12-14 Aged Turkish Students' Levels of Using Media Tools (Bad Säckingen Town Sample, Germany) [i]

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Abstract
The aim of this study was to determine the levels of Turkish students attending Hauptschule, Realschule and Gymnasium in Bad Säckingen in the state of Baden Württemberg, Germany, in terms of using media tools. Of the qualitative data collecting tools, an interview method was applied in the research. In the context of this research, interviews were carried out with 13 students attending Hauptschule, 14 students at Realschule, and 8 students at Gymnasium, using semi-structured interview forms prepared by the researchers. The questions were prepared considering the media tools the students were using widely at the end of an observation lasting a whole year. The data acquired at the end of the student interviews was analysed using a content analysis method. The results showed a similarity in terms of the preferred media tools and the time the students spent on these media tools. It was concluded that there was a close similarity in the period students spent daily on television, on the internet, and on their mobile phones; the students attending Hauptschule and Realschule mostly preferred Turkish channels and programs, while the Gymnasium students did not in general make any distinction between the Turkish and German channels; what the students mostly preferred were TV series and game programs; students attending these three schools did not read newspapers and journals much, but sometimes books; the period spent on reading books was slightly higher in the Gymnasium students; and the students at all these three schools used the internet mostly for similar interests (such as for accessing social networks, watching and downloading videos/films, playing games, and obtaining information).

Keywords: Media, Turkish Students, Gymnasium, Hauptschule, Realschule

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Introduction

It is well-known that in many countries children and youngsters alike use many different media tools effectively. The studies in both foreign countries and our country (Media Awareness Network, 2005; SETA, 2012; Jim-Studie 2013; Kim-Studie, 2014; TÜİK, 2013) have revealed that online activities are very common among young people, and that they are interested in all types of media tools. These studies emerged mainly in the form of the internet, the application of e-mail-depending on the use of the internet, Mp3/Mp4, the computer, and mobile phones used by the students.

There are positive and negative aspects of using these tools. The negative aspects of the media are seen in the form of the spreading of violent behaviour, exposure to sexual content secretly or openly, the promotion of the imaginary body image, the presentation of habits which damage health through attracting interest in activities and exposure to persuasive advertising content which targets children. According to Gigle (2004), the media offer two opposing effects on children and adolescents: Opportunities and Risks. Not only does the globalized media allow for the development perspectives of the children, the sharing of new talents among children, accessing information on an egalitarian basis, and causing cultural identification, but also leads to the loss of values and the corruption of childhood (Eryaman, 2006, 2007).

The researchers have shown that industrially developed countries use very different media tools, and access these tools very easily compared to industrially undeveloped countries. In Germany, which is the one of the most developed countries in the world, there is at least one television in most homes where young people live (97 % in 2010), DVD or video recorder (89 %) (Kaiser Family Foundation 2010, 9). Generally, in Germany, the time spent on media tools was on average, 583 minutes in 2010. In this ratio, the time spared for television was 220 minutes, listening to the radio 187 minutes, and connecting to the internet 83 minutes (Kaiser Family Foundation 2010, 11). These ratios revealed that media applications are used efficiently in Germany.

In Germany, in addition to the media tools which are used in homes, there are also many kinds of media tools used in schools. Germany has a school/education system which is suited for its social structure. The system operates on the basis of an elective school type for children under 10 in accordance with the classes/layer in the society, and to create a pyramid-shaped school system to train the workforce, which is predicted by the economy. Perceptibly, after 4 years in first grade, the children are sent to the 9 year primary school, 10 year secondary school and 13 (12) year high school according to their marks and the advice of the teacher/school, and it is compulsory for them to study at these schools (Ercan, 2008). In brief, one of these schools is Gymnasium, which educates the most talented students and prepares them for   college; the other school is Realschule, which is similar to educational institutions for middle level students; and the last one is Hauptschule, which prepares them for   vocational training (wikipedia.org.). Approximately 400 thousand Turkish students continue their primary and secondary education in German public schools. 41.7 % of all Turkish students who attend elementary and secondary schools continue on to Hauptschule, and 5.7 % continue on to Gymnasium. A study conducted in Germany in 2010 revealed that the majority of students, who attended Hauptschule, Realschule, and Gymnasium, connect to the internet, use a mobile phone, watch TV, listen to the radio and music, and play video games (Jim-Studie, 2013). There are no more studies about media usage habits concerning Turkish students who attend German public schools. All in all, the aim of this study was to determine the levels of Turkish students attending Hauptschule, Realschule and Gymnasium in Bad Säckingen in the state of Baden Württemberg, Germany, in terms of using media tools.

