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ANALYSIS OF THE RELATIONSHIP BETWEEN MEDIA LITERACY AND SOCIAL SKILL LEVELS OF HIGH SCHOOL STUDENTS

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Abstract

In this study; it is aimed to investigate the relationship between media literacy levels and social skill levels of high school students. The answers to the questions that would reveal the relationship between media literacy levels and social skill levels were sought. In addition, adhering to the purpose of the study, it was aimed to examine whether social skill levels and media literacy levels showed a significant difference according to gender, age, grade level and educational status of parents.

This study was applied to 550 high school students of 3 private schools in the European side of Istanbul and 513 of the questionnaires were accepted as valid and used in the study. In this study, “Media Literacy Scale” developed by Karaman and Karataş (2009) and “Social Skill Scale” developed by Avcıoğlu (2003) were used.

When the results of the study are examined, it is observed that social skill level and media literacy levels are related in some sub-dimensions, but some sub-dimensions are not found. According to the correlation results, there is an inverse relationship between the ability to analyze and react, and the ability to control anger behaviors and adapt to changes. According to this result, it can be said that the more skillful a student is in terms of analyzing and reacting skills, the weaker they are in terms of controlling anger behaviors and adapting to changes. There is an inverse and weak relationship between the ability to judge and see implicit messages and the ability to control anger behaviors and adapt to changes. There is an inverse weak relationship between peer pressure and coping skills and goal-building skills. The ability to cope with peer pressure is not high, nor does it result in a higher level of

goal-building skills. There is a weak relationship between self-control and goal-building skills. And finally, a moderate level relationship was found between resting skills and control skills.

When the gender, class and age of the students are examined, it is seen that there is a significant difference in some sub-dimensions of media literacy level and social skill level. When the relationship between media literacy and gender is examined; in the questionnaire that measures the students' media literacy, there was a difference in the subscale of having information according to the gender of the participants. When the relationship between media literacy and age of individuals is examined; according to the results of the analysis, it was understood that the subtitle of judicial and implicit messages in the media literacy scale did not show difference according to different ages, but it was found that the sub-titles of having information and analyzing and generating responses at the same scale reached statistical differences according to different ages. When the relationship between social skills and the age of individuals is examined; it is observed that the skills of controlling anger behaviors and adapting to changes, coping skills with peer pressure, verbal explanation skills, listening skills, self-control skills, completing tasks, and accepting the results are higher than 0.05. According to these results, it can be said that all sub-titles with p value greater than 0.05 do not differ statistically according to age. When the p values of the interpersonal skills and goal-building skills are smaller than 0.05, differences are observed statistically according to age groups. When the relationship between social skills and classes of individuals is examined; in the analysis table, statistically significant results were obtained in interpersonal skills and objective forming kills sub-headings of class levels and social skill scale. in addition, there are no differences in subheadings of anger behavior control and adaptation skills, peer

pressure and coping skills, verbal explanation skills, listening skills, self control skills, task completion skills and results acceptance skills.

When the relationship between media literacy, social skills with educational status of parents of individuals are examined; according to the results of the analysis, it was found that the educational status of the parents of the participants did not have a statistically significant effect on media literacy. In addition, no significant difference was found when the comparison was made with the expectation that the educational status of the parents would make a difference.

*Keywords**:** Media, Social Skills, Media Literacy*

Özet

Bu çalışmada; lise öğrencilerinin medya okuryazarlık seviyeleri ve sosyal beceri düzeyleri arasındaki ilişkiyi incelemek amaçlanmıştır. Medya okuryazarlık düzeyleri ile sosyal beceri düzeyleri arasında ilişkiyi ortaya çıkaracak sorulara cevaplar aranmıştır. Bunların yanında çalışmanın amacına bağlı kalınarak, sosyal beceri düzeylerinin ve medya okuryazarlık düzeylerinin lise öğrencilerinin cinsiyet, yaş, sınıf seviyesi ve ebeveynlerin eğitim durumlarına göre anlamlı bir farklılık gösterip göstermediği incelenmek amaçlanarak yan bulgular toplanmıştır.

Bu çalışma İstanbul Avrupa yakasında bulunan 3 özel okulun 550 lise öğrencisi üzerinde uygulanmıştır ve yapılan anketlerin 513 tanesi geçerli kabul edilerek çalışmada kullanılmıştır. Çalışmada, araştırma verilerinin toplanması Karaman ve Karataş (2009) tarafından geliştirilen "Medya Okuryazarlığı Ölçeği" ve Avcıoğlu (2003) tarafından geliştirilen "Sosyal Beceri Ölçeği" kullanılmıştır.

Araştırmanın sonuçlarına bakıldığında sosyal beceri düzeyi ve medya okuryazarlık düzeylerinin bazı alt boyutlarında ilişki olduğu fakat bazı alt boyutlarına bakıldığında ilişki bulunamadığı gözlenmektedir.Korelasyon sonuçlarına göre analiz etme ve tepki verme yeteneği ile öfke davranışlarını kontrol etme ve değişikliklere uyum sağlama yeteneği arasında ters bir ilişki vardır. Bu sonuca göre, öğrencinin becerilerini analiz etme ve tepki verme konusunda ne kadar yetenekli olduğu, öfke davranışlarını kontrol etme ve değişikliklere uyum sağlama bakımından zayıf oldukları söylenebilir. Örtük mesajları değerlendirme ve görme yeteneği ile öfke davranışlarını kontrol etme ve değişikliklere uyum sağlama yeteneği arasında ters ve zayıf bir ilişki vardır. Akran baskısı ve baş etme becerileri ile hedef oluşturma becerileri arasında ters bir ilişki vardır. Akran baskısı ile başa çıkma kabiliyeti yüksek

değildir ve daha yüksek seviyelerde hedef oluşturma becerileri ile sonuçlanmamaktadır. Kendi kendini kontrol etme ve hedef oluşturma becerileri arasında zayıf bir ilişki vardır. Ve son olarak, dinlenme becerileri ve kontrol becerileri arasında orta düzeyde bir ilişki bulundu.

Öğrencilerin cinsiyetlerine sınıflarına yaşlarına bakıldığında medya okuryazarlık düzeyinin ve sosyal beceri düzeyinin bazı alt boyutunda anlamlı bir fark bulunduğu görülmektedir. Medya okuryazarlığı ile cinsiyet arasındaki ilişki incelendiğinde; öğrencilerin medya okuryazarlığını ölçen ankette, katılımcıların cinsiyetine göre bilgi sahibi olma alt ölçeğinde bir farklılık vardı. Medya okuryazarlığı ile bireylerin yaşı arasındaki ilişki incelendiğinde; analiz sonuçlarına göre, medya okuryazarlığı ölçeğindeki yargılayabilme ve örtük mesajlarıanlayabilme alt başlığının farklı yaşlara göre farklılık göstermediği, ancak bilgi sahibi olmanın, cevap vermenin, analiz etmenin ve üretmenin alt başlıklarında bulunduğu anlaşılmıştır. Aynı ölçekte farklı yaşlara göre istatistiksel farklılıklara ulaşmıştır. Sosyal beceriler ile bireylerin yaşı arasındaki ilişki incelendiğinde; öfke davranışlarını kontrol etme ve değişikliklere uyum sağlama, akran baskısı ile baş etme becerileri, sözlü anlatım becerileri, dinleme becerileri, öz kontrol becerileri, görevleri tamamlama ve sonuçları kabul etme becerilerinin 0.05'ten daha yüksek olduğu görülmüştür. Bu sonuçlara göre, p değeri 0,05'ten büyük olan tüm alt başlıkların yaşa göre istatistiksel olarak farklılık göstermediği söylenebilir. Kişilerarası becerilerin ve hedef geliştirme becerilerinin p değerleri 0,05'ten küçük olduğunda, yaş gruplarına göre istatistiksel olarak farklılıklar gözlenmektedir. Sosyal beceri ve birey sınıfları arasındaki ilişki incelendiğinde; analiz tablosunda, Kişilerarası Beceriler ve Amaç Oluşturma Becerileri alt başlıkları alt sınıflarında ve sosyal beceri ölçeğinde istatistiksel olarak anlamlı sonuçlar elde edilmiştir. Ayrıca öfke davranışı kontrol ve

uyum becerileri, akran baskısı ve başa çıkma becerileri, sözel açıklama becerileri, dinleme becerileri, kendi kendini denetleme becerileri, görev tamamlama becerileri ve sonuç kabul becerileri alt başlıkları arasında da bir fark yoktur.

Medya okuryazarlığı arasındaki ilişki, bireylerin ebeveynlerinin eğitim durumu ile sosyal becerileri incelendiğinde; analiz sonuçlarına göre, katılımcıların ebeveynlerinin eğitim durumlarının medya okuryazarlığı üzerinde istatistiksel olarak anlamlı bir etkisinin olmadığı tespit edildi. Bunların yanı sıra ebeveynlerin eğitim durumlarının fark oluşturacağı beklentisi güdülerek karşılaştırma yapıldığında anlamlı bir farka rastlanamamıştır.

Anahtar Kelimeler*:* Medya, Sosyal Beceriler, Medya Okuryazarlığı.

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List of Abbreviations

TV : Television

vs : And Others

MoNE : Ministry of National Education

CHAPTER 1

INTRODUCTION

The fundamental changes in the lives of individuals occurred with the development of information technologies in the last century of the 20th century. The rapid changes that are still happening today lead to new social networks every day. Nowadays, personal or professional relationships between people now work on social networks. Social media networks have the power to direct the masses while providing information sharing. One of the starting points of my study is that social media grows and develops with each passing day and becomes the indispensable part of our lives.

In order to survive, the ability of living beings to adapt to the environment they live throughout their lives obliges the individual to communicate with others (Haeckel, 1866). Ensuring a healthy communication depends on the social skills of the person. It is possible that the communication of individuals with other individuals from childhood can be observable and it is possible to gain the desired behaviors in children with a planned social skills training (Aviles, Anderson and Davila, 2006). With the introduction of social skills research, appropriate social skills programs can be organized and transferred to children with an education appropriate to the level of students (Temizkan, 2009). For this reason, it is thought that this research will contribute to the trainers, individuals and students working in the field.

In order for people to continue their lives in a balanced way, the societies in which they have lived must be equipped with constructive behavior patterns. Teachers are also considered as the most important professionals to provide education. Students who want to become teachers should be aware of the human values, value judgments and cultures of their societies accepted by all societies. It is important for them to gain

all the awareness necessary for them to live and to set an example for the society (Şenol and Türkçapar, 2016).

The fact that the individual who is accustomed to accessibility and innovation has the opportunity to compare many elements around what he has learned from the Internet. Media literacy can be defined as the ability to access messages in written and non-written formats, which can vary widely, and to evaluate and transmit these messages (Alver 2006).

Media literacy contributes to individuals' understanding of media by reading more consciously (Hobbs 2004). At the same time, it enables individuals to express themselves comfortably and participate more actively in social life (Çalışkan and Karadağ, 2005).

Media literacy needs to be well-equipped to better understand media communications. Media literacy, which is well equipped, has the ability to produce messages as time goes by (Perry-Simth and Shalley,2003). No matter how much knowledge of all segments of the society are aware of media literacy, it is so easily recognized at the border between the real world and the world established by the media. Media literacy has been added to the curriculum in order to educate individuals who are more aware of the environment and who are aware of the main problems of their country by following the media in the best way. At the same time, media literacy aims to enable them to criticize the media in the best way by consciously evaluating the content that has been constructed (Solmaz and Yılmaz, 2012).

With the development of technology, it is experiencing the most comprehensive transformation and differentiation process of history together with

today's globalization which can be defined as communication age. According to Baym and Boyd’s (2012), while some of the researchers have the idea that social media has emerged as a result of globalization, the other part advocates the emergence of globalization through social media. The history of mankind has continued its journey with discoveries, inventions and discoveries in all ages, as well as the societies in which they live, as well as the scholars who have brought dynamism and movement to their environment with a momentum that adopts innovations(Hudzik, 2015).

The Internet creates contemporary living standards by introducing new life styles and new identities to today's people. It can be seen that people have the power to shape and influence their way of life, their view of life and their desires. Even the most effective and well-established institutions can lag behind social media when it comes to shaping human life. Social media can be called a revolution because it absorbs almost all parts of daily life (Brette, 2003). More recently, the history of humanity is to use mass media such as newspapers, radio and television in order to receive news.Then, the computers entering our homes established the connection of each individual with the world through the Internet, and the subsequent smart phones enable the people to carry the developments in the world in their pockets. Smart phones that allow people to contact the world whenever they want, make people dependent on them because of these features (Kwon and Fujiwara, 2013). The ability of individuals to reach the world through social media helps to strengthen state-individual relations in your day (Cerrah, 2016).

