students share with their brothers and sisters were various activities such as studying lessons, watching television, talking, sharing one another's secrets, going to the cinema, theatre and out to eat, painting/drawing pictures, playing computer games, listening to music, and doing a sport.

While the rate of families owning a computer was high at high SES, it was low in low SES. It was established that the works of reviewing and evaluating made with respect to program functionality and coverage were made more frequently by the high and middle SES teachers. The teachers at high SES schools emphasized that they were conscious especially in the Social Studies course about what, why and how students do something. At the other schools, this awareness was not stable. Despite the low rates regarding the matter of owning a computer, it was observed that the teachers making use of computers in preparing course material most frequently were at the low SES schools. The teachers servicing at the low SES schools stated that they mostly used the teaching methods of question-answer, demonstration, invention, presentation, group works, brainstorming, and case study.

While a part of the low SES school teachers stated they they had attended the seminar on multiple intelligence for effective teaching, it was determined that the majority had not. The teachers thought that the students liked the school, needed to learn and had negative attitudes regarding respect. In this respect, the indifference of families and the school environment caused insufficient level of motivation in children. Among changes regarding contemporary edu-

cation was that the teachers and the students entertained while doing lessons. The classroom populations have been decreased from 60 to 43. Problem solving techniques have been included more frequently. The teacher is no longer regarded as an element for pressure. In the lead of the negative changes regarding contemporary education come time problems, the presence of students exhibiting undesirable behaviors, decreasing social and sport activities, and insufficiency of play grounds and computer possibilities.

The Middle SES

The middle SES school teachers maintained their interactions with the students within the framework of effective listening and inquisitive individual characteristics. At the middle SES schools, it was observed that the communication and cooperation among the teachers were more between branches. It was determined that generally there was insufficent communication among the teachers. The teachers found their teaching experience sufficient. With the aim of self-development, the middle SES teachers attended courses mostly related to computer, language, guidance, and special education. For effective teaching, the middle SES teachers stated that they had attended courses related to computer and language.

The High SES

Teacher and Computer

The high SES teachers were determined to have attended in-service training courses on computer, effective teaching, total quality management, first aid, scenerio-based education, education of students with learning disabilities and multiple-intelligence. While solving indvidual differences, the teachers were observed to make consolidation by allotting one-to-one time. While renewing themselves, the teachers followed contemporary resources, attached importance to cause-effect relationships and acted in accordance with individual differences. The teachers thought that course teaching programs related to their fields were appropriate for the level of their students, the units taking long time created boredom, and practices regarding daily life increased permanence.

It was established that the rate of the teachers owning a computer was high compared to those who did. It was observed that although they had computers, they did not always use computers in preparing course material. The number of the students satisfied with their achievement levels was equal to that of the students not satisfied.

The teachers stated that they had attended to courses mainly on computer use then on health, language and total quality management. In the lead of the method and resources used by the teachers to renew themselves were reading, searching, seminar works, using a computer, and the adoption of the principle of being open to learning.

Gender and Computer

The female students shared equally the opinion that more writing and evaluation "would be" or "would not be" good. However, the male students thought that less writing and evaluation "would not be" good. The female students stated that they were pleased with desk and group friends. The male students with computers were in majority. The male students stated that they sat in places they wished to sit.

Families and Computer

The families with computers at their homes were mostly the ones participating in social activities, being democratic in making decisions and having the opportunity to allot to their children. Most of the students' families stated that they did not have internet connection at their homes and benefit from internet and the amount of homework assignments was not a problem. The students with no computers and internet connections at their homes did not tend to benefit from internet. There were relationships between the number of books which the families owned and parents' education levels, reading books, buying daily newspapers to home, owning a computer and making plans.

While the 4^{th} and 5^{th} grade students' families had computers and internet connections, most of the 6^{th} and 7^{th} grade students' families did not have computers.

Strong relationships were established between families' seeing their children in the period where they are insufficient quantitatively until

the physical characteristics of adulthood are obtained and their education levels, the number of books owned, educational expenditures, benefting from computers, and their participating from social activities.

Computer and Activities

The activities which the students performed most frequently within a time period of one week were writing and using computers. The activities which the students performed least frequently within a time period of one week were playing games, walking around and being interested in music and painting/drawing. A significant difference was found between the activities which the students performed least frequently within a time period of one week and those requiring cooperation. The students used computers more with the aim of writing and benefiting from internet. The rate of those not using computers was the least. The students exhibited such behaviors as fighting, beating, expecting that person to apology, and never talking with that person when they lived a disagreement with their friends. The behaviors of doing everything what others want, complaining to the teacher and not playing computer games with him/her were observed as well. According to SES levels, their situations about owning a computer varied. The aids made to low and middle SES schools have been increased.

About the matters of owning a computer and using it while preparing course materials, the teachers showed differences according to SES levels. Teachers should behave more sensitively when using various educational technologies such as computers in lessons. While training individuals for the information society, the skills and values included in the Social Studies program should be taken into consideration.

RECOMMENDATIONS

At high SES schools, the number of the male students using computers only with the aim of playing games was higher when compared to the female students. Teachers should evaluate programs in terms of coverage, function, equal opportunity. It was observed that although they had computers, the teachers did not always get benefited from computers in preparing course material. Computer use should be made effective. In the lead of the negative changes related to contemporary education come time problems, the presence of students exhibiting undesirable behaviors, decrease in social and sport activities, and insufficiency of play grounds and computer possibilities. Problems of time, individual and technology should be removed.

The 6th and 7th grade students' families should be more careful and willing about the matters of owning a computer and benefiting from internet. About the matters of taking and making decisions, families should resort to 7th grade students' opinions. Families should not make gender discrimination with respect to computer use. Similarly, girls should be achieved to have computers. That families thought that the students' homework assignments and their qualities were not a problem was related to fathers' reading books and appreciating their children when did something good. In this context, fathers should be encouraging. Besides performing operations on the computer such as writing things, the students should be made to benefit from the computer to search for things as well.

During the one-week non-instructional time period, the students performed most frequently such activities as writing, computer use, reading, making cooperation, being interested in music and painting/drawing, playing games and making observations. It was observed that conflicts were lived mostly with mothers. Mothers spend more time with their children compared to fathers. It is necessary that mothers should be conscious and patient, know their children from every aspect.

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