The Purpose of This Study

The aim of this study was to determine the levels of Turkish students attending Hauptschule, Realschule, and Gymnasium in Bad Säckingen, in the state of Baden Württemberg, Germany, in

terms of the following media tools. For this aim, it was sought to find the answers to the following questions:

1. Is there any difference between Turkish students attending Hauptschule, Realschule and Gymnasium in terms of watching television time?

2. Is there any difference between Turkish students attending Hauptschule, Realschule and Gymnasium in terms of which country (Turkey, Germany) channels are watched most?

3. Is there any difference between Turkish students attending Hauptschule, Realschule and Gymnasium in terms of watched German channel types?

4. Is there any difference between Turkish students attending Hauptschule, Realschule and Gymnasium in terms of the type of Turkish channels watched Turkish?

5. Is there any difference between Turkish students attending Hauptschule, Realschule and Gymnasium in terms of the programs watched on Turkish channels?

6. Is there any difference between Turkish students attending Hauptschule, Realschule and Gymnasium in terms of time listening to the radio?

7. Is there any difference between Turkish students attending Hauptschule, Realschule and Gymnasium in terms of the time spent reading newspapers?

8. Is there any difference between Turkish students attending Hauptschule, Realschule and Gymnasium in terms of the time spent reading magazines?

9. Is there any difference between Turkish students attending Hauptschule, Realschule and Gymnasium in terms of the time spent reading books?

10. Is there any difference between Turkish students attending Hauptschule, Realschule and Gymnasium in terms of time spent using the internet?

11. Is there any difference between Turkish students attending Hauptschule, Realschule and Gymnasium in terms of reasons for using the internet?

12. Is there any difference between Turkish students attending Hauptschule, Realschule and Gymnasium in terms of time spent using a mobile phone?

Method

The Model of the Study

This is a qualitative study with a case study design. Yıldırım and Şimşek (2011) describe the qualitative research as "used in qualitative data collection methods like observation, interviews and document analysis, which follows a qualitative research process for determination of perception and events in the natural environment in a realistic and holistic form".

This study has been of benefit for the case study, which is one of the designs of qualitative research. Case studies are done in order to describe, explain, and evaluate different social phenomena. Therefore, this study has attempted to evaluate the levels of Turkish students attending Hauptschule, Realschule, and Gymnasium in Bad Säckingen in the state of Baden Württemberg, Germany, in terms of using media tools.

Study Group

In this research, the study group was composed of 13 students attending Hauptschule, 14 students at Realschule and 8 students at Gymnasium in Bad Säckingen in the state of Baden Württemberg, Germany, in the 2014-2015 educational period. In the selection for the study group, a maximum variation sampling method was used, which is a type of purposive sampling method. The main objective in the maximum variation sampling method is to create a relatively small sample, and to reflect on the diversity of the individuals involved in the studied problem at a maximum level (Yıldırım and Şimşek, 2011).