CHAPTER2

THEORICAL BACKGROUND

2.1. MEDIA LITERACY

Media literacy can be defined as access to implicit and explicit messages of any variety, whether written or visual, understanding, evaluating and analyzing them, and transferring those messages when necessary (Rogow, 2015). Media literators recognize all kinds of communication tools. Newspapers, magazines, television, radio, etc. tools are examples of these tools and their functions are known to social media literators (Potter, 2005). The media literate is aware of the impact of market conditions on the media. The media reader easily accesses the media, knows where and how to find it, and can easily select the tool that best suits his needs (Tokgöz, 2000). Media literates can understand and analyze implicit and explicit messages in the media. While analyzing these messages, they can be analyzed by their own knowledge and culture even if they are transmitted from different sources (Doyle, 1992). The media literate considers the active situations during the transmission of the messages and observes them together. Media literators, who have strong communication skills, share their own inferences with both content owners and the society (Ram, 2018).

According to Jariwala,H. (2011), the benefits of financial literacy are considerable. On an individual level, financial literators spend less and save more and manage risks more accurately. At the macro level, it contributes to the decrease in economic fluctuations, development of financial market intermediaries and acceleration of economic development due to the increase in demand for financial

products and services. Effective distribution of capital becomes more likely as a result of increased competition through increased financial literacy (Jariwala, 2011).

Media literacy emerges as an important life skill in order to be aware of the factors that affect the perception of human, other societies and cultures in today's world where information technologies lead to social transformation. Media literacy has been included as an elective course in primary education programs in order to provide students with these skills in primary education. Media literacy of students helps to reach the importance of social studies (Potter, 2005).

In the 21st Century Literacy, technological literacy, visual literacy, media literacy, information literacy, e-literacy and computer literacy have emerged. It is necessary to enrich the Turkish courses which aim to gain understanding and telling skills to individuals with the activities and texts that will include the new types of literacy. The students' media literacy, visual literacy, media literacy, information literacy and e-literacy types were evaluated in the context of primary Turkish courses (Kurudayıoğlu and Tüzel, 2010).

Information technologies cause change in society. For this reason, media literacy can be considered as an important talent in today's individuals in terms of recognizing themselves, their environment and the factors affecting each individual (Korkmaz and Yeşil, 2011). Media literacy aims to educate useful citizens and to follow and interpret current situations. In addition to this, it is one of the aims of social media literacy to have students grow up as individuals who they think are conscious, consistent and have control of their own lives**.** In order to become a competent social media literate, it is necessary to use the media effectively and aware of the content and become a conscious user (Hobbs, 2010). Social studies course

focuses on daily life, the importance of educating responsible, active, conscious and analyzing citizens who have gained democratic facts (Deveci and Çengelci, 2008).

The ways in which individuals interpret messages, how they work, and the way in which they observe the behaviors and beliefs of the media and their view of value judgments are related to media literacy. Ethical tools are used with innovations and features. The basis of literacy; people writing, reading, speaking and listening while thinking what the concept of literacy means (Kejanlıoğlu, 2006). Therefore, in this section; the concept of literacy, the concept of media literacy, the importance of media literacy, the education of media literacy, the benefits of media literacy, science and science literacy.

It may not be healthy to reduce media literacy that can be interpreted from different perspectives to only one definition. Today, the advancement of technology has positively affected the content of the media (Solis, 2010). Media can have the power to direct, inform and influence the masses. In doing so, the newspaper uses mass media such as television, cinema, radio, magazines and the Internet(Gülçay, 2018). When the possibilities of the media are confirmed, the media develops and becomes the cornerstone of individuals' lives (Çağlar and Köklü, 2017).

There are five basic functions of the media; information, cultural continuity, information, public opinion creation, entertainment and socialization. Information; it is given in the previous schemes, in this sense, users themselves stated that they use social media for information purposes (Hazar, 2011). In terms of political socialization, the number of people who think that political consciousness has increased by following political organizations is quite high. In other words, it is seen that the political organizations that people have followed in this direction are subject

to the effects of politicization. It is seen that the process has been moved to the scope of socialization outside the control of the person. If the social media, which is the area of sharing, has an effect on the formation of one's views on his / her life, it is not seen to be simple to be factualized because it becomes intricate with other means of socialization in daily life (Bakıroğlu, 2013).

2.1.1. Literacy

With its structure consisting of writing and reading activities, it is generally defined as the literacy with the writings created by the use of symbols and the vocalization activities of these writings (Eğinli and Nazlı, 2018). The concept of literacy has also expanded with new types of literacy and intensive information flow through changing communication tools. In addition, the impact of intensive information flow on children and youth has increased. Literacy at the same time; in addition to writing, reading and numerical expressions, it can also be defined as providing lifelong learning skills (Güneş, 1997). The means of communication also enable people to interact and make meaningful by reading the means of communication. In other words, literacy can be defined as the use of the symbols system, the combination of letters and the meaning of the environment (Karaman,2010).

2.1.2. The Media Literacy

Media literacy is also defined as media education and includes reading and writing(Longman, 2003). Media literacy; it suggests that all the things that are read, heard and observed in the media are realized in a fictional structure. It emphasizes that the scope of the media can be changed and unnatural. Media education, which demonstrates media literacy, aims both to develop active participation and critical understanding (Freire, 1998). Media literacy enables young individuals to make

informed judgments in the form of media consumers, to interpret and to become media producers. In this context, media education is about developing the creative and critical abilities of young people (Türkoğlu and Şimşek, 2007).

With the help of reading and writing, the individual's understanding of the situations and phenomena around his / her life, and his / her perception of all the interactions in his / her social life can be called literacy (Aşıcı, 2009). Throughout life, learning needs are directed to functional information channels for individuals to obtain information. For this reason, individuals tend to direct or indirectly exchange information through media channels. Knowledge means power, people and societies that have easier access to information are empowered. Developing information technologies can increase the speed of access to information to users (Karaman, 2010).

Media literacy is aimed at educating individuals who evaluate the message and understand the information correctly regardless of the source type(Champoux, 2011). The development of communication channels along with information technologies and mass media raises problems of access to clean information. Users can collect excess information, regardless of whether the information is correct or inaccurate, receive what the media serves, and be equally affected. With media literacy courses, the importance of critical approach to information and the upbringing of individuals who make informed decisions becomes more significant (Buckingham, 2003). Raising awareness and raising awareness among users of all audiences is crucial for media literacy. The more knowledgeable about media literacy, the more awareness between real life and media-generated life can be noticed by individuals and negative aspects of the media may be lessened (Önal, 2007).

2.1.3. The Importance of Media Literacy

Media literacy is concerned with many disciplines, both in terms of importance and subject. Media literacy, which has developed over different points with the mentioned disciplinary fields, has increased in importance as the mass communication tools have increased numerically. Clarifying and making sense of the importance of media literacy is handled with dimensions. In this context, media literacy; affective, cognitive, moral and aesthetic. Therefore, these dimensions can be listed as follows (Şahin, 2011);

1. Emotional Dimension: It means that people are aware of the emotions given in their messages on the media. Messages on the media; hate, fear and anger. Audiences may occasionally get caught up in the emotions presented in the media and may be affected to the extent that they cannot distinguish between the real and the imaginary. Children are the most affected by the power of media messages.

2. Cognitive Dimension: It refers to mental thinking and processes. Skills for the cognitive dimension vary in recognizing the mode of production of messages for recognizing symbols and why they are presented in this form. In order to capture the meaning of the messages in the media, they need to have deep knowledge and broad perspectives. The messages given on the media are necessary and important as they are analyzed with the use of mental processes. (Hershberger and Pierce, 2010).

3. Moral Dimension: Skills to understand the underlying values behind messages on media. The values presented in the messages in the action films can be said that violence is a successful tool in achieving what is generally desired. In order to understand the values, it is necessary to have a high level of moral development and nedite literacy skills.

4. Aesthetic Dimension: It is a skill to understand media contents with artistic perspectives. It includes the ability of media producers to recognize their own artistic understanding. In order to evaluate and read the aesthetic elements transmitted by the media, consumers need to be equipped with the items used (Jurkovic and Prentice,1977)

Media literacy is of great importance for individuals' right to information and freedom of expression in society. Therefore, individuals' access to the right information within the context of media literacy is parallel to having a critical perspective. The audience, who has been exposed to many media messages in daily life, has the ability to filter the information received, but also achieves the purpose of media literacy (Drotner, 2011). Media literacy; cinema, music, television, radio and so on. as well as all areas. Ensuring the awareness and selectivity of people in the face of media messages that occur in many different media forms also emphasizes the importance of media literacy (Pekman, 2007).

2.1.4. Media Literacy Education

There is a need for media education in order to actively move towards modern media by keeping up with the innovations in the field of media literacy. Media literacy is encouraged by individuals to read the media from a critical perspective (Buckingham, 2009). Media education aims to ensure that young people and children are aware of their responsibilities and rights, and that adults provide information and communication skills. People need to know who created the media messages for what purpose. It is an important detail that individuals can also decode the mass media. In the field of media literacy, people with skills can be trained in the media literacy centers (Kurt and Gür, 2011). Through the trainings provided at these centers, individuals can objectively examine the media messages they receive (Divina, 2006).

Education and the media are two separate disciplines that interact with each other. Media education, on the other hand, enables education and media to merge with each other(Akıncı,Beriland Bat, 2010). Media education aims to enlighten the public with an objective perspective (Kurt and Kürüm, 2010). With the development of the means of mass communication, the diversity of communication channels caused information explosion (Kocadaş, 2004). The media can be interpreted correctly and the messages can be generated through new media(Hobbs, 2010). There are many developments that bring the issue of media trainings to individuals in an emergency. Some of them can be listed as (Divina, 2006);

1. Economic developments; the media has led to the widespread commercialization of modern culture.

2. Globalization; the cohesion between local and global changes in ways that are unfair, both economically and culturally. Global brands also aim to create an international language and a common culture among young people.

3. Technological developments; electronic media. It has brought many options for individuals in the position of consumers.

4. Developments in the social field; the innovations brought by the modern world, a built-in belief system and the order of life is disrupted by the known order. Therefore, the media has been seen as the cornerstone of this structure.

2.1.5. Ways to Improve Media Literacy

Media readers should also select, use, and access valid and reliable information for the media. Media writers, who realize that the messages are structured through the use of messages for some purposes, exhibit questioning features. Unlimited message transmissions take place from many different sources. The correct

understanding, interpretation and use of the messages published on the media are of great importance in order to become conscious media consumers. (Riff, Lacy, Fico and Watson,2019) In order to improve media literacy, it should be noted that information is provided in an unbiased, reliable and accurate manner. At the same time, it is important to have in-depth information about producers and media bosses and to have detailed information on the types of development, social, political and economic practices. In this respect, there are some ways to improve media literacy. These; maturation, the effective use of skills and experience (Kurt and Kürüm, 2010).

2.1.6. Media Literacy and Individual Awareness

The terms of awareness can be defined as the perception or attention of anything. In order for people to know that there are different alternatives, to understand the stimuli in the environmental field and to understand their emotions, first things need to be realized. It is seen as an important step for people to know their options and abilities in daily life and to realize the experiences (Horn, 2003). The concept of awareness, which is a pedagogical value, is one of the most important situations that should be gained to individuals. This pedagogical situation can only be gained through education and the characteristic structures of the people play a major role in this value. Sensitivity, awareness and so on. It can be given as an example of this situation. In this context, cognitive awareness can be defined as the individuals being aware of what they should learn or in what way. Individuals become aware of their individual awareness through cognitive awareness (Horne and Wootton, 2011).

To create individual awareness of media literacy(Solmaz and Yılmaz, 2012);

1. To distinguish fiction and reality on media,

2. Students; to be able to use the media as a tool in order to strengthen their ability to access information, analyze and evaluate information,

3. To be able to realize that media has directing and directing functions,

4. Critical examination of messages in the media,

5. To create sensitivity on individuals in terms of transferring private and public broadcasting to better points,

6. Encourage citizenship, political participation and participation in democracy,

7. Determining how individuals should be trained in all the skills required to process their messages on the media in certain processes,

8. To learn the operation and structure of the media,

Movies, news, articles, etc. published on the media. It aims to detect and eliminate discrimination on religion, language, race and gender. (Lin,Deng and Lee, 2013)

People's interest in media tools started in preschool periods continues throughout life. There are opportunities and risks offered by the media throughout the life of the individual. Media literacy education is both a priority and an important factor in making the best use of these opportunities during the life of the person and taking precautions against the problems that may arise by maximizing the risks. In our education system, it is of utmost importance that media literacy education is started as an elective course at the second stage of primary education and the content of the course is in accordance with the student level: educative, instructive, entertaining and sufficient (Phang and Schaefer, 2009). We can outline the applications of media literacy as: making analyzes, evaluating analyzes, learning to use various forms of communication tools. In order for media literacy to be high quality and efficient,

students need to participate effectively in applications organized according to their level. These practices constitute the infrastructure of media education. It is observed that media literacy education activities are problematic in implementation and completion, especially in the second level of primary education (secondary school). Media literacy practices in the classroom are up-to-date, applicable, educational and entertaining, and it is extremely important that media educators follow innovations and develop themselves on these activities. However, this attitude can break the prejudice of media experts against media teachers, which is not considered very positive. When the common features of media education practices accepted by experts are investigated, it can be said that natural studies riveted with quality methods come to the forefront (Görmez, 2015).

