

**UNİVERSİTY YOUTH'S THOUGHTS ON THE
UNDERSTANDING OF SOCIAL PROBLEMS: THE CASE OF
ADIYAMAN UNİVERSİTY**

**ÜNİVERSİTE GENÇLİĞİNİN SOSYAL PROBLEM ANLAYIŞI
ÜZERİNE DÜŞÜNCELERİ: ADIYAMAN ÜNİVERSİTESİ ÖRNEĞİ**

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Abstract

A research was conducted to determine the attitudes, behaviors and sensitivities of young people studying in three faculties at Adıyaman University regarding social problems. Youth, especially university youth, are at a stage where they are making their final preparations to enter life. Therefore, their views and evaluations on social problems should be emphasized. It is important what and how much the youth know about the society they live in. In addition, taking their opinions into consideration will lead to a motivation in their work. Because the youth is the period when communication conflicts are experienced the most. The main reason for communication conflicts or disconnections is that the parties do not define social phenomena and events in the same way. Therefore, there are differences between the attitudes and behaviors of young people in the face of an event and the attitudes and behaviors of adults. The main population of the study consists of young people aged 18 and over studying at Adıyaman University. The sample was determined according to the stratified sampling technique in accordance with the criteria of representing the universe. 529 questionnaires were applied and the study is an explanatory field research.

Keywords: Youth, Youth Problems, Defining Social Problems

Özet

Adıyaman Üniversitesinde üç fakültede okuyan gençlerin sosyal sorunlara ilişkin tutum, davranış ve duyarlılıklarını tespit etmek üzere bir araştırma yapıldı. Gençlik, özellikle üniversite gençliği hayata atılmak üzere son hazırlıklarını yaptıkları bir aşamada bulunmaktadır. Bu yüzden aslında onların sosyal sorunlara dair görüşleri ve değerlendirmeleri üzerinde önemle durmak gerekir. Gençliğin yaşadıkları toplumla ilgili olarak neyi ne kadar bildikleri önemlidir. Ayrıca onların düşüncelerinin dikkate alınması çalışmalarında bir motivasyona yol açacaktır. Zira gençlik çağı, iletişim çatışmalarının en fazla yaşandığı dönemdir. İletişim çatışmalarının ya da kopukluklarının temel sebebi, tarafların sosyal olgu ve olayları aynı şekilde

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tanımlamamalarından kaynaklanmaktadır. Dolayısıyla gençlerin bir olay karşısında takındıkları tavır ve tutum ile yetişkinlerin takındıkları tavır ve tutum arasında farklar vardır. Araştırmanın ana evreni, Adıyaman Üniversitesinde okuyan 18 yaş ve üzeri gençlerden oluşmaktadır. Örneklem, tabakalı örneklem tekniğine göre, evreni temsil etme düzeyi kıstaslarına uygun olarak belirlenmiştir. 529 anket uygulaması yapılan çalışma; açıklayıcı alan araştırmasıdır.

Anahtar Kelimeler: Gençlik, Gençlik Sorunları, Sosyal Sorunları Tanımlama

Introduction

It should be quite natural for people to react to various situations in their daily lives. Because every human behavior and reaction is formed by a value. In other words, various goals and objectives, relationships and interests, passions, all kinds of ideals, power and authority, love and hatred, beliefs and denials, friendships, loyalty and truthfulness are based on a value (Kılıoğlu, 1988:35). Because there is a value pattern at the basis of behaviors. In social life, these value patterns guide individuals on how they should or should not behave.

In addition, it should be stated that individuals have the freedom to choose which behavior to exhibit in the process of expressing all their behaviors. In fact, the individual, who has to use certain criteria in this selection process, makes various judgments by taking values as a measure. Therefore, values are important for life. Therefore, it is a set of collective values that bring individuals together and form a society. Özsoy (2007:8), inspired by Durkheim's views on the formation of society, emphasized that shared values have a great importance in the formation and development of societies. For this reason, value-based studies continue to attract the attention of scientists day by day.