Table 1. *The Schools and the Number of the Turkısh Students*

Schools	The Number of Students
Bad Säckingen Scheffel Gymnasium	8
Werner Kirchhofer Realschule	8
Laufenburg Hans Thoma Schule	6
Bad Säckingen Hans Thoma Schule	3
Murgtalschule	10
Total	**35**

Data Collection Tool

In this study, a semi-structured interview form was used as a collecting data tool, which is a type of interview method. In semi-structured interviewing, a guide is used, with questions and topics that must be covered. The interviewer has some discretion about the order in which the questions are asked, but the questions are standardized, and probes may be provided to ensure that the researcher covers the correct material. This kind of interview collects detailed information in a style that is somewhat conversational. Semi-structured interviews are often used when the researcher wants to delve deeply into a topic and to understand thoroughly from the answers provided. (Harrell and Bradley, 2009). Prior to the researcher preparing the data collection tool, the students were observed in their schools through participation observation. Within the scope of the research, the interviews were conducted with 35 students. The interview questions were prepared as a result of a one-year observation, taking into account the widely used media tools used by the students.

Data Analysis and Interpretation

The data obtained from the students' interviews was analysed using the content analysis method. The aim of the content analysis was to obtain the concept and relationship which explained the collected data (Yıldırım & Şimşek, 2011). In this context, it attempts to define the data and uncover the truth that may be stored in the data through the content analysis. When we examine the following, we see   what was done in the sections of the content analysis:

Decoding of the data: As a result of the interviews with students, the acquired codes and themes were given in attachment-1. In the interview with the students, 49 codes were obtained from the data when the sub-problems were considered. Each code was given under the related theme title.

Findings the themes: From the obtained codes, the themes were obtained, which explained the data in overall level and code collecting in certain categories. In the interview with the students, 7 themes from the data were obtained when the sub-problems were considered.

Organizing Code and Themes: In the interview with the students, the 49 codes obtained were divided into 7 themes.

Interpretation of Results: In this last stage, an attempt was made to elicit extensive comments to give meaning the data, which was collected to explain the relationship between the findings, to specify the cause and effect relationship, to make some deductions from the findings, and to illustrate the significance of the obtained results.

Results

In this part of the study, the findings were obtained in accordance with the answers of the participants, which were analysed and interpreted.

1. Results Related to the First Sub-Problem

Table 2. TV Watched Rates per Day

Schools	The Codes Related to TV Watched Rates			
	Never	1 Hour	2-3 Hour	+4 Hour
Hauptschule	-	1	10	2
Realschule	-	2	7	5
Gymnasium	-	3	4	1
Total	-	6	21	8

When Table 2 is examined, it is seen that the students watch TV generally and the watched rates are higher for the students attending Hauptschule and Realschule

2. The Results Related To the Second Sub-Problem

Table 3. *Which Countries' (Turkey, Germany) TV Channels are watched generally*

Schools	The Codes Related to Countries' TV Channels		
	Turkish Channels	German Channels	Both Countries Equally
Hauptschule	6	5	2
Realschule	5	4	5
Gymnasium	2	2	4
Total	13	11	11

When Table 3 is examined, it can be seen that students at all schools did not make a distinction between the channels and the watched channels of both countries at equal rates.

3. The Results Related To the Third Sub-Problem

Table 4. *The most watched German Channels*

Schools	The Codes Related to German Channels				
	RTL	Disney Channel	Nicledion	Super RTL	Pro 7
Hauptschule	8	5	8	4	6
Realschule	9	4	10	4	7
Gymnasium	3	3	3	2	4
Total	20	12	21	10	17

When Table 4 is examined, it can be seen that the most watched German channels were RTL, Pro 7 and Nicledion by the Hauptschule and Realschule students; and Gymnasium students watched Pro 7 in general.

4. The Results Related To the Fourth Sub-Problem

Table 5. *The most watched German Channels*

Schools	The Codes Related to Turkish Channels						
	TRT	ATV	E.STAR	SHOW	TV8	Kanal 7	Euro D
Hauptschule	1	7	9	5	7	1	8
Realschule	5	9	9	5	4	-	11
Gymnasium	3	-	5	3	3	-	7
Total	9	16	23	13	14	1	26

When Table 5 is examined, it can be seen that the most watched Turkish channels are EURO D, EURO STAR, and ATV by the Hauptschule and Realschule students; and the Gymnasium students generally watch EURO D, EURO STAR.