2.1.7. The Impact of Media on Shaping Our Thoughts Beliefs and Behaviors

Individuals can only gain the ability to ask questions over time, to learn and understand the cause of media emergence, why it occurs, and to recognize and understand the secret messages that can be given (Ertürk and Akkor, 2006).

If global media culture is to promote democracy, people need to have some key skills. We can put forward the necessity, importance and urgency of media literacy education with five main articles (Cheviron, 2006).

1. Media consumption and usage is increasing day by day.
2. Faith, attitude, behavior and thinking are influenced by the media.
3. The need for information and lifelong learning can be met in the media.
4. It can be said that the media has a great influence on democracy.
5. The importance of information and visual communication can increase.

2.2. SOCIAL SKILLS LEVELS

2.2.1. Skill, Social Skill and Related Concepts

In this section, under the title of social skill levels; skill and social skill are examined. The concept of skill means mastery. These Social skills are: understanding, expressing feelings, coping with stress, coping with aggression, communication and problemsolving skills. Although there are many dimensions of social skills, it is thought that educational practices prepared will help children to cope with some of the difficulties they have experienced (Merrell and Gimpel, 2014). It is important to implement some programs in line with the needs of adolescents. In order to determine the needs of the adolescents and the difficulties they have experienced an assessment should be made. In addition to this, evaluations to be made before and after the trainings given to develop social skills reveal the effectiveness of the training. One or more assessment techniques can also be used to assess social skills (Uzatmaz, 2000).

2.2.1.1. The Skill

The skill is expressed in words such as dexterity and mastery. The skill can be defined as the ability of individuals to conclude the transactions for the purpose or the ability of individuals to accomplish a job. At the same time, the ability of a person to do a job skillfully or easily as a result of an intellectual or physical effort shows the skill. With the help of these acquired skills, performing and performing any process expresses the concept of skill. Therefore, it may be possible to apply the skills in daily life. The more individuals apply their skills, knowledge and interests, the more skillful they are (Temizkan, 2014).

Social skills such as approval of the individual by his / her environment, being popular and being accepted by his / her peers are accepted as social skills. In fact, social skills consist of verbal and behavioral movements (Merrell and Gimpel 2014). In social skills, it can be said that there are some abilities to use speech and body language effectively, to start communication, to maintain, to be assertive, to express himself easily, to make decision and to listen. Individuals with social skills are successful and can minimize the harm to oneself and others, while increasing social interaction (Mutluer, 2013).

2.2.1.2. The Social Skills

Social skills can be defined as behaviors that enable people to interact positively with other individuals in society. The origin of the trainings to be given in order to develop social skills is based on Social Learning Theory (Hawkins and Weis, 2017). Social skills training given to gain social skills is mostly based on behavioral techniques and applied individually. Techniques and methods such as behavioral approach and individual approach are used in the preparation of the programs for the trainings that will be given to develop social skills (Akfırat, 2008).

Although social competence is a broad concept including social skill, social skill and social competence are used in the same sense. While social competence indicates the social judgment of a person in terms of quality of performance in any situation, social skill can be said as the attitude exhibited in any social situation (Hawkins and Weis, 2017). Although it is accepted that people with social competence also have social skills, the lack of sufficient knowledge of how and when to use their ability in some cases may cause a lack of social skills in individuals (Hops, 1983).

It is divided into two different models: social skill model and molecular model. In the feature model, social skill has the basic personality traits. In this model, it can be assumed that the skill cannot be seen directly and that the behavior can only be found as a reflection for the skill level. The behavior exhibited in any situation indicates the level of social skill (Jurevičienė, Kaffemanienė and Ruškus,2012). According to this model, the skill level is considered to be stable and will give consistent proportions in any situation encountered. Another model, the molecular model, is considered to consist of visible behaviors. Behaviors are considered to form the basis of performance as a result of one's interactions. Molecular model is the opposite of the feature model, it can be called the type of model which varies according to time and place (McFall, 1982).

2.2.1.3. Social Skills Training

Social skills training is a phenomenon that helps to effectively overcome the problems of individuals on social issues, raises awareness about what happens during social interactions and supports the development of communication skills. It is a technique called peer learning which adopts the observation and modeling of peer groups in social skills education. Supporting children with high social skills to support children in need of social skills may lead children to activities that require potential social skills, spend time together, and stay together in their daily routines (mealtime, education and training time) (Bylund, Brown, Ciccone, Levin, Gueguen, Hill and Kissane, 2008).Social skills are usually assessed by informal observation of individuals. Depending on the observational data, it can be observed that when an individual cannot be directed to an adequate role model, he / she is faced with a lack of skill (Çalık, 2007).

Social skills training is a therapy technique that aims to teach people the necessity of behaviors of individuals in their communication with each other and their behaviors in their dialogues. Social skills interventions draw attention to the point of winning pro-social behavior and demonstrating the acquired behavior. It aims to get help from various methods without deterrent in order to teach positive social behaviors. Interventions can reduce problematic attitudes and behaviors in social skills. Social skills training focuses on four key elements: acquiring and increasing the level of social skills, developing social skills, minimizing or eliminating problematic attitudes and behaviors, and finally generalizing and maintaining social skills (Spence, 2003). General social skills training can be described with therapist and peer management when planning. We can classify theoretical phases: cognitive behaviors, social and operative learning. Negative behaviors in individuals can be tried to be overcome by social skills training. It is very important for the society and the individual to eliminate these behaviors that may be harmful to both himself and those around him. Social skills training helps to minimize and eliminate the levels of stress and depression in individuals, while at the same time ensuring that they do not misbehave and are determined to behave bad habits and inappropriate sexuality in children (Bacanlı, 2008).

2.2.2. Related to Social Skills

In this section; social development, social competence and socialization are the main concepts related to social skills.

Considering the various interactions of individuals, the ability to comprehend the emotions, thoughts, and movements of the individuals and the individuals around them and the ability to act correctly as a result can be named as social skills. The

difference between the concepts of social skills and social skills emerges (Garner, Jones and Miner, 1994). Social skills are regarded as the rules and behaviors of normal individuals in the interaction in their social lives, and social skill is the process of acting with purpose-oriented skill. Social skills are acquired behaviors that enable other people thought to be social to be competent in the interaction process. Social skills are not only the ability to maintain positive relationships in interaction with other individuals, but also the ability to achieve success by setting goals (Karasar, 1998).

2.2.2.1. Social Competence

As a result of the effective presentation of social behavior and skills, it is called social competence to accept the social aspect of other individuals more strongly. When social competence is mentioned; this phenomenon is created by self-confidence, self-expression, acceptance friends. In addition, it can be summarized as acceptance by family members or other important persons and supportive social environment or social independence. The sense of sufficiency in infancy is related to the reaction of the families to the events. For example, when the baby comes to the adults by hitting the edge of the bed, screaming or shaking a rattle, the behavior is positively affected. Therefore, when he / she begins to control the child's environment with such behaviors, he / she pays more attention to his / her own behavior and becomes more competent in learning new behavior (Akkök, 1999).

Social competence is defined as the establishment of a balance between personal goals and social relations by developing more effective social relations in order to fulfill the personal purpose of individuals. The process of social competence

is examined in two dimensions. These consist of adaptive behavior and social skills (Önder, 2009);

1. Adaptive behaviors include physical development of young people and children, independent functional skills, language development and academic competence.

2. Social skills, on the other hand, consist of three sub-dimensions. These dimensions are; task-related behaviors, interpersonal behaviors and self-related behaviors. Task-related behaviors include conducting responsibilities, following instructions, working independently, paying attention to warnings. (Knell, 2016). Interpersonal behaviors; speaking skills, acceptance of authority, play and cooperative behavior. Self-related behaviors; positive attitude towards oneself, moral behaviors and expressing their emotions. In some sources, kabulü peer acceptance olarak is added to the social competence processes as the third sub-dimension. Peer acceptance is considered both as a result of adequate social behavior and as part of social competence. (Merrell and Popinga, 1994).

2.2.2.2. Socialization

Families within the socialization process; giving time to the child is the bridge between the outside world. In addition, the child's feelings or thoughts as it is to be able to convey and reflect it, identifies as the person to be identified. The formation of socialization depends on the following factors (Gülay and Akman, 2009):

Socialization is defined as the learning and teaching processes that occur during the transition to adulthood, which is defined as creativity independent from infancy, which is described as selfishness. socializing; it is shaped as a result of

individuals' social relations with the people around them and gains value with the universal culture of the society in which they live. With socialization, children seem to have learned unintentionally (Crain, 2015).Socialization can be defined as the influence of a group of members on the personality and behavior of a member of another group. The point to be considered in the process of socialization, as in the definition of social skills, is aware of the needs of individuals and respects themselves. In socialization, individuals reveal the behavior required for society by combining them with their individual characteristics. In summary, with the effect of socialization, individuals become a part of society (Yavuzer, 2010).

2.2.2.3. Social Development

In terms of social development, it is seen that the first years of life are critical periods for social development periods. Children are expected to acquire new skills and new behaviors in the transition from individuality to sociality. Social skills contain the necessary skills for successful social development. With social skills, children can establish successful relationships and make significant progress in emotional development by establishing successful relationships with social satisfaction (Newman 2017). The social development process, starting from infancy, continues throughout life. It is called social development when people are sensitive to difficulties or pressures in group life, and behaving like them by interacting with other individuals in the group. Social skills mainly consist of behaviors in the field of social development. Social developments include the process of acquiring the behaviors necessary to adapt to the principles of society or universal cultures as a result of the establishment of social relations with other individuals around the individual (Yavuzer, 2010).

The social development process starts on the first day of infancy. Therefore, the infant's dependence on the mother is the starting point of social relations. Mothers initiate positive social development by establishing the interaction with their babies in the best way. Therefore, the addiction of babies can become a commitment as long as their needs are met. When baby grows, their social environment expands, and children can interact intensively with children and adults in the immediate vicinity, especially with the games played. (Stern, 2018).During the interaction, children may experience a large number of positive or negative behaviors. Therefore, the models that children will adopt determine in general the models they live in and encounter in environmental conditions. As a result of appropriate conditions provided to children; it positively affects the characteristics such as independence and entrepreneurship. Social developments include the process of learning social rules, values, standards and roles for children to adapt to society, establish healthy relationships and survive. Therefore, the child can both form his own individuality and adapt to the society in this process (Gülay and Akman, 2009).

It is seen that socio-culturally different children are raised in families with different lifestyles. When the factors that negatively affect the psychosocial development of these children are examined, problems related to peer relations, education attendance and school success may be encountered. Such problems encountered in daily life have shown that the school curriculum should include social skills teaching. According to social skills training, the main reason for the negative social behavior tendencies of individuals can be evaluated as not knowing the correct social behavior skills. Children realize their social skills systematically and consciously in pre-school education which is the first stage of their education (Nadir and Aktan, 2015). The role of the teacher in preschool education can be listed as creating

a classroom environment in which children can develop their social skills, arranging educational programs to gain social skills, and preschool teacher being a positive role model for children The modern-day man has come to the level of preferring to be comforted in the virtual world and with virtual happiness, to be happy which is the blessings of real life, to live cultural values, to share and to many other beauties(Özbeşler and Duyan, 2012).

2.2.2.4. Methods Used in Social Skills Education

Choosing the social skills training methods among the many methods according to the child's interests and suitable for the development level of the children is important for the implementation of an elective approach based social skills program. The main methods that can be used in social skills training are as follows (Avcıoğlu, 2012);

1. The method of playing the role, the method of reviving the wishes, expectations, emotions and thoughts by using a selected character in a play. The alias for this method is Sosyodrama. Drama (game) method is used predominantly in this method, which also has experimental features, to gain mutual understanding, empathy, knowledge of human relations and skills.

2. Demonstration of a principle, explaining how a job should be done because of the leading role of the leader chosen from society and lead the educational technique (demonstration) is called. (Korukcu, Ersan and Aral, 2015)

3. It is said to be a model in the method where individuals' high level cognitive abilities, skills based on communication with each other, ability to take responsibility, problem solving capacity and sensory and emotional autocontrol are performed effectively. It can be applied as live model and video model. A child's

adoption of this behavior as a witness to an individual's target behavior is called a live model, while the individual sees the target behavior through video and incorporates the behavior he sees into himself as a video model.

4. The method that enables the understanding and understanding of social skills is called coaching method. The use of coaching method in connection with various elements of other methods (role model, effective behavior reinforcement etc.) makes this method powerful.

5. Direct teaching method is one of the most effective methods in teaching social skills. It is thought that this method will work in teaching social skills as in academic skills teaching.

6. An environment in which cognitive process skills are used is realized with active participation of students. During this learning, the student attaches importance to learning by living with active participation and learning with the help of all sensory organs.

7. Children learn with the help of cognitive social learning method by observing a defined role model or following their verbal orientation.

8. The social learning method based on systematic interaction is aimed to raise the social skills of peers whose development process is narrow in standards and social interactions.