From an individual perspective, values emerge as a criterion in an individual's thoughts, attitudes, behaviors and works, and they constitute an integral part of social integration (Durmuş, 1996). Consequently, individuals generally adopt the values of the group, society and culture in which they live and use them as criteria in their judgments and choices. Thus, individuals find the opportunity to make general judgments such as better, more accurate, more appropriate, more beautiful, more important and more fair (Durmuş, 1996; Yapıcı-Kayıklık, 2005). In fact, the process of formation of values continues throughout the life of individuals. Therefore, individuals learn, live and transmit the values of the society and culture in which they were born to the next generation.

Individuals try to continue their lives in a social environment formed by their own and the environment's values (Turan-Aktan, 2008). In addition, individuals can change their values in the process of interaction with others. In this process, the individual's school life and friendship groups occupy a very

important place. Because an important part of the process of individuals' acquisition of values is what they experience in school and friendship groups. At the same time, school and friendship groups are a life learning area built on values (Turan-Aktan, 2008). In short, the process of acquiring values and transferring them to future generations must continue in a healthy manner. This is also the process of transferring both the society and the culture of that society to the next generation.

Method

The main population of this study consists of young people aged 18 and over studying at Adıyaman University. The sample of the study was determined in accordance with the criteria of the level of representation of the universe, taking into account the stratified sampling technique. 529 subjects were surveyed in the study, which is an explanatory field research. The study was conducted in accordance with the gender distribution in three faculties and departments where young people from different social strata study, taking into account the demographic, social, economic and cultural criteria at Adıyaman University.

Findings and Evaluation

This study was conducted at Adıyaman University in January 2019. Considering the number of students in the three largest faculties of the university, data were collected using the survey technique, which is a field-based information gathering tool of the quantitative research method. Data were entered into the SPSS 16 program and evaluations were made. In this part of the study, the data obtained were handled and interpreted as collections. In the study, the thoughts of the youth about social problems were handled and evaluated objectively.

Table-1: Age of the Participant

| Age | | N | % | Valid Percent | Cumulative Percent |
|---------|---------|-----|-------|---------------|--------------------|
| Valid | 18 | 8 | 1,5 | 1,5 | 1,5 |
| | 19 | 43 | 8,1 | 8,1 | 9,7 |
| | 20 | 79 | 14,9 | 15,0 | 24,6 |
| | 21 | 104 | 19,7 | 19,7 | 44,3 |
| | 22 | 130 | 24,6 | 24,6 | 68,9 |
| | 23 | 80 | 15,1 | 15,2 | 84,1 |
| | 24 | 52 | 9,8 | 9,8 | 93,9 |
| | 25 üstü | 32 | 6,0 | 6,1 | 100,0 |
| | Total | 528 | 99,8 | 100,0 | |
| Missing | System | 1 | ,2 | | |
| Total | | 529 | 100,0 | | |

The age of the respondents is concentrated between 20 and 23. The fact that the age distribution is within the specified limits is related to the time of the participants' university education.

Table-2: Participant's Place of Residence

| Place of residence | | N | % | Valid Percent | Cumulative Percent |
|--------------------|--------|-----|-------|---------------|--------------------|
| Valid | Rural | 119 | 22,5 | 24,7 | 24,7 |
| | City | 363 | 68,6 | 75,3 | 100,0 |
| | Total | 482 | 91,1 | 100,0 | |
| Missing | System | 47 | 8,9 | | |
| Total | | 529 | 100,0 | | |

When we look at where the respondents reside, 22.5% (119 people) reside in rural areas and 68.6% (363 people) reside in urban areas. This ratio actually shows the distribution of Turkey's population. Today, a large part of the population lives in cities.

Table-3: People the Participant Lives with in the Family

| | | N | % | Valid Percent | Cumulative Percent |
|---------|--|-----|-------|---------------|--------------------|
| Valid | Mother, father and children | 437 | 82,6 | 82,9 | 82,9 |
| | Mom, dad, children, grandparents | 44 | 8,3 | 8,3 | 91,3 |
| | Children living separately from the family | 3 | ,6 | ,6 | 91,8 |
| | Mother and children | 33 | 6,2 | 6,3 | 98,1 |
| | Father and children | 5 | ,9 | ,9 | 99,1 |
| | Other | 5 | ,9 | ,9 | 100,0 |
| | Total | 527 | 99,6 | 100,0 | |
| Missing | System | 2 | ,4 | | |
| Total | | 529 | 100,0 | | |

Among Adıyaman University students, 82.6% (437 people) stated that they live in a nuclear family consisting of mother, father and children. This family type reflects the type of family living in an urbanized society.

