



The Effects of Sports Activities on the Social Harmony Process of Students Staying at High School Dormitory (Phenomenological Study)

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Abstract

In this research, based on the participants' own lives and experiences, the role of sports facilitators in the process of social cohesion of students living in halls of residence was investigated. This study formed with the method of qualitative search and phenomenological pattern may seem significant to understand the effect of sport in social cohesion on the students living in student dormitories in Yozgat. The method of purposive criteria sampling was used to determine the working group in this research. In this research, a semi-structured interview form consisting of open-ended questions was used to collect data. In the research, content analysis was used to analyse the data, in the analysis of the content, four different processes named as encoding data, determining themes, arranging data and themes were followed. The results of the research show the structure consisting of five categories to be named as individual differences, negative situations, psychological factors, physical factors and social factors as the phenomenon of the research, it was approved that the students staying in student dormitories improved as social and individual qualities, socialised by the help of sports facilities, taking into account the results in this research, it was shown that there is a positive role of sports facilities on the students staying in student dormitories in secondary education. Sports programs sent to schools at the beginning of education within the scope of the Ministry of National Education Secondary Education Adaptation Program it is suggested that by including activities, it will facilitate the adaptation of students to school and school dormitory and enable them to socialize.

Keywords: Dormitory, pension, social cohesion, sportive activities.

INTRODUCTION

Physical activity is an important component of energy balance and healthy life, supporting physical, emotional, social, motor, and mental development by making the human body active (Ceylan et al., 2021). In a changing and rapidly developing world; in order to keep up with this change, to respond to the expectations brought by innovations and to ensure integration into society, it is only possible to raise individuals who can give, who have high self-confidence, who are curious in accessing information, researching and questioning in order to realise themselves through education (Anıl, 2009).

A significant number of young people in the world and in Turkey cannot benefit from equal educational opportunities because they do not have the economic, geographical, social and cultural opportunities to continue their education. However, every individual should be able to benefit from equal opportunities and opportunities in education (Sarıduman & Kılıçoğlu, 2018). According to the 2019 data, more than 5,987,157 people live in rural areas in Turkey (Turkish Statistical Institute (TÜİK, 2019). It can be seen that the population living in rural areas does not have the same conditions in terms of all kinds of opportunities

necessary for education, compared to the population living in the centres. The Ministry of National Education (MoNE) provides boarding and transportation education services in some schools so that all individuals can complete their education according to the same opportunities (Sarıduman & Kılıçoğlu, 2018).

However, for those who cannot benefit from transported education, regional secondary boarding schools and secondary boarding schools serve students who want to benefit from higher quality education. Students living in rural areas continue their education by staying in the hostels of these schools (Ministry of National Education, 2016). The introduction of boarding schools has reached the disadvantaged segments of society, contributed to social equality, provided education under the same conditions as those who have easy access to public services, and created a model structure based on participatory community development. The boarding houses in the schools are important for students to continue their education in a healthy way and to create a suitable environment by planning the conditions in which children can develop and providing them with all kinds of support (MEB, 2005).

Students who continue their education in boarding schools enter a new social life. The individual, who is expressed as a social being, takes part in the social life with the people with whom he/she lives, interacts and communicates and continues to live his/her life. Individuals develop their social, psychological, cultural and personal characteristics in the light of society's values by participating in society from birth (Özer, 2011). To a large extent, the ability to continue life in a healthy way is closely related to the process of adapting to new situations created by the current conditions because individuals need to satisfy their psychological needs as well as their physiological needs and adapt to the changing world conditions. Because individuals need to satisfy their psychological needs as well as their physiological needs and adapt to the changing world conditions (Köksal, 2000).

One of the main tasks of boarding schools is to prepare students for life and discipline them, while trying to make the boarding houses a home environment. Boarding life involves various processes such as decision-making, loneliness, coping with separation, adapting to collective life and forming commitment (Uysal, 2016). In order for the child to be happy and successful in the new process that begins when he/she leaves his/her family and stays in an unfamiliar group in a boarding school, it is essential to realise his/her social adaptation in the best possible way.

Başaran (1996) identifies three important elements of adaptation. The first is setting a goal and finding solutions to achieve that goal. The second is the determination of a positive strategy against the problems in situations of negativity, and the third is the state of being at peace with oneself, which consists of characteristics such as respecting oneself, trusting oneself, being ideal, principled, caring and understanding. The person who can realise these three elements in his/her life will not be frustrated when faced with negativity and failure in life, will not lose self-confidence and will not have difficulties in adapting (Avcı, 2006).

People who have no difficulty harmonising with their environment develop and grow through healthy interaction. They continue to develop a physiologically and psychologically healthy thought system. People who live in harmony and continue to develop are related to each other. Each person is influenced by the other in the process of socialisation. Individuals who try to be outwardly active in their environment try to adapt and fit into society by renewing and structuring themselves according to environmental factors (Sezgin, 2011).

As can be seen above, social cohesion begins with the birth of the child. It starts with the family with whom the individual interacts and continues in the environment, school and friendship groups. Therefore, social adaptation is the individual's ability to adapt to the process of forming a new identity by taking an active role in determining the right strategies in different conditions that the individual will encounter throughout his or her life.

The active participation of children in sports activities as part of a team affects the development of emotions and social skills, such as fulfilling their responsibilities in the activity by following the rules, helping their teammates, working together in coordination and respecting the rights of other team members (Güven, 2006). In the light of this information, it can be seen that sports activities in boarding schools will develop the individual characteristics of students in a healthy environment, play an important role in the recognition and bonding of students, facilitate the adaptation of students to boarding schools, and thus students will be more successful and happier individuals. It is foreseen that the inclusion of sports activities in the boarding school adaptation programs organised by the Ministry of National Education will facilitate the students' adaptation to school and boarding school.

METHOD

Research group (population-sample)

The study group of the research was formed in Yozgat province in the academic year 2019-2020. 201 students who live in the boarding house of Martyrs Science High School in

the centre The study group consists of 30 students who participated in the study on a voluntary basis. The study group was selected using the criterion sampling method from the purposive sampling methods. The basic understanding of this sampling method is that it is based on predetermined criteria. is the study of all situations that meet the criteria. The criterion or criteria referred to here can be created by the researcher (Yıldırım & Şimşek, 2018). Research the main criterion for determining the participants was to be able to contribute to the study, having experience and participating in sports activities were used as criteria. The work The students in the group were students of Şehit Science High School, 7 of the students were girls, 23 of them were males, and their average age was approximately 15.6 years. Ten of the students were in 9th grade, 8 were in 10th grade, 11 were in 11th grade and 1 was in 12th grade.

Data collection tools

Before creating a semi-structured interview form aimed at determining the role of sports activities in the social adaptation process of students staying in dormitories in secondary education, a literature review related to the study was conducted, and the semi-structured interview form used in the research was prepared. An explanation was provided to the students residing in the dormitory regarding the fundamental concept of the research, which is "social adaptation and the role of sports activities in the social adaptation process." Information about the importance of the study has been provided. The students were asked whether they would voluntarily explain their experiences regarding how the social adaptation process has progressed from the first day they arrived at the dormitory to the present, and what effects the sports activities have had on the adaptation process. Students who wanted to voluntarily participate in this study and who had engaged in sports activities were identified. The students have stated that they have no objection to sharing their experiences and that contributing to this study would make them happy. Before conducting interviews with all participants using the prepared interview form, a pre-interview was conducted with 4 students who would participate in the study to measure the functionality of the questions and make necessary corrections. During