9. Drama: With the help of drama method, it is determined that it can be used in social skills education with the aim of helping children to social development and social maturation.

10. Facilitating the learning process of small clusters for a common purpose in cooperation with each other is called “cooperative learning method”. Cooperative learning method is one of the most preferred methods in social skills learning. In

small groups that apply this method regularly, the learning and skill dissemination during the study saves the team time in terms of learning. It can be said that the technique that provides the most opportunities in terms of rapid learning of information, dissemination and generalization to the whole team is the method of collaborative learning.

It is observed that individuals with emotional and cognitive intelligence and skills are children who have high social skills and can apply this skill in preschool periods. It can be observed that children who have healthy, productive social relations in preschool period will be happy and successful individuals who will maintain this healthy relationship even during adulthood, adapt to society and express their feelings and thoughts easily (Meichenbaum, 2017). Preschool education institutions are used to compensate the conditions of families who are not socially and economically adequate and who cannot be emotionally sufficient for their children. Social skills are acquired not only with the help of parents and siblings, but also with the help of friendships. Through preschool institutions, children learn to make friends and socialize in a healthy way. Preschool institutions enable children to communicate with their peers and children of all age groups to create a natural interaction environment (Kandır, 2001).

Children's need to make friends is observed even during infancy. In each period, children need not only to be satisfied but also to gain experience and gain experience. Children gain skills such as empathy, tolerance, sharing. Children learn about social cohesion, rules and aspirations of being a group, and even social cohesion through friendship (Çiftçi and Sucuoğlu, 2013). Children acquire the rules of socialization and socialization in the preschool period by interacting with more people and communicating. In this process, parents and educators should adopt the principle

of being a good observer and role model. Since the parents of today's children are working individuals, they have difficulty in paying enough attention to their children. Therefore, parents cannot make the necessary contribution to their children's social skills. Therefore, in order to help childrens close this gap, social skills training is very important in the development process of children starting from preschool period (Gülay and Akman, 2009).

Modeling is the state of doing and learning by observing and repeating the behavior of someone. For this reason, it is necessary to have the ability to mimic in order to evaluate the model of skill education (Varol, 2005). Modeling is the main stage of teaching social skills. Almost all of the methods used in social skills training are used as models. In order to be a model, teacher or friend can be used or materials such as movie and video can be used (Turhan and Vuran, 2015). It is a method of teaching a skill through direct instructions and practice to enable it to be understood and solved (Gülay, 2011).

In the exchange of education which forms the basis of learning with peer support; in addition to the positive effects on both cognitive, affective and psychomotor skills of both the instructor and the learner, studies aiming affective returns may be needed (Ünver and Akbayrak, 2013). It is aimed to gain the social problem-solving skills in order to overcome these problems in different social events or situations, rather than teaching individual skills. In cases of lack of social skills, this technique may be a preferred reason for saving time (Çiftçi and Sucuoğlu, 2013). Individuals should learn the general lines of communication with the social environment when given social abilities and learn to react differently to different individuals in different situations. So you need to be able to generalize your abilities quite well (Ciechalski and Schmidt, 1995).

2.3. RELATED WORK

The aim of Gömleksiz and Duman's study is to determine the realization level of the achievements of the media literacy course based on the students' opinions and to get the opinions of the school administrators about the media literacy. The sample consists of 925 students studying in ten primary schools in the city center of Elazığ and taking media literacy courses. In addition, four school administrators participated in the study. In the quantitative dimension of the study, a five-point Likert-type scale consisting of 45 items prepared by the researchers based on the achievements of media literacy course was used as data collection tool. The results of the research showed that the students achieve the gains at a high level. School administrators stated that although media literacy course is necessary, there are some problems such as lack of teachers and equipment in practice.

Aktı (2011), Media literacy levels of primary school eighth grade students studying the relationship between levels of social skills and gender, school, television and Internet ownership, Internete place, tv viewing time periods, and the duration of the online connection. The media findings related to the level of literacy, school and interne media literacy levels. The Internet to the media literacy levels of students who were connected from home were compared to the other groups. (Aktı, 2011). Gender, the presence of television at home, computer ownership, duration of television watching and duration of internet connection have not significant difference between the media literacy levels of the students has been detected. Again, the results of the research students' media literacy levels there is no significant relationship between social skills levels.

According to Frost and Hobbs (2003) ’s research 11th grade students' media literacy levels Quin and McMahon's Austrian researchers has applied the media literacy skills tested on the students. To students; media literacy prepared by teachers and experts by applying the English Language Arts Program, where the skills are integrated, have been measured by a survey tool that has been updated by researchers. Measuring tool which was applied in their study consisted of consists of five critical questions that assess students' analysis skills.

In Aydemir's (2013) study, the 8th grade students' media literacy levels coversocio-demographic characteristics, economic situations and frequency of use of media communication tools. According to their study, Internet usage time of students and media literacy levels socio-demographic characteristics of their parents, educational status and various variables contributed to the literacy levels of students.

The purpose of Karaman and Karataş investigated that media literacy levels of teacher candidates and also to define effects of demographic variables on their media literacy level. 495 teacher candidates from Faculty of Education Uşak University formed study’s sample. These teacher candidates were Turkish Teacher Education Department, Primary School Education Department and Social Studies Education Department in 2007-2008 academic year. Data was collected by “Media Literacy Level Determination Scale” which was developed by Karaman and Karataş. Descriptive statics were used with t test, correlation and ANOVA for data analyses. Results showed that, significant differences have been found between media literacy levels and demographic variables.

CHAPTER 3

METHODOLOGY

3.1. Purpose

The aim of this study was to investigate and evaluate the correlation between social skill levels and media literacy levels of secondary school studentsIn this study, the level of literacy, shaping of literacy awareness and social skill levels were evaluated by using questionnaires. Using the results of the survey, the relationship between social media literacy and social skill levels was examined. Within the scope of the research, the following questions were to be answered:

Research Questions

Q1. Is there any significant difference between media literacy levels of high school students depending on gender?

Q2. Is there any significant difference between social skills of high school students depending on gender?

Q3. Is there any significant difference between media literacy levels of high school students depending on age?

Q4. Is there any significant difference between social skills of high school students depending on age?

Q5. Is there any significant difference between media literacy levels of high school students depending on grade level?

Q6. Is there any significant difference between social skills of high school students depending on grade level?

Q7. Is there any significant difference between media literacy levels of high school students depending on father’s educational background?

Q8. Is there any significant difference between social skills of high school students depending on father's educational background?

Q9. Is there any significant difference between media literacy levels of high school students depending on mother's educational background?

Q10. Is there any significant difference between social skills of high school students depending on mother's educational background?

Q11. Are there statistically relationships between media literacy levels and social skills of high school students?

3.2. Importance

The importance of the research is to investigate the social skill levels of high school students. The effects of the results obtained from the social skill level and media literacy level questionnaires applied on high school students in statistical sense reveal the subject and importance of the research.

3.3. Limitations

The fact that the study group consists of students on the European side and consists of private high school students may limit the study.

3.4. Assumptions

In the research, the questions included in the measurement tools used in the scope ofthe participants; correct, sincere and unbiased answers.

3.5. Sample

The study was conducted on 550 high school students selected from private schools in the European side of Istanbul.550 questionnaires were applied for this research and 513 of them were valid in returning questionnaires and 37 questionnaires were canceled due to missing markings.

3.5.1. Demographic Features

The distribution of demographic characteristics of the individuals in the sample obtained as a result of the questionnaire application consists of 5 variables: gender, age, class, father's education and mother's education.

Table 1.*Frequency Table of Demographic Variables*

	Levels	Frequency	Percentage	Current Percentage	Total Percentage
Gender	Woman	218	42,5	42,5	42,5
	Male	295	57,5	57,5	100,0
Age	14 Years	222	43,3	43,3	43,3
	15 Years	209	40,7	40,7	84,0
	16 Years	69	13,5	13,5	97,5
	17 Years	13	2,5	2,5	100,0
Grade	9. grade	223	43,4	43,4	43,4
	10.Grade	199	38,7	38,7	82,1
	11. grade	72	14,0	14,0	96,1
	12.Grade	19	3,7	3,7	100,0
Father Education	Not Literate	5	1,0	1,0	1,0
	Primary school	85	16,6	16,6	17,5
	Middle School	98	19,1	19,1	36,6
	High school	157	30,6	30,6	67,3
	University	168	32,7	32,7	100,0
Mother Education	Not Literate	9	1,8	1,8	1,8
	Primary school	78	15,2	15,2	17,0
	Middle School	63	12,3	12,3	29,2
	High school	191	37,2	37,2	66,5
	University	172	33,5	33,5	100,0
Total		513	100,0	100,0	

In the study, 513 people were interviewed in the selection of the sample and a questionnaire was applied. As a result of the surveys, 218 (42.5%) of the participants were female and 295 (57.5%) were male. When age distribution is examined, it is seen that 222 people are 14 years old (43.3%), 209 people are 15 years old (40.6%), 69 people are 16 years old (13.5%) and 13 people are 17 years old (2.4%).

According to the classes of the participants, 223 of them were 9th grade (43,4%), 199 of them were 10th grade (38.7%), 72 of them were 11th grade (14%) and 19 of them were 12th grade (3.7%) education.

Among the respondents, 5 (1%) fathers were illiterate, 85 fathers (16.6%) were primary school, 98 fathers (19.1%) were middle school and 157 fathers (30.6%) were high school level of education and 168 fathers (32.7%) of participations graduated from university.

Among the participants, 9 (1.8%) mothers were illiterate, 78 (15.2%) mothers were primary, 63 (12.3%) mothers were educated at secondary level, 191 (37,2%) mothers were educated at high school level and 172 mothers (32.7%) of participations graduated from university.

3.6. Data Collection Tools of Research

In this study, “Media Literacy Scale” and “Social Skills Scale” were used to collect research data.

Media Literacy Scale

The Media Literacy Scale developed and used by Karaman and Karataş (2009)and then used by Akti (2011). At the scale; they analyzed and created a reaction, to judge and to see the implicit messages in total 3 dimensions (to have

information, to judge and to see the implicit messages) and consists of 17 items. Scale; 1-disagree, 2-disagree, 3-undecided, 4- agree and 5-fully agree 5-point Likert-type scale was used. Cronbach's alpha reliability coefficient of the scale was calculated as 0.88.This scale was applied to 495 candidate teachers of Uşak University. Substance pool was created for the study. Analyzed by experts to ensure coverage validity 3 and reduced to 41 items. Researcher based on the results of factor analysis in the initial data and reduced to 17.

Sub-dimentions of Media literacy scale;

1. Knowledge
2. Analyse and Generate response
3. Judgment and Implicit Messages

Social Skills Scale

The Social Skill Scale developed by Avcıoğlu (2003) and then used by Yurtseven (2011). At this scale; interpersonal skills (15 items), skills to control anger behavior and adapt to changes (11 items), coping skills with peer pressure (10 items), self-control skills (4 items), verbal explanation skills (7 items), The results are composed of 9 sub-dimensions and 62 items, including the ability to accept results (4 items), listening skills (5 items), goal-setting skills (3 items), and task completion skills (3 items). Scale; a 5-point Likert-type scale was used, which is always numbered (1), usually (3), very little (2) and never (1). They found, the reliability coefficient of the tolal scale was calculated as 0.83.This scale study was applied to 354 students from different socio-economic levels by 71 teachers and evaluated in terms of their social skills. The validity of the scale was tested in two different ways: scope and structure validity. In order to determine how many factors the scale

consisted of, factor analysis was conducted and the construct validity of the scale was tested. The reliability of the scale was tested with Cronbach Alpha coefficient.

Sub-dimentions of Social skills scale;

1. Interpersonal Skills
2. Skills to Control Anger Behaviour and Adapt to Changes
3. Pressing Skills with Peer Pressure
4. Verbal Explanation Skills
5. Self-Control Skills
6. Goal Building Skills
7. Listening Skills
8. Skills to Complete
9. Skills to Accept

CHAPTER 4

RESULTS

The results of the questionnaire which were used in Social Skills and Media Literacy scales were analyzed with the help of SPSS 21 program. When the results investigate, normality tests were applied in order to investigate whether there was a normal distribution inn the data collected from the questtionaires. In addition, the distribution of data showed suitability. According to the results, t-test, anova, correlation analyses were used in the analysis of the data. T-test method was used for the tests which will be used as pair comparison and one-way anova analysis was used for comparison with more than two groups of related variables. When there was a difference between the groups according to the results of the analysis, Post Hoc comparison test and Tukey test were used to determine the groups and values that caused the difference.

During the study, t-test method was used for the tests which will be used as pair comparison. In addition, one-way anova analysis was used for comparison with more than two groups. When there was a difference between the groups according to the results of the analysis, Post Hoc comparison test and Tukey test were used to determine the groups and values that caused the difference.