Table-4: Social Stratum of the Participant

| | | N | % | Valid Percent | Cumulative Percent |
|-------|----------------|-----|-------|---------------|--------------------|
| Valid | Top Layer | 21 | 4,0 | 4,0 | 4,0 |
| | Middle Stratum | 425 | 80,3 | 80,3 | 84,3 |
| | Substrate | 83 | 15,7 | 15,7 | 100,0 |
| | Total | 529 | 100,0 | 100,0 | |

When asked about the social stratum in which they see themselves, 80.3% (425 respondents) stated that they see themselves in the middle stratum. The middle stratum is formed when the population of a society lives mostly in urban areas. Strata are formed by feeling that one belongs to a place economically, socially and culturally.

Table-5: Faculty of the Participant

| | | N | % | Valid Percent | Cumulative Percent |
|---------|--|-----|-------|---------------|--------------------|
| Valid | Faculty of Science and Letters | 181 | 34,2 | 34,3 | 34,3 |
| | Faculty of Education | 227 | 42,9 | 43,0 | 77,3 |
| | Faculty of Economics and Administrative Sciences | 120 | 22,7 | 22,7 | 100,0 |
| | Total | 528 | 99,8 | 100,0 | |
| Missing | System | 1 | ,2 | | |
| Total | | 529 | 100,0 | | |

The participants were identified by considering the number of students studying in the three major faculties of Adiyaman University. According to the number of students, the Faculty of Education ranks first, the Faculty of Arts and Sciences ranks second, and the Faculty of Economics and Administrative Sciences ranks third. The sample was determined by considering the sizes according to the number of students.

Table-6: Participant's Region of Origin

| | | N | % | Valid Percent | Cumulative Percent |
|---------|--------------------|-----|-------|---------------|--------------------|
| Valid | Eastern Anatolia | 64 | 12,1 | 12,1 | 12,1 |
| | Southeast Anatolia | 362 | 68,4 | 68,7 | 80,8 |
| | Mediterranean | 61 | 11,5 | 11,6 | 92,4 |
| | Aegean | 11 | 2,1 | 2,1 | 94,5 |
| | Marmara | 10 | 1,9 | 1,9 | 96,4 |
| | Black Sea | 6 | 1,1 | 1,1 | 97,5 |
| | Central Anatolia | 13 | 2,5 | 2,5 | 100,0 |
| | Total | 527 | 99,6 | 100,0 | |
| Missing | System | 2 | ,4 | | |
| Total | | 529 | 100,0 | | |

Apart from the Southeastern Anatolia and Eastern Anatolia regions, 11.5% (51 students) came from the Mediterranean region. The main reason why students from other regions prefer Adıyaman is that they are originally from here.

Table-7: Opinions on Human Rights Violations

| | | N | % | Valid Percent | Cumulative Percent |
|---------|--------------|-----|-------|---------------|--------------------|
| Valid | Yes (Very) | 234 | 44,2 | 44,5 | 44,5 |
| | A little bit | 246 | 46,5 | 46,8 | 91,3 |
| | No (Never) | 46 | 8,7 | 8,7 | 100,0 |
| | Total | 526 | 99,4 | 100,0 | |
| Missing | System | 3 | ,6 | | |
| Total | | 529 | 100,0 | | |

The students participating in the study were asked what they think about human rights. 44.2% of the participant students (234 people) answered yes (a lot), 46.5% (246 people) answered somewhat, and 8.7% (46 people) answered no. The reason for this is that most of the students are from the region and see themselves as victims. It should not be forgotten that human rights violations are a social problem, not a regional problem, and that the solution can be solved by approaching the problem in this way.