5. The Results Related To the Fifth Sub-Problem

Table 6. *The Most Watched Programs on Turkey Channels.*

Schools	The Codes Related to the TV Programs				
	TV Series	News	Game Show	Religious Prog	Magazine
Hauptschule	12	-	5	-	-
Realschule	13	-	8	-	1
Gymnasium	8	1	1	1	1
Total	37	1	14	1	2

When Table 6 is examined, it can be seen that almost all the students who attended the three schools mainly watched the TV series and Game Shows on the Turkey channel. All the students stated that they especially watched TV series such as Arka Sokaklar, Güzel Köylü, Küçük Ağa, Küçük Gelin, Güllerin Savaşı, MedCezir, Kara Para Aşk, Paramparça, Kertenkele, Poyraz Karayel, Beni Affet, Kara Dayı, Kiraz Mevsimi, Maral, Kurtlar Vadisi Pusu, Kara Ekmek, Zengin Kız Fakir Oğlan, and Game Shows such as Survivor and Ben Bilmem Eşim Bilir on Turkish channels.

6. The Results Related To the Sixth Sub-Problem

Table 7. *The Radio Listening Time*

Schools	The Codes Related to the Radio Listening Times		
	I never listen	I sometimes listen	I usually listen
Hauptschule	8	4	1
Realschule	10	3	1
Gymnasium	5	3	-
Total	23	10	2

When Table 7 is examined, it can be seen that most school students do not listen to the radio, but a minority do.

7. The Results Related to the Seventh Sub-Problem

Table 8. *The Newspaper Reading Rate*

Schools	The Codes Related to Newspaper Reading Rates		
	I never read	I read everyday	I read sometimes
Hauptschule	10	-	3
Realschule	12	-	2
Gymnasium	3	2	3
Total	25	2	8

When Table 8 is examined it can be seen that most students do not read newspapers in general, but just a few do sometimes.

8. The Results Related to the Eighth Sub-Problem

Table 9. *The Journal Reading Rates*

Schools	The Codes Related to the Journal Reading Rate		
	I never read	I read weekly	I read sometimes
Hauptschule	10	-	3
Realschule	10	-	4
Gymnasium	5	1	2
Total	25	1	9

When Table 9 is examined, it can be seen that most   students do not read journal in general, with some exceptions.

9. The Results Related to the Ninth Sub-Problem

Table 10. *The Reading Books Rates*

Schools	The Codes Related to the Reading Books Rate		
	I never read	I read every day	I read sometimes
Hauptschule	3	-	10
Realschule	2	-	12
Gymnasium	-	3	5
Total	5	3	27

When Table 10 is examined, it can be seen that most of the school students do not read books in general, and only three students from the Gymnasium read every day.

10. The Results Related to the Tenth Sub-Problem

Table 11. *Daily Internet Using Time Rate*

Schools	The Codes Related to the Internet Usage Time			
	1 Hour	2-3 Hours	3-4 Hours	+4 Hours
Hauptschule	-	5	1	7
Realschule	1	3	2	8
Gymnasium	-	2	1	3
Total	1	10	4	18

When Table 11 is examined, it can be seen that all school students use the internet and the using rate is a bit higher among the Hauptschule and Realschule students.

11. The Results Related To the Eleventh Sub-Problem

Table 12. *The Rates Related to Reasons for Using the Internet*

Schools	The Codes Related to the Using the Purpose of the Internet				
	Games	Access information	Watching Videos/Films	Listening to Music	Social Networking Site
Hauptschule	4	4	9	2	12
Realschule	6	5	8	1	13
Gymnasium	3	3	2	3	6
Total	13	12	19	6	31

When Table 12 is examined, it can be seen that the all the school students use the internet to connect to social networking sites and this purpose is followed respectively by watching videos/films, playing games and accessing information.