In the studies, t-test is used to show the detection of differences and the t-value is used in the One-way anova test. The SPSS program is a packet program. Therefore, in order to facilitate the detection of differences, the p value is calculated in both t-test and one-way anova test with SPSS program. If the calculated p value (alpha) is greater than 0.05, no significant results are found. However, if the p value is less than 0.05, it can be said that there are statistically significant differences between the

variables.In this section, the findings of the research question will be discussed. The results can be listed as follows;

4.1.R.Q.1 Is there any significant difference between media literacy levels of high school students depending on gender?

Table2. ***T Test Table for Media Literacy with Gender***

Scale	Levels	Gender	N	Mean	S.S.	t Value	p Value
Media Literacy	Knowledge	Woman	218	4,1429	,69784	2,986	,003
		Male	295	3,9506	,73746		
	Analyse and Generate Response	Woman	218	4,0535	,78790	1,018	,309
		Male	295	3,9836	,75381		
	Judgment and Implicit Messages	Woman	218	3,7729	1,06529	-1,407	,160
		Male	295	3,8975	,93193		

When the results obtained from independent t test were examined, it was found that there is no statistically difference for the dimensions Analyze and Generate Response ($p = 0.309$) and Judgment and Implicit Messages ($p = 0.160$) according to gender ($p > 0.05$).Having knowledge ($p = 0.003$) was found to be statistically different according to gender ($p < 0.05$). When the means were examined, it was found that the level of knowledge of women was higher than that of men.

4.2.R.Q.2 Is there any significant difference between social skills of high school students depending on gender?

As a result of t test to examine whether social skills differ according to gender;

Table3.*Anova Test Table for Gender and Social Skills Scale*

Scale	Levels	Gender	N	Mean	S.S.	t Value	p Value
Social Skills	Interpersonal Skills	Woman	218	3,9016	,89267	,548	,584
		Male	295	3,8595	,83519		
	Skills to Control Anger Behaviour and Adapt to Changes	Woman	218	3,6574	,88716	-,755	,450
		Male	295	3,7149	,80618		
	Pressing Skills with Peer Pressure	Woman	218	3,5349	,96562	-1,515	,130
		Male	295	3,6627	,92925		
	Verbal Explanation Skills	Woman	218	2,8617	,92148	-1,803	,072
		Male	295	3,0126	,94796		
	Self-Control Skills	Woman	218	3,1972	,91837	-2,391	,017
		Male	295	3,3822	,79023		
	Goal Building Skills	Woman	218	2,6835	1,00497	,167	,867
		Male	295	2,6689	,95436		
	Listening Skills	Woman	218	3,5514	,87696	-1,054	,292
		Male	295	3,6298	,79961		
	Skills to Complete Tasks	Woman	218	3,2416	1,00472	,681	,496
		Male	295	3,1819	,96365		
	Skills to Accept Results	Woman	218	3,9450	,70577	,241	,810
		Male	295	3,9297	,71334		

Interpersonal skills (p = 0.584), ability to control anger behavior and adapt to changes (p = 0.450), coping skills with peer pressure (p = 0.130), verbal explanation skills (p = 0.072), goal-building skills (p = 0.072) = 0.867), listening skills (p = 0.292), task completion skills (p = 0.496), and results acceptance skills (p = 0.810) did not differ according to gender (p> 0.05).It was found that the level of self-control skills (p = 0.017) differed according to gender (p <0.05). When the means are examined; it is seen that the self-control skills of men are higher than women.

4.3.R.Q.3 Is there any significant difference between media literacy levels of high school students depending on age?

Table4.*Anova Test Table for Media Literacy with Age*

Scale	Levels	Age	N	Mean	S.S.	FValue	p Value
Media Literacy	Knowledge	14 Years	222	4,2059	,63327	7,991	,000
		15 Years	209	3,8790	,81760		
		16 Years	69	3,9441	,66836		
		17 Years	13	4,0000	,00000		
	Analyse and Generate Response	14 Years	222	4,0698	,68929	7,271	,000
		15 Years	209	4,0407	,79146		
		16 Years	69	3,6594	,89362		
		17 Years	13	4,4872	,17296		
	Judgment and Implicit Messages	14 Years	222	3,9223	,93535	2,495	,059
		15 Years	209	3,7129	1,10185		
		16 Years	69	3,9203	,85373		
		17 Years	13	4,2308	,25944		

Judgment and Implicit Messages (P = 0.059) did not differ according to age (P> 0.05). The post hoc table should be examined in order to identify the groups where the difference originates.

Table 5. ***Post Hoc for Media Literacy Differences by Age***

	(I) KBF2. Age	(J) KBF2. Age	Mean Difference (I-J)	Sig.
Knowledge (BSO)	14 Age	15 Age	,32690*	,000
		16 Age	,26182*	,039
		17 Age	,20592	,742
	15 Age	14 Age	-,32690*	,000
		16 Age	-,06508	,913
		17 Age	-,12098	,934
	16 Age	14 Age	-,26182*	,039
		15 Age	,06508	,913
		17 Age	-,05590	,994
	17 Age	14 Age	-,20592	,742
		15 Age	,12098	,934
		16 Age	,05590	,994
Analyse and generate response (AETO)	14 Age	15 Age	,02915	,978
		16 Age	,41040*	,001
		17 Age	-,41736	,214
	15 Age	14 Age	-,02915	,978
		16 Age	,38125*	,002
		17 Age	-,44651	,165
	16 Age	14 Age	-,41040*	,001
		15 Age	-,38125*	,002
		17 Age	-,82776*	,002
	17 Age	14 Age	,41736	,214
		15 Age	,44651	,165
		16 Age	,82776*	,002

Having Knowledge (P = 0,000) and Analyzing and Reacting (P = 0,000) were found to differ statistically according to age (P <0.05). When the averages were examined, it was found that 14-year-olds had a higher level of Awareness compared to 15-year-olds. In addition, it was found that the level of analyzing and reacting of 16-year-olds was lower than the other age groups.

4.4.R.Q.4 Is there any significant difference between social skills of high school students depending on age?

As a result of f test to examine whether social skills differ according to age;

Table6.*Anova Test Table for Social Skills Scale with Age*

Scale	Levels	Age	N	Mean	S.S.	FValue	p Value
Social Skills	Interpersonal Skills	14 Years	222	3,9032	,77358	3,334	,019
		15 Years	209	3,9489	,89506		
		16 Years	69	3,6696	,99018		
		17 Years	13	3,3897	,66880		
	Skills to Control Anger Behaviour and Adapt to Changes	14 Years	222	3,7061	,87078	,435	,728
		15 Years	209	3,6686	,81740		
		16 Years	69	3,7457	,85913		
		17 Years	13	3,4825	,62034		
	Pressing Skills with Peer Pressure	14 Years	222	3,6005	,96919	1,083	,356
		15 Years	209	3,6751	,90477		
		16 Years	69	3,4783	1,00145		
		17 Years	13	3,3615	,87990		
	Verbal Explanation Skills	14 Years	222	2,9659	,96539	1,558	,199
		15 Years	209	3,0075	,91690		
		16 Years	69	2,7350	,93815		
		17 Years	13	2,8352	,73736		
	Self-Control Skills	14 Years	222	3,2973	,84988	,371	,774
		15 Years	209	3,2883	,86933		
		16 Years	69	3,3261	,79787		
		17 Years	13	3,5385	,91199		
	Goal Building Skills	14 Years	222	2,6036	,92994	2,957	,032
		15 Years	209	2,6396	,95676		
		16 Years	69	2,9324	1,12833		

		17 Years	13	3,1026	,93675		
	Listening Skills	14 Years	222	3,5667	,84520	,399	,754
		15 Years	209	3,6134	,82963		
		16 Years	69	3,6667	,82438		
		17 Years	13	3,4615	,79324		
	Skills to Complete Tasks	14 Years	222	3,2733	,89880	1,854	,136
		15 Years	209	3,1595	1,06572		
		16 Years	69	3,2415	,96995		
		17 Years	13	2,6667	,83887		
	Skills to Accept Results	14 Years	222	3,9696	,72326	1,270	,284
		15 Years	209	3,8660	,73298		
		16 Years	69	4,0254	,58023		
		17 Years	13	4,0192	,68054		

As a result of the t test conducted to examine whether social skills differ according to age, skills to control anger behaviors and adaptation to changes (P = 0.728), coping skills with peer pressure (P = 0.356), verbal explanation skills (P = 0.199), Listening Skills (P = 0.2927), Self-Control Skills (P = 0.774), Completion Skills (P = 0.156), Results Acceptance Skills (P = 0.284) did not differ according to age (P> 0.05). Interpersonal Skills (P = 0.019) and Objective Forming Skills (P = 0.032) levels were found to differ according to age (P <0.05). The post hoc table should be examined in order to identify the groups from which the difference originates.

Table 7. ***Post Hoc for Social Skill Differences by Age***

	(I) KBF2. Age	(J) KBF2. Age	Mean Difference (I-J)	Sig.
Interpersonal Skills (KB)	14 Age	15 Age	-,04572	,945
		16 Age	,23361	,195
		17 Age	,51343	,152
	15 Age	14 Age	,04572	,945
		16 Age	,27933	,087
		17 Age	,55915	,101
	16 Age	14 Age	-,23361	,195
		15 Age	-,27933	,087
		17 Age	,27982	,699
	17 Age	14 Age	-,51343	,152
		15 Age	-,55915	,101
		16 Age	-,27982	,699
Goal Building Skills (EmOC)	14 Age	15 Age	-,03595	,981
		16 Age	-,32876	,068
		17 Age	-,49896	,273
	15 Age	14 Age	,03595	,981
		16 Age	-,29281	,132
		17 Age	-,46301	,340
	16 Age	14 Age	,32876	,068
		15 Age	,29281	,132
		17 Age	-,17020	,938
	17 Age	14 Age	,49896	,273
		15 Age	,46301	,340
		16 Age	,17020	,938

4.5.R.Q.5 Is there any significant difference between media literacy levels of high school students depending on grade level?

Table8.*Anova Test Table for Media Literacy with Classroom*

Scale	Levels	Grade	N	Mean	S.S.	F Value	p Value
Media Literacy	Knowledge	9. grade	223	4,2059	,63327	7,991	,000
		10. grade	199	3,8790	,81760		
		11. grade	72	3,9441	,66836		
		12. grade	19	4,0000	,00000		
	Analyse and Generate Response	9. grade	223	4,0698	,68929	7,271	,000
		10. grade	199	4,0407	,79146		
		11. grade	72	3,6594	,89362		
		12. grade	19	4,4872	,17296		
	Judgment and Implicit Messages	9. grade	223	3,9223	,93535	2,495	,059
		10. grade	199	3,7129	1,10185		
		11. grade	72	3,9203	,85373		
		12. grade	19	4,2308	,25944		

When independent t test results were examined, Judgment and Implicit Messages (P = 0.059) did not differ according to grade level(P> 0.05).

Having Knowledge (P = 0.000) and Analyzing and Reacting (P = 0.000) were found to differ statistically according to the grade level (P <0.05). The post hoc table should be examined in order to identify the groups where the difference originates.

Table 9. ***Post Hoc For Media Literacy Differences By*** **Grade**

	(I) KBF3.grade	(J) KBF3.grade	Mean Difference (I-J)	Sig.
Knowledge (BSO)	9. grade	10. grade	,31934*	,000
		11. grade	,28275*	,021
		12. grade	,15417	,861
	10. grade	9. grade	-,31934*	,000
		11. grade	-,03660	,982
		12. grade	-,16517	,835
	11. grade	9. grade	-,28275*	,021
		10. grade	,03660	,982
		12. grade	-,12857	,927
	12. grade	9. grade	-,15417	,861
		10. grade	,16517	,835
		11. grade	,12857	,927
Analyse and generate response (AETO)	9. grade	10. grade	,01798	,995
		11. grade	,43409*	,000
		12. grade	-,45639	,124
	10. grade	9. grade	-,01798	,995
		11. grade	,41611*	,000
		12. grade	-,47437	,103
	11. grade	9. grade	-,43409*	,000
		10. grade	-,41611*	,000
		12. grade	-,89048*	,000

	12. grade	9. grade	,45639	,124
		10. grade	,47437	,103
		11. grade	,89048*	,000

When the Knowledge and Analyse and generate response titles were examined, a statistically significant difference was found according to the grade variable. In order to observe which groups this difference occurs, the post hoc test showed that there is a significant difference between Grade 9 and Grade 10 and 11 for Knowledge title. For the Analyze and generate response header, there is a significant difference between the 9th grader 11th Grade, the 10th grader with the 11th grader, and the 12th grader with the 11th grade.

4.6.R.Q.6 Is there any significant difference between social skills of high school students depending on grade level?