Table-8: Thoughts on Class, Religious and Ethnic Inequalities

| | N | % | Valid Percent | Cumulative Percent |
|------------------|-----|-------|---------------|--------------------|
| Valid Yes (Very) | 230 | 43,5 | 43,7 | 43,7 |
| A little bit | 211 | 39,9 | 40,1 | 83,8 |
| No (Never) | 85 | 16,1 | 16,2 | 100,0 |
| Total | 526 | 99,4 | 100,0 | |
| Missing System | 3 | ,6 | | |
| Total | 529 | 100,0 | | |

The students participating in the study were asked what they think about human rights. 44.2% of the participant students (234 people) answered yes (a lot), 46.5% (246 people) answered somewhat, and 8.7% (46 people) answered no. The reason for this is that most of the students are from the region and see themselves as victims. It should not be forgotten that human rights violations are a social problem, not a regional problem, and that the solution can be solved by approaching the problem in this way. The fact that the majority of the young people participating in the research are from the region is reflected in the data. This is a very good indication of how much the children of this region are affected by terrorism and terrorist propaganda. Especially the answers they give to such questions are like a pattern. As in every society, there are some class, religious, ethnic and human rights problems in our society. It is not possible to say that this is more than in other countries of the world. The efforts of some groups working against our country to create public opinion on these issues is a known reality. We are not going to define our own problems through these groups. We will not examine the problem from their perspectives. Nor are we going to come to their perception operations.

Table-9: Opinions on Cultural, Ethnic, Religious, Linguistic Diversity Not Protected and the Problem of Uniformization

| | N | % | Valid Percent | Cumulative Percent |
|------------------|-----|-------|---------------|--------------------|
| Valid Yes (Very) | 217 | 41,0 | 41,7 | 41,7 |
| A little bit | 206 | 38,9 | 39,5 | 81,2 |
| No (Never) | 98 | 18,5 | 18,8 | 100,0 |
| Total | 521 | 98,5 | 100,0 | |
| Missin System | 8 | 1,5 | | |
| g Total | 529 | 100,0 | | |

As we have commented above (table-8), the perception that there is a problem in this society, especially with regard to human rights, has been consciously created for years. They have been somewhat successful. These results are proof of this. They have been trying to create a consciousness that discriminates especially in terms of ethnicity, religion, human rights, language and, in short, cultural issues. This result shows the stage of emphasizing differences that starts with terrorism and continues at the political and cultural level.

Table-10: Opinions on Trust in Institutions Providing Justice

| | N | % | Valid Percent | Cumulative Percent |
|------------------|-----|-------|---------------|--------------------|
| Valid Yes (Very) | 241 | 45,6 | 45,9 | 45,9 |
| A little bit | 185 | 35,0 | 35,2 | 81,1 |
| No (Never) | 99 | 18,7 | 18,9 | 100,0 |
| Total | 525 | 99,2 | 100,0 | |
| Missing System | 4 | ,8 | | |
| Total | 529 | 100,0 | | |

Forty-five percent of the respondents expressed that they had confidence, 35% had some confidence and 18.7% did not have confidence. Although not at a very high rate, it is still seen that young people have not completely given up hope in the institutions that provide justice.

Table-11: Opinions on Whether There is a Problem of Violence in Sports Despite Legal Regulations

| | N | % | Valid Percent | Cumulative Percent |
|------------------|-----|-------|---------------|--------------------|
| Valid Yes (Very) | 228 | 43,1 | 228 | 43,1 |
| A little bit | 200 | 37,8 | 200 | 37,8 |
| No (Never) | 91 | 17,2 | 91 | 17,2 |
| Total | 519 | 98,1 | 519 | 98,1 |
| Missing System | 10 | 1,9 | 10 | 1,9 |
| Total | 529 | 100,0 | | |

Most of the youth state that there is a problem of violence in sports and that this problem continues. In order to solve this problem, hooligans and fanatics must be removed from these sports competitions. Shady situations such as match-fixing etc. should also be eliminated and the audience should be made to trust this situation.