12. The Results Related to the Twelfth Sub-Problem

Table 13. Daily Mobile Phone Using Time Rate

Schools	The Codes Related to the Using Mobile Phone			
	1 Hour	**2-3 Hours**	**3-4 Hours**	**+4 Hours**
Hauptschule	1	3	1	8
Realschule	2	3	2	7
Gymnasium	1	4	1	2
Total	4	10	4	17

When Table 13 is examined, it can be seen that all the school students use a mobile phone, the usage rate is much higher in the Hauptschule students, and this school is followed respectively by Realschule and Gymnasium.

Results and Discussion

It was determined that in the first sub-problem's results that all school students watch TV, in terms of the watching rate, the Hauptschule students spend more on television, and those who attended the Realschule and Gymnasium follow respectively. A study which was conducted in 2013 in Germany also supports this conclusion. A study which was carried out regarding the total 1200 students aged between 12-19 who attend Hauptschule (N: 120), Realschule (N: 420) and Gymnasium schools (N: 660) showed that in terms of watching TV rate Haupstchule comes first and this school is respectively followed by Realschule and Gymnasium (JIM-Studie, 2013). A study conducted by KIM-Studie reached a similar conclusion. It was determined that in the second sub-problem's results that in terms of watching German and Turkish channels, the students who attended Hauptschule and Realschule watch Turkish channels in general, and Gymnasium students watch both countries' channels equally. The reason behind this may be related to the fact that Realschule and Hauptschule students do not understand enough High German (Hoch Deutch), which is spoken on German channels, so they watch the Turkish channels. It was determined that in the third sub-problem results that the most watched German channels were Nicledion, RTL and Pro 7 by all the three school students. According to the study which was conducted by KIM-Studie (2014), the girls who attended Hauptschule, Realschule and Gymnasium schools watched Kika, RTL and the Disney Channel in particular, and the boys watched Pro7, NICK and Super RTL. In another study, which was conducted on children aged 12-19 in 2013, it was shown that the most watched German TV channels were ProSieben (38 % of the girls and 59 % of the boys) and then RTL (20% of the boys and 4% of the girls), RTL2 (11% of the boys and 4% of the girls), RTL Nitro (3% of the boys and 5% of the boys), Sat.1 (5% of the boys and 1% of the girls), Viva (2% of the boys and 3% of the girls), Vox (5% of the boys and 0% of the girls), DMAX (0% of the boys and 7% of the girls), Nick (2% of the boys and 2% of the girls), Das Erste/ARD (1% of the boys and % 3 of the girls), Super RTL (0% of the boys and 1% of the girls) and ZDF (2% of the boys and 2% of the girls). It is determined in the fourth sub-problem results that all three schools' students mainly watched the Turkish channels Euro D, Euro Star, TV8, Show TV, ATV, TRT, and Kanal 7 respectively. Since Euro Star and Euro D have broadcast many youth series (Med Cezir, Karagül, KirazMevsimi, Acil Aşk Aranıyor, Maral, AslaVazgeçmem, GüllerinSavaşı vb.) these channels are watched by youngsters most. A survey, "Television Watching Tendency of the Turkish People who Live in Germany", which was done by RTÜK (2007) and over 15 years, and with   1005 people surveyed, revealed that Turkish people mainly watched three channels Kanal D (22.5%), ATV (18.6%) and Show TV (16.6%).