As a result of the f test conducted to examine whether social skills differed by class;

Table10. ***Anova Test Table for Social Skills Scale with Classroom***

Scale	Levels	Class	N	Mean	S.S.	F Value	p Value
Social Skills	Interpersonal Skill	9. grade	223	3,9011	,77677	3,213	,023
		10. grade	199	3,9467	,89260		
		11. grade	72	3,6981	,99174		
		12. grade	19	3,3667	,64834		
	Skills to Control Anger Behaviour and Adapt to Changes	9. grade	223	3,7080	,86270	,647	,585
		10. grade	199	3,6633	,82975		
		11. grade	72	3,7636	,85089		
		12. grade	19	3,4545	,60513		

	Coping Skills with Peer Pressure	9. grade	223	3,6023	,97299	1,052	,369
		10. grade	199	3,6732	,90477		
		11. grade	72	3,4829	,99666		
		12. grade	19	3,3643	,84545		
	Verbal Explanation Skills	9. grade	223	2,9597	,96643	1,580	,193
		10. grade	199	3,0150	,91750		
		11. grade	72	2,7592	,92279		
		12. grade	19	2,7245	,82058		
	Self Control Skills	9. grade	223	3,2943	,85309	,492	,688
		10. grade	199	3,2907	,86922		
		11. grade	72	3,3179	,79048		
		12. grade	19	3,5714	,88485		
	Goal Building Skills	9. grade	223	2,6061	,93327	2,718	,044
		10. grade	199	2,6396	,95676		
		11. grade	72	2,9190	1,12566		
		12. grade	19	3,0714	,90750		
	Listening Skills	9. grade	223	3,5627	,84781	,619	,603
		10. grade	199	3,6124	,82651		
		11. grade	72	3,6886	,82612		
		12. grade	19	3,4286	,77204		
	Skills to Complete Tasks	9. grade	223	3,2879	,88734	2,373	,070
		10. grade	199	3,1579	1,06671		
		11. grade	72	3,2190	,99092		
		12. grade	19	2,6190	,82542		
	Skills to Accept Results	9. grade	223	3,9693	,72655	1,457	,226
		10. grade	199	3,8636	,73171		
		11. grade	72	4,0464	,56513		
		12. grade	19	3,9464	,70832		

As a result of the f test conducted to examine whether social skills differ according to class, skills to control anger behaviors and adaptation to changes (P = 0.585), coping skills with peer pressure (P = 0.369), verbal explanation skills (P = 0,193), Listening Skills (P = 0,603), Self-Control Skills (P = 0,688), Completion Skills (P = 0,070), Results Acceptance Skills (P = 0,226) did not differ according to the class (P> 0.05).Interpersonal Skills (P = 0.023) and Objective Forming Skills (P = 0.044) levels were found to differ according to class (P <0.05). The post hoc table should be examined to determine the cause of the difference.

Table 11. ***Post Hoc for Social Skill Differences by Class***

	(I) KBF3. **Class**	(J) KBF3. **Class**	Mean Difference (I-J)	Sig.
Interpersonal Skills (KB)	9. grade	10. **Class**	-,04558	,946
		11. **Class**	,20299	,308
		12. **Class**	,53442	,106
	10. grade	9. **Class**	,04558	,946
		11. **Class**	,24857	,152
		12. **Class**	,58000	,068
	11. grade	9. **Class**	-,20299	,308
		10. **Class**	-,24857	,152
		12. **Class**	,33143	,547
	12. grade	9. **Class**	-,53442	,106
		10. **Class**	-,58000	,068
		11. **Class**	-,33143	,547
Goal Building Skills (EmOC)	9. grade	10. **Class**	-,03349	,984

		11. **Class**	-,31299	,088
		12. **Class**	-,46537	,304
	10. grade	9. **Class**	,03349	,984
		11. **Class**	-,27949	,159
		12. **Class**	-,43188	,373
	11. grade	9. **Class**	,31299	,088
		10. **Class**	,27949	,159
		12. **Class**	-,15238	,950
	12. grade	9. **Class**	,46537	,304
		10. **Class**	,43188	,373
		11. **Class**	,15238	,950

When the averages are examined, it is seen that Interpersonal Skills in Grade 12 are higher than those of other grade groups.

4.7.R.Q.7 Is there any significant difference between media literacy levels of high school students depending on father's educational background?

Table12. ***Father's Educational Background and Anova Test Table for Media Literacy***

Scale	Levels	Father Education	N	Mean	S.S.	FValue	p Value
Media Literacy	Knowledge	Not Literate	5	4,5714	,36422	1,353	,249
		Primary school	85	3,9227	,78542		
		Middle School	98	4,0933	,75149		
		High school	157	4,0291	,69342		
		University	168	4,0391	,71432		
	Analyse and Generate Response	Not Literate	5	4,5333	,44721	1,167	,325
		Primary school	85	3,9039	,87717		
		Middle School	98	4,0204	,78585		
		High school	157	4,0021	,72255		
		University	168	4,0595	,74564		
	Judgment and Implicit Messages	Not Literate	5	4,7500	,43301	1,700	,149
		Primary school	85	3,6912	,97944		
		Middle School	98	3,8316	1,07020		
		High school	157	3,9029	,92795		
		University	168	3,8482	1,00933		

Having knowledge ($p = 0.249$) and being able to judge, analyze and generate responses ($p = 0.325$) and to see implicit messages ($p = 0.149$) were found to be statistically not different according to father's educational status ($p > 0.05$).

4.8.R.Q.8 Is there any significant difference between social skills of high school students depending on father's educational background?

As a result of the f test conducted to examine whether social skills differ according to father's educational level;

Table13.*Anova Test Table for Social Skills Scale with Father Education Status*

Scale	Levels	Father Education	N	Mean	S.S.	FValue	p Value
Social Skills	Interpersonal Skills	Not Literate	5	3,6133	,63666	,379	,823
		Primary school	85	3,8267	,76041		
		Middle School	98	3,9163	,95047		
		High school	157	3,8466	,89472		
		University	168	3,9169	,82762		
	Skills to Control Anger Behaviour and Adapt to Changes	Not Literate	5	3,4364	,76439	1,181	,318
		Primary school	85	3,7701	,81933		
		Middle School	98	3,8145	,78060		
		High school	157	3,6300	,82464		
		University	168	3,6420	,89921		
	Pressing Skills with Peer Pressure	Not Literate	5	3,1800	1,33866	,773	,543
		Primary school	85	3,7035	,91891		
		Middle School	98	3,6459	,98202		
		High school	157	3,6255	,90127		
		University	168	3,5351	,96998		
	Verbal Explanation Skills	Not Literate	5	2,8286	1,53663	,740	,565
		Primary school	85	2,9563	,86449		
		Middle School	98	2,8120	,94329		
		High school	157	3,0127	,91650		
		University	168	2,9677	,97615		
	Self-Control Skills	Not Literate	5	3,6000	1,00933	,926	,449

		Primary school	85	3,3647	,85439		
		Middle School	98	3,4031	,82458		
		High school	157	3,2325	,88665		
		University	168	3,2723	,82705		
	Goal Building Skills	Not Literate	5	2,2000	,55777	1,201	,310
		Primary school	85	2,7725	,96391		
		Middle School	98	2,6769	,94336		
		High school	157	2,7473	1,02421		
		University	168	2,5714	,95761		
	Listening Skills	Not Literate	5	3,2000	,86023	1,436	,221
		Primary school	85	3,7176	,73827		
		Middle School	98	3,4898	,80264		
		High school	157	3,6548	,86071		
		University	168	3,5548	,86466		
	Skills to Complete Tasks	Not Literate	5	3,0667	,98319	,607	,658
		Primary school	85	3,1529	1,05353		
		Middle School	98	3,2823	,93837		
		High school	157	3,2696	1,01002		
		University	168	3,1369	,94304		
	Skills to Accept Results	Not Literate	5	3,7000	,32596	1,880	,113
		Primary school	85	3,9941	,66141		
		Middle School	98	3,7781	,72233		
		High school	157	4,0048	,70681		
		University	168	3,9420	,72693		

As a result of the f test; interpersonal skills (p = 0.823), ability to control anger behavior and adapt to changes (p = 0.318), coping skills with peer pressure (p = 0.543), self-control skills (p = 0.449), verbal explanation skills (p = 0.449) p = 0.565), goal-building skills (p = 0.310), listening skills (p = 0.221), task completion skills (p

= 0.658), the ability to accept the results (p = 0.113) did not differ according to the educational status of the father (p > 0.05).

4.9.R.Q.9 Is there any significant difference between media literacy levels of high school students depending on mother's educational background?

Table14. ***Mother's Educational Background and Anova Test Table for Media Literacy***

Scale	Levels	Mother Education	N	Mean	S.S.	FValue	p Value
Media Literacy	Knowledge	Not Literate	9	3,8889	,68055	,975	,421
		Primary school	78	4,0678	,66239		
		Middle School	63	4,0975	,66455		
		High school	191	4,0763	,69859		
		University	172	3,9510	,80403		
	Analyse and Generate Response	Not Literate	9	3,8148	,83102	,658	,621
		Primary school	78	4,1090	,73209		
		Middle School	63	4,0079	,68485		
		High school	191	4,0305	,77333		
		University	172	3,9632	,80685		
	Judgment and Implicit Messages	Not Literate	9	3,9167	,70711	,206	,935
		Primary school	78	3,8750	1,03333		
		Middle School	63	3,9246	,82871		
		High school	191	3,8390	1,00489		
		University	172	3,8038	1,03185		

As a result of the f test conducted to examine whether it differs according to the mother's educational status, having knowledge (P = 0.421), being able to analyze and react (P = 0.621), and judging and being able to see implicit messages (P = 0.935) is (P> 0.05).

4.10.R.Q.10 Is there any significant difference between social skills of high school students depending on mother's educational background?

As a result of the anova test conducted to examine whether social skills differ according to maternal education;

Table15. ***Anova Test Table for Mother Education and Social Skills Scale***

Scale	Levels	Mother Education	N	Mean	S.S.	FValue	p Value
Social Skills	Interpersonal Skills	Not Literate	9	4,0460	,63448	,356	,840
		Primary school	78	3,9590	,87388		
		Middle School	63	3,8324	,81575		
		High school	191	3,8491	,85351		
		University	172	3,8795	,89007		
	Skills to Control Anger Behaviour and Adapt to Changes	Not Literate	9	3,4545	,74134	1,124	,344
		Primary school	78	3,7296	,77638		
		Middle School	63	3,5267	,84671		
		High school	191	3,6770	,84667		
		University	172	3,7600	,86400		
	Pressing Skills with Peer Pressure	Not Literate	9	3,9222	,76612	,456	,768
		Primary school	78	3,5641	,96173		
		Middle School	63	3,5413	,96964		
		High school	191	3,5969	1,00393		
		University	172	3,6494	,87496		
	Verbal Explanation Skills	Not Literate	9	3,0794	,74612	1,180	,319
		Primary school	78	2,7802	,94022		
		Middle School	63	2,9524	,85175		
		High school	191	2,9215	,95434		
		University	172	3,0465	,95699		
	Self-Control Skills	Not Literate	9	3,2222	,66667	,574	,682
		Primary school	78	3,4359	,84172		
		Middle School	63	3,2817	,96772		
		High school	191	3,2893	,80199		

		University	172	3,2718	,87478		
	Goal Building Skills	Not Literate	9	2,1852	,89925	1,495	,202
		Primary school	78	2,8632	1,04920		
		Middle School	63	2,5820	,93511		
		High school	191	2,6440	,96310		
		University	172	2,6841	,96614		
	Listening Skills	Not Literate	9	3,2889	,83732	1,460	,213
		Primary school	78	3,7462	,81139		
		Middle School	63	3,5619	,77863		
		High school	191	3,6335	,83182		
		University	172	3,5163	,85919		
	Skills to Complete Tasks	Not Literate	9	3,4815	1,11941	,629	,642
		Primary school	78	3,0940	1,01062		
		Middle School	63	3,2751	,98472		
		High school	191	3,1798	,90076		
		University	172	3,2500	1,04613		
	Skills to Accept Results	Not Literate	9	4,0556	,56978	,554	,696
		Primary school	78	3,9423	,81277		
		Middle School	63	3,9405	,67459		
		High school	191	3,9804	,68196		
		University	172	3,8765	,71149		

As a result of the f test; interpersonal skills (p = 0.840), ability to control anger behavior and adapt to changes (p = 0.344), coping skills with peer pressure (p = 0.768), self-control skills (p = 0.682), verbal explanation skills (p = 0.682) p = 0,319), goal-building skills (p = 0.202), listening skills (p = 0,213), task completion skills (p = 0,642), and the ability to accept results (p = 0,696) did not differ according to maternal education level (p > 0.05).

4.11.R.Q.11 Are there statistically relationships between media literacy levels and social skills of high school students?