Table-12: Opinions on Problems in the Legislative, Executive and Judicial Branches

| | | N | % | Valid Percent | Cumulative Percent |
|---------|--------------|-----|-------|---------------|--------------------|
| Valid | Yes (Very) | 239 | 45,2 | 45,5 | 45,5 |
| | A little bit | 200 | 37,8 | 38,1 | 83,6 |
| | No (Never) | 86 | 16,3 | 16,4 | 100,0 |
| | Total | 525 | 99,2 | 100,0 | |
| Missing | System | 4 | ,8 | | |
| Total | | 529 | 100,0 | | |

University youth generally agree that there is a problem at the institutional level. 45.2% of the young people who participated in the research state that the mentioned institutions have problems or are insufficient in solving problems. for this reason, institutions should be made to solve common problems, that is, institutions should be functional and operational.

Table-13: Thoughts on whether there are Prejudiced Attitudes towards Certain Groups (Romanians, Alevis, retired people, single people, etc.)

| | | N | % | Valid Percent | Cumulative Percent |
|-------------|--------------|-----|-------|---------------|--------------------|
| Valid | Yes (Very) | 283 | 53,5 | 54,4 | 54,4 |
| | A little bit | 177 | 33,5 | 34,0 | 88,5 |
| | No (Never) | 60 | 11,3 | 11,5 | 100,0 |
| | Total | 520 | 98,3 | 100,0 | |
| Missin g | System | 9 | 1,7 | | |
| Total | | 529 | 100,0 | | |

Especially in recent years, there is a high rate (53.5%) of prejudice against the structures called disadvantaged groups and the view that this area is quite problematic is accepted among young people. Of course, the fact that these opinions actually differ from region to region should not be ignored.

Table-14: Thoughts on the Problem of Lack of Respect and Intolerance

| | | N | % | Valid Percent | Cumulative Percent |
|---------|--------------|-----|-------|---------------|--------------------|
| Valid | Yes (Very) | 281 | 53,1 | 54,2 | 54,2 |
| | A little bit | 185 | 35,0 | 35,7 | 90,0 |
| | No (Never) | 52 | 9,8 | 10,0 | 100,0 |
| | Total | 518 | 97,9 | 100,0 | |
| Missing | System | 11 | 2,1 | | |
| Total | | 529 | 100,0 | | |

Again, 53.1% of the participating young people share the view that people in society are intolerant of each other to a great extent. Disrespect and intolerance is one of the biggest diseases for a society. In fact, these data show that individuals' tolerance towards each other in society is also at a low level. In such societies there is always tension and fear. People have no trust in each other and are always suspicious of each other.

Table-15: Opinions on Gender Roles Stereotyped in Society (Being Male Connotes Superiority)

| | | N | % | Valid Percent | Cumulative Percent |
|---------|--------------|-----|-------|---------------|--------------------|
| Valid | Yes (Very) | 288 | 54,4 | 55,6 | 55,6 |
| | A little bit | 182 | 34,4 | 35,1 | 90,7 |
| | No (Never) | 48 | 9,1 | 9,3 | 100,0 |
| | Total | 518 | 97,9 | 100,0 | |
| Missing | System | 11 | 2,1 | | |
| Total | | 529 | 100,0 | | |

Most of the university youth (54.4%) agree that gender roles are very specific. In particular, it is accepted that the idea that being male is a privilege is taken for granted or generally accepted.

Conclusion

In this research, it has been tried to measure or reveal how sensitive university youth are to social problems. It is possible to conclude that young people are not ignorant of social problems and are even very sensitive. In particular, it has been seen in this research that the accusations and accusations that young people are insensitive to social problems are very unfounded.

It should not be forgotten that young generations learn by making mistakes. It will be the generation that raises them that will ensure that these mistakes remain at a level that does not constitute social deviation and crime. In this regard, families and social institutions have a lot of duties. Blaming young people for their mistakes also reveals the existence of those who cannot guide them sufficiently.

In short, it can be said that the mistakes and mistakes of young people are the result of the shortcomings of those who raise them, no matter what anyone says. The social environment of young people and children is the most important factor in determining the kind of person they will become.

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