As a determining factor of the top-rated channel "better series (53%)" was the most frequently expressed reason, the other reasons which were mentioned were "better information (36.8%), and the multiplicity of the education and information programs (23.5%)". It was determined in the fifth sub-problem results that all three schools' (Hauptschule, Realschule ve Gymnasiums) students mainly watched series and games show which were broadcast from Turkish channels. The study which was done by RTÜK (2007) showed that the third generation in Germany mainly watched domestic TV series on Turkish channels. It was determined in the sixth sub-problem results that most students did not listen to the radio; with some exceptions. In contrast to this data, according to some research which was conducted by KIM-Studie (2013) related to the 1200 students who attended Hauptschule, Realschule and Gymnasium revealed that 56% of the Hauptschule, 57% of the Gymnasium, and 53% of the Realschule school students listen to music on the radio. It was determined in the seventh sub-problem results that the situation in terms of reading newspapers, the Hauptschule and Realschule students did not read newspapers, but the Gymnasium students read them occasionally. A study which was conducted by KIM-Studie (2014) reached a similar conclusion. 689 students from Hauptschule, 72 students from Realschule, 169 students from Gymnasium, and 110 students from other schools participated in the research. After the research results were determined, it was concluded that 3% of the Hauptschule, 3% of the Realschule and 4% of the Gymnasium students read newspapers. It was determined that in the eighth sub-problem results that all three schools (Hauptschule, Realschule ve Gymnasium) students do not read journals. In contrast to these research results, according to some research called KidsVa, which was done in the publication, "Egmont Epaha", in 2015, 90% of the German children between 4-13 took books or journals at least once a week. It was determined in the ninth sub-problem results that the situation in terms of reading books every day is that the majority of Hauptschule and Realschule students read books occasionally, and a minority of the Gymnasium students read a book every day. A study which was conducted by JIM-Studies (2014) reached a similar conclusion. It was revealed that 49% of the children aged12-13 read a book daily, 15% once a week and 24% once a month and 12% never read books. This study also revealed that 20% of students from the Hauptschule read daily, 10% once a week, 21% once a month and 44% never read; 34% of students from the Realschule read daily, 13% once a week, 33% once a month, and 20% never read; 46% of students from the Gymnasium read daily, 15% once a week, 27% once a month, and 11% never read. It was determined in the tenth sub-problem results that the majority of the Realschule, Hauptschule, and half of the Gymnasium students used the internet 4 hours and above, the other half of the Gymnasium students used it between 2-4 hours. In Germany, according to a study which was conducted by JIM-Studie (2013), it was revealed that 73% of children aged between 12-19 use the internet daily, and the same study also showed that88% of the Hauptschule students, 87% of the Realschule students, and 91% of the Gymnasium students used the internet. It was determined in the eleventh sub-problem results that all the students usually used the internet to connect to social networking sites. And as well as this reason, the students often use the internet respectively for watching or downloading videos/films, accessing information, playing games, and listening to music. A study which was conducted by KIM Studıe 2014, revealed that 88% of the students aged 6-13 accessed the internet in their rooms. These children used the internet for the following: 55% homework, 46% playing games, 40% accessing information about famous persons, 34% obtaining news or announcements, and 34% to shop. According to a study which was conducted by 16. Shell Jugendstudie (2010), there were different internet usage between the German youth (25% playing games, 24% networking, 17% functional users, 34% multi-users (Albert ve Diğerleri, 2011). This study also mentioned that there was a very strong link between the types of internet user, based on age, gender and social status. The study (N= 4400) conducted by Kleimann et al (2008) reached different results. Children in particular preferred to use the internet to access information, to communicate, and for consumption and entertainment. 23% of these children used the internet between 4-6 hours almost every day. Further, it was also expressed that the internet was used in particular for sharing sites and conducting information exchange regarding academic issues. It was determined in the twelfth sub-problem results that all the students spared approximately 2-3 hours for mobile phone usage daily. The rate of spare 4 hour and above is seen mostly among Hauptschule and Realschule students. A study which was done by JIM Studies 2013 revealed that 81% of the 12-19 aged students spent time on their mobile phones. The same study showed that 78% of the Hauptschule students, 83% Realschule students, and81% Gymnasium students used a mobile phone

Conclusion

The results show a similarity both in terms of the preferred media tools and the time the students spent using these tools. It was concluded that there was a close similarity in the periods the students spent daily on television, the internet, and mobile phones; the students attending Hauptschule and Realschule mostly preferred Turkish channels and programs, while the Gymnasium students generally did not make any distinction between the Turkish and German channels; what the students mostly preferred were TV series and game programs; students attending these three schools seldom read newspapers and journals, but sometimes books; the period spent on reading books was slightly higher in the Gymnasium students; and the students attending all these three schools mostly used the internet mostly similar interests (such as for accessing social networks, watching and downloading videos/films, for playing games, and searching for information).

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