Table16. ***Correlation Relationship Table***

Correlations												
	Knowledge	Analyse and Generate Response	Judgment and Implicit Messages	Interpersonal Skills	Behaviour and Adapt to Changes	Pressing Skills with Peer Pressure	Verbal Explanation Skills	Self-Control Skills	Goal Building Skills	Listening Skills	Skills to Complete Tasks	Skills to Accept Results
Knowledge	**1**	**,743****	**,558****	**,196****	**-,090***	**-,037**	**-,023**	**-,025**	**-,014**	**-,041**	**-,009**	**-,050**
Analyse and Generate response	**,743****	**1**	**,669****	**,167****	**-,147****	**-,018**	**-,046**	**-,039**	**-,002**	**-,062**	**-,013**	**-,070**
Judgment and Implicit Messages	**,558****	**,669****	**1**	**,070**	**-,098***	**,011**	**,007**	**-,008**	**,045**	**-,064**	**-,060**	**-,052**
Interpersonal Skills	**,196****	**,167****	**,070**	**1**	**,039**	**-,052**	**,056**	**-,049**	**,006**	**,026**	**,021**	**,037**
Skills to Control Anger Behaviour and Adapt to	**-,090***	**-,147****	**-,098***	**,039**	**1**	**-,019**	**,084**	**,062**	**,059**	**,035**	**-,056**	**,003**
Pressing Skills with Peer Pressure	**-,037**	**-,018**	**,011**	**-,052**	**-,019**	**1**	**,041**	**,018**	**-,283****	**,024**	**-,027**	**-,008**
Verbal Explanation Skills	**-,023**	**-,046**	**,007**	**,056**	**,084**	**,041**	**1**	**,017**	**,082**	**,032**	**-,027**	**-,071**
Self-Control Skills	**-,025**	**-,039**	**-,008**	**-,049**	**,062**	**,018**	**,017**	**1**	**,199****	**,013**	**-,021**	**,010**
Goal Building Skills	**-,014**	**-,002**	**,045**	**,006**	**,059**	**-,283****	**,082**	**,199****	**1**	**,020**	**,004**	**-,026**
Listening Skills	**-,041**	**-,062**	**-,064**	**,026**	**,035**	**,024**	**,032**	**,013**	**,020**	**1**	**-,070**	**,419****
Skills to Complete	**-,009**	**-,013**	**-,060**	**,021**	**-,056**	**-,027**	**-,027**	**-,021**	**,004**	**-,070**	**1**	**-,059**
Skills to Accept	**-,050**	**-,070**	**-,052**	**,037**	**,003**	**-,008**	**-,071**	**,010**	**-,026**	**,419****	**-,059**	**1**

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

According to media literacys'"knowledge" dimension;

- There is a positive high-level relationship between Analyse and Generate Response (r = 0.743).
- There is a positive high-level relationship between Judgment and Implicit Messages (r = 0.558).
- There is a weak positive correlation between Interpersonal Skills (BP) (r = 0.196).
- There is a very weak negative correlation between Skills to Control Anger Behaviour and Adapt(r = -0.090).

According to media literacys' "Analyse and Generate Response" dimension;

- There is a positive high-level relationship between Judgment and Implicit Messages (r = 0,669).
- There is a very weak positive correlation between interpersonal skills(r = 0.167).
- There is a very weak negative correlation between the Skills to Control Anger Behaviour and Adapt(r = -0,147).

According to the results of the correlation, the ability of the student to analyze and generate reactions is highly related to the ability to judge and to see implicit messages. Any student who is able to analyze and generate reactions is likely to conclude on any subject and develop the ability to understand implicit messages.There is a weak correlation between interpersonal skills and ability to analyze and react according to the correlation results. It is not expected that interpersonal skills of students who can analyze and generate reactions are equally high and interrelated. Interpersonal skill is more of a communication-based skill while

analyzing and reacting with other individuals is not related to their communication with other individuals, but rather it is a skill that provides better understanding of any situation and making the right judgments.

According to social skills' "Judgment and Implicit Messages" dimension;

- There is a very weak negative correlation between the Skills to Control Anger Behaviour and Adapt (r = -0.098).

According to social skills' "Pressing Skills with Peer Pressure" dimension;

- There is a negative correlation between Goal Building Skills (emoc) (r = -0.283).

According to social skills' "Self-Control Skills" dimension;

- There is a weak positive correlation between Goal Building Skills (emoc) (r = 0.199).

According to social skills' "Listening Skills" dimension;

With listening skills;

- There is a moderate positive relationship between skill to accept results (r = 0.419).

The data obtained as a result of anova analysis can be listed as follows;

When the relationship between media literacy and gender is examined; in the questionnaire that measures the students' media literacy, there was a difference in the subscale of having information according to the gender of the participants ($t = 2.986$, $p = 0.003 < 0.05$).When the relationship between social skills and gender of individuals is examined; when the relationships between gender and social skills are examined; interpersonal skills ($p = 0.584$), controlling anger behavior and adapting to

changes (p = 0.450), peer pressure and coping skills (p = 0.130), verbal explanation skills (p = 0.072), objective forming skills (p = 0.072) = 0.867), listening skills (p = 0.292), task completion skills (p = 0.496), results acceptance skills (p = 0.810) do not show different results according to gender but self-control skills (p = 0.017) different results according to gender has been determined.When the relationship between media literacy and age of individuals is examined; according to the results of the analysis, it was understood that the subtitle of judicial and implicit messages in the media literacy scale did not show difference according to different ages, but it was found that the sub-titles of having information and analyzing and generating responses at the same scale reached statistical differences according to different ages.When the relationship between social skills and the age of individuals is examined; it is observed that the skills of controlling anger behaviors and adapting to changes, coping skills with peer pressure, verbal explanation skills, listening skills, self-control skills, completing tasks, and accepting the results are higher than 0.05. According to these results, it can be said that all sub-titles with p value greater than 0.05 do not differ statistically according to age. When the p values of the interpersonal skills and goal-building skills are smaller than 0.05, differences are observed statistically according to age groups.When the relationship between media literacy and classes of individuals is examined; according to the results of Anova test, it is found that Judgment and Implicit Messages (P = 0.059> 0.05) does not show significant difference according to grade level. <0,05), it is observed that there is a significant difference depending on class levels statistically.When the relationship between social skills and classes of individuals is examined; in the analysis table, statistically significant results were obtained in Interpersonal Skills and Objective Forming Skills sub-headings of class levels and social skill scale. In addition, there

are no differences in subheadings of Anger Behavior Control and Adaptation Skills, Peer Pressure and Coping Skills, Verbal Explanation Skills, Listening Skills, Self Control Skills, Task Completion Skills and Results Acceptance Skills.When the relationship between media literacy and educational status of fathers of individuals is examined; According to the results of the analysis, it was found that the educational status of the fathers of the participants did not have a statistically significant effect on media literacy.When the relationship between social skills and educational status of fathers of individuals is examined; According to the results of the study, it was found that the educational status of the fathers of the participants did not have a statistically significant effect on social skills.When the relationship between media literacy and educational status of mothers of individuals is examined; It is observed that mother education level does not have a statistically significant effect on determining students' media literacy levels.When the relationship between social skills and educational status of mothers of individuals is examined; according to the results of the study, it is observed that mother's educational status does not have a statistically significant effect on determining social skill levels of students.

The data obtained as a result of correlation analysis can be listed as follows;

According to the correlation results, there is an inverse relationship between the ability to analyze and react, and the ability to control anger behaviors and adapt to changes. According to this result, it can be said that the more skillful a student is in terms of analyzing and reacting skills, the weaker they are in terms of controlling anger behaviors and adapting to changes.According to the correlation results found in the study, there is an inverse and weak relationship between the ability to judge and see implicit messages and the ability to control anger behaviors and adapt to changes.There is an inverse weak relationship between peer pressure and coping skills

and goal-building skills. The ability to cope with peer pressure is not high, nor does it result in a higher level of goal-building skills.According to the correlation analysis results, there is a weak relationship between self-control and goal-building skills.According to the correlation study, a moderate level relationship was found between resting skills and control skills.

CHAPTER 5

DISCUSSION

In the study of Aktı (2011), the relationship between media literacy and social skill levels of 8th grade students were examined. It was also asked whether these levels showed a significant difference with gender, school, having computer, having TV, connecting to Internet etc. and whether there was a relationship between media literacy levels and social skill levels. The study was conducted in selected schools in 5 different regions in Elazig. The study consists of 947 eighth grade students. In order to obtain students' views, two different scales were used: Media Literacy Level Determination Scale developed by Karaman and Karataş (2009) and “Social Skills Inventory” developed by Riggio in 1989 and then translated into Turkish by Galip Yüksel in 2004.

As a result of Aktı’s research, no significant relationship was found between social skill level and media literacy level. When the relationship is examined according to sub-dimensions; some sub-dimensions seem to be related, but this relationship is very weak. In this study similar to Aktı’s research followings are obtained according to the results of the correlation, the ability of the student to analyze and generate reactions is highly related to the ability to judge and to see implicit messages. Any student who is able to analyze and generate reactions is likely to conclude on any subject and develop the ability to understand implicit messages. There is a weak correlation between interpersonal skills and ability to analyze and react according to the correlation results.

In the study titled "Media Literacy Levels of the Candidate Teachers" conducted by Karaman and Karataş in 2009, it is aimed to reveal the media literacy

levels of teacher candidates and to determine the variables such as computer ownership, Internet access, newspaper / magazine watching, TV watching frequency and Internet usage frequency to determine the effect on the level of literacy. The findings of the research conducted on 495 teacher candidates in Usak University. Teacher candidates's age, gender, department, type of education and graduation in terms of high schools, media literacy levels do not change.In the study, similar results were observed and it was observed that the general demographic data of high school students such as age and gender did not give significant results in terms of media literacy.

The aim of Şenol and Türkçapar's study is to determine the social skill levels of prospective teachers studying at university. In this context, "Personal Information Form" and 'Social Skills Scale hazırlanmış prepared by the researcher were applied to the students in the sample for the purposes of the research. The Social Skills Inventory (SSI) was developed by Riggio in 1986 and revised in 1989 to take its current form. The sample of the study is composed of 1005 pre-service teachers in physical education and sports teaching and classroom teaching departments of Kahramanmaraş Sütçü İmam Universty, 505 in physical education students, 25 in each of the 1st, 2nd, 3rd and 4th grades, and 500 of the primary school students. It was concluded that there was no difference in the family income level sub-dimensions of the participants while there was a significant difference in the sub-dimensions of the program, gender and housing. These results are in parallel with following results of this study: Gender has statistically significant effect on social skills levels of high school students.

Hopurcuoğlu's (2016) study examines the media literacy levels of students with primary school elective media literacy course. In this research, the level of media

literacy of two different groups, with and without media literacy courses, is discussed. These levels are analyzed by average score, grade level and gender. The t-test is used to determine the difference between the two groups. In addition, as a result of this research, it is concluded that media literacy levels do not differ significantly according to class and gender.When these results are compared with the research, the data obtained are said to be similar. In this study, when the results obtained from independent t test were examined, it was found that there is no statistically difference for the sub-dimensions.

Aydemir (2013), Media Literacy of Middle School 8th Grade Students Examination of Levels in Terms of Various Variations the level of media literacy of middle school 8th grade students in the study; socio demographic characteristics, socio-economic status, use of media communication tools frequency and the status of media literacy courses. In the study, the method of quantitative research was applied by the relational search method. In addition, the level of parental education and having a higher socio-economic level, the readership of books, magazines and newspapers, students who watch less television, computers with Internet connection and mobile phones media literacy levels were found to be higher. Contrary to the results of Aydemir's study, this study did not reveal a significant effect of parents' educational status on media literacy.

SUGGESTIONS

The media literacy course, which is offered as an elective in schools, should be given with the aim of developing an understanding that will transform the media messages encountered in the students into meaningful and useful structures, think, criticize and question these messages, and develop themselves in terms of effective learning and teaching methods.

According to the data obtained, it was seen that the average of female students was higher in the subsection of having information. It was found that there was no difference in the sub-dimentions of media literacy scale to be able to analyze and generate responses, and the sub-dimensions to judge and see implicit messages.

As a suggestion for the relationship between media literacy and gender ancestor; in schools, trainings can be organized in order to raise awareness about the more effective use of media and to change the perceptions of male students in this area in a positive way. Teachers can guide students in this regard. Seminars can be organized to inform their families about these issues. Raising the awareness of the family will help them guide them.

As a gender-based suggestion, self-control skills of women and men differ, and different studies should be conducted by looking at the mean of men and women. It can be said that it will be useful if various activities and studies are carried out to increase the average of women more and to raise awareness. Staying under pressure, being controlled for a long time and being open to negative criticism, etc. gaining skills is the foundation of self-control. In order to achieve these, individuals should be self-confident, controlled and self-respecting individuals. If these conditions are increased, the ability to self-control can be expected to increase.

When the results of the analyzes were examined, it was found that there were statistically significant differences in the interpersonal skills and goal formation skills subgroups according to age groups. When the averages are examined, it is observed that interpersonal skills are higher in the 17-year-old group compared to other age groups.According to relationship between social skills and the age of individuals, these are suggested; in order to integrate the skills in the 17 age group, which is the age at which the communication skills of the high school students gain healthy way, to complement these deficiencies in all age groups by means of various communication games and group works.

When the students are examined on the basis of grade levels, it is observed that the level of having knowledge is higher than those in the 10th and 11th grade. In order to apply this to other classroom levels, awareness studies can be carried out in cooperation with teachers and guidance units. In addition, students have the highest average analysis and reaction to 11. grade. In order to transfer this skill to smaller groups, it can be provided by coaching the 9th and 10th grade students of the 11th grade students.

In order to develop interpersonal skills and goal building skills, personal development programs can be created with the help of MoNE (Ministry of National Education) and applicable curriculum programs can be added to the required class levels.When the impact of mothers' andfathers' learning level of the surveyed students is analyzed,a more detailed learning scale can be used to obtain a clearer result.

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ATTACHMENTS

Değerli Katılımcılar,

Yüksek lisans çalışmasının uygulama verilerinin elde edilebilmesi için eklerde yer alan sorularla, sizlerin görüşlerinizin alınması amaçlanmıştır. Anket sorularıyla ilgili görüşlerinizin alınması çalışmanın tamamlanabilmesi açısından çok önemlidir. Sorular içerisinde şahsınızla ilgili özel bilgiler yer almamaktadır.

Soruları yanıtlarken göstereceğiniz samimiyet ve sabır sonuçların daha güvenilir olmasını sağlayacaktır. Bu sebeple her soru ile ilgili cevabınızı seçtiğiniz kutucuğu işaretleyiniz. Lütfen tüm soruları cevaplayınız. Anket formunu dolduran kişinin kimlik bilgileri alınmadığından için isim, soy isim ve okul bilgilerinizi yazmayınız. Araştırmanın amacına ulaşması için lütfen tüm anket sorularını samimiyetle ve doğru şekilde doldurmadaki göstereceğiniz özen ve sabır için teşekkür ederiz.

Tezi Danışmanı	Tezi Hazırlayan
Dr. ALPER BAYAZIT	SİBEL AKDOĞAN

EK-A Kişisel Bilgi Formu

1. **Cinsiyetiniz?**

   a. Kadın ( ) b. Erkek ( )

2. **Yaşınız?**

   a. 14 yaş ( ) b. 15 yaş ( ) c. 16 yaş ( ) d. 17 yaş ( )

3. **Sınıfınız?**

   a. 9. Sınıf ( ) b. 10. Sınıf ( ) c. 11. Sınıf ( )

4. **Babanızın Eğitim Durumu?**

   a. Okur-yazar değil ( )

   b. İlkokul ( )

   c. Ortaokul ( )

   d. Lise ( )

   e. Üniversite ( )

5. **Annenizin Eğitim Durumu?**

   a. Okur-yazar değil ( )

   b. İlkokul ( )

   c. Ortaokul ( )

   d. Lise ( )

   e. Üniversite ( )

EK-B Medya Okuryazarlık Ölçeği

Aşağıda lise düzeyindeki öğrencilerin cevaplaması istenen bazı medya okuryazarlığı ile ilgili ifadeler yer almaktadır. Bütün ifadeleri okuyunuz ve ilgili sorularda size en uygun olan yere (X) işareti koyunuz. Seçenekler, 1-Hiç katılmıyorum, 2-Katılmıyorum, 3-Kararsızım, 4- Katılıyorum, 5- Tamamen Katılıyorum, şeklinde olup, ilgili sorularda size en uygun olan yere (X) işareti koyunuz. Lütfen eksik veya çift işaretleme yapmayınız.

		Hiç Katılmıyorum	**Katılmıyorum**	**Kararsızım**	**Katılıyorum**	**Tamamen Katılıyorum**
		1	**2**	**3**	**4**	**5**
Bilgi sahibi olmak	6. Kitle iletişim araçlarında yer alan mesajların doğruluğuna ve yanlışlığına kendim karar verebilirim.	**1**	**2**	**3**	**4**	**5**
	7. Kitle iletişim araçları tarafından üretilen tüketim kültürü, şiddet vb. değerlerin farkına varırım.	**1**	**2**	**3**	**4**	**5**
	8. Mesajların hangi amaçlarla (sosyal sorumluluk, tüketim, bilgi verme, eğlendirme vb.) oluşturduğunu fark ederim.	**1**	**2**	**3**	**4**	**5**
	9. Kitle iletişim araçlarındaki yayınların olumlu ve olumsuz yanlarını belirlerim.	**1**	**2**	**3**	**4**	**5**
	10.Kitle iletişim araçlarında verilen mesajlara eleştirel bir bakış açısıyla bakarım.	**1**	**2**	**3**	**4**	**5**
	11.Kitle iletişim araçlarının bireyleri nasıl etkilediği konusunda yeterliliğe sahibim.	**1**	**2**	**3**	**4**	**5**

	12.Kitle iletişim araçlarının politik, ekonomik, kültürel ve sosyal önceliklerinin olduğunu fark ederim.	**1**	**2**	**3**	**4**	**5**
Analiz Edebilme ve Tepki Oluşturabilme	13.Kitle iletişim araçlarındaki mesajlara olumlu ve olumsuz tepki veririm.	**1**	**2**	**3**	**4**	**5**
	14.Kitle iletişim araçlarındaki yayınların olumsuzluklarından korunma konusunda önerilerde bulunurum.	**1**	**2**	**3**	**4**	**5**
	15.Verilen mesajların farklı kitle iletişim araçlarında farklı biçimlerde oluşturulduğunu bilirim.	**1**	**2**	**3**	**4**	**5**
	16.Kitle iletişim araçlarının yayınlarında kanuni ve etik kurallara bağlı kalınıp kalınmadığını takip ederim.	**1**	**2**	**3**	**4**	**5**
	17.Birey olarak kitle iletişim araçlarındaki üretim sürecine ne kadar etkim olacağını bilirim.	**1**	**2**	**3**	**4**	**5**
	18.Kitle iletişim araçlarında yanlı habercilik yapıldığının hemen farkına varırım.	**1**	**2**	**3**	**4**	**5**
Yargılayabilme ve Örtük Mesajları Görebilme	19.Kitle iletişim araçlarında yapılan gizli reklamı fark ederim.	**1**	**2**	**3**	**4**	**5**
	20.Sponsorların yayın üzerindeki etkisini gözlemleyebilirim.	**1**	**2**	**3**	**4**	**5**
	21.Kitle iletişim araçlarının aktardığı örtük (geride kalan mesajların) farkına varırım.	**1**	**2**	**3**	**4**	**5**
	22.Kitle iletişim araçlarıyla verilen mesajlardaki anlamaları çözümlemede	**1**	**2**	**3**	**4**	**5**

	yeterliliğe sahibim.					

EK-C Sosyal Beceri Ölçeği

Aşağıda lise düzeyindeki öğrencilerin sahip olması gereken bazı sosyal beceriler yer almaktadır. Bütün ifadeleri okuyunuz ve sosyal becerilerle ilgili sorularda size en uygun olan yere (X) işareti koyunuz.

		Her Zaman Yapar	**Çok Sık Yapar**	**Genellikle Yapar**	**Çok Az Yapar**	**Hiçbir Zaman Yapmaz**
Kişiler Arası Beceriler (KB)	23. Başkalarının duygularının farkına varır.	1	2	3	4	5
	24. Hata yaptığında özür diler.	1	2	3	4	5
	25. Grup üyelerinden izin alarak gruba katılır.	1	2	3	4	5
	26. Başkaları kendisinden yardım istediğinde yardım eder.	1	2	3	4	5
	27. Arkadaşlarına gönüllü olarak yardım eder.	1	2	3	4	5
	28. Başkalarını oyun oynamaya davet eder.	1	2	3	4	5
	29. Gönüllü olarak öğretmeni ya da öğretmenlerine yardım eder.	1	2	3	4	5
	30. Bir gruba kolayca katılır.	1	2	3	4	5
	31. Başkalarıyla kolayca arkadaşlık kurar.	1	2	3	4	5
	32. Anlamadığı kurallar olduğunda bunları sorar.	1	2	3	4	5
	33. Arkadaşlarına iltifatta bulunur.	1	2	3	4	5
	34. Kendi kendisine iltifatta bulunur.	1	2	3	4	5
	35. Başkalarıyla karşılaştığında (sözlü ya da basıyla) selam verir.	1	2	3	4	5
	36. Başkalarının duygularına saygı gösterir.	1	2	3	4	5
	37. Sırasını bekler.	1	2	3	4	5
Uyum ve Değişiklikler	38. Başkasının kızgınlığının farkına varır.	1	2	3	4	5
	39. Kızgınlığını uygun şekilde sözel olarak ifade eder.	1	2	3	4	5

	40. Sürekli olmayan değişikliklere kolayca uyum gösterir.	1	2	3	4	5
	41. Sürekli değişikliklere tepki gösterir.	1	2	3	4	5
	42. Kızgınlığının başladığını fark eder.	1	2	3	4	5
	43. Olumlu değişiklikleri kolayca kabul eder.	1	2	3	4	5
	44. Olumsuz değişiklikleri kolayca kabul eder.	1	2	3	4	5
	45. Bağımsız olarak karar alır.	1	2	3	4	5
	46. Başkalarıyla arasında olan anlaşmazlığı idare eder.	1	2	3	4	5
	47. Kendisinden istenilenleri olumlu bir şekilde reddeder.	1	2	3	4	5
	48. Arkadaşlarının mantıklı düşüncelerini kabul eder.	1	2	3	4	5
Akran Baskısı ile Basa Çıkma Becerileridir (ABBÇB).	49. Olumsuz grup baskısına uygun şekilde hayır der.	1	2	3	4	5
	50. Olumsuz akran baskısına uygun şekilde hayır der.	1	2	3	4	5
	51. Olumsuz akran baskısına uygun şekilde karsı koyar.	1	2	3	4	5
	52. Akran baskısına rağmen kendi düşüncelerini uygun şekilde savunur.	1	2	3	4	5
	53. Arkadaşlarının mantıklı olmayan düşüncelerini uygun şekilde reddeder.	1	2	3	4	5
	54. Oynadığı bir oyunda üstlendiği rollerini akran baskısına rağmen yerine getirir.	1	2	3	4	5
	55. Akran baskısını görmezlikten gelir.	1	2	3	4	5
	56. Arkadaşlarının kızgınlığını kontrol etmeye çalışır.	1	2	3	4	5
	57. Farklı düşüncelerin oluştuğu durumlarda arkadaşlarıyla uzlaşır.	1	2	3	4	5
	58. Olumsuz grup baskısına uygun şekilde hayır der.	1	2	3	4	5
Sözel Açıklama Becerileri (SAB)	59. Başkalarına kendini tanıtır.	1	2	3	4	5
	60. Başkalarına arkadaşlarını tanıtır.	1	2	3	4	5
	61. Akran övgüleriyle karşılaştığında bu durumu açıklar.	1	2	3	4	5
	62. Başkalarınca anlaşılmayan davranışlar sergilediğinde bunları açıklar.	1	2	3	4	5
	63. Güçlü ve zayıf yanlarını tanımlar.	1	2	3	4	5
	64. Başkalarınca verilen yönergeleri anlamadığında bunu ifade eder.	1	2	3	4	5
	65. Başkalarına sözel olarak çeşitli görevleri dağıtır.	1	2	3	4	5
Kendini Kontrol Etme Becerileri (KKEB)	66. Baskı altında sakin kalır.	1	2	3	4	5
	67. Baskı altında kendini uzun süre kontrol etmeye devam eder.	1	2	3	4	5
	68. Sınıfta sessizce öğretmenini bekler.	1	2	3	4	5
	69. Kendisine yapılan olumsuz eleştirileri doğru bulduğunda kabul eder.	1	2	3	4	5

Amaç Oluşturma Becerileri (AOB)	70. Bağımsız olarak kendine bir amaç oluşturur.	1	2	3	4	5
	71. Birbirini izleyen amaçlar oluşturur.	1	2	3	4	5
	72. Oluşturduğu amaç ya da amaçları başarmak için çaba gösterir.	1	2	3	4	5
Dinleme Becerileri (DB)	73. Başkalarınca verilen sözel yönergeleri dinler.	1	2	3	4	5
	74. Başkalarıyla etkileşim içerisindeyken konuşan kişiyi aktif olarak dinler.	1	2	3	4	5
	75. Başkalarınca verilen sözel yönergeleri yerine getirmeye çalışır.	1	2	3	4	5
	76. Başkalarının konuşmalarından duyduklarını açıklar.	1	2	3	4	5
	77. Başkaları konuşurken konuşan kişiyle göz ilişkisi kurar.	1	2	3	4	5
Görevleri Tamamlama Becerileri (GTB)	78. Verilen görev ya da görevleri tamamlamak için çalışır.	1	2	3	4	5
	79. Üstlendiği görev ya da görevleri zamanında bitirir.	1	2	3	4	5
	80. Üstlendiği görev ya da görevleri yerine getirir.	1	2	3	4	5
Sonuçları Kabul Etme Becerileri (SKEB)	81. Başarısız olduğunda bu durumu sakince karşılar.	1	2	3	4	5
	82. Olumsuz sonuçlar karsısında kızmadan sonuçları kabul eder.	1	2	3	4	5
	83. Kurallara uyduğunda ortaya çıkabilecek sonuçları kabul eder.	1	2	3	4	5
	84. Kurallara uymadığında ortaya çıkabilecek sonuçları kabul eder.	1	2	3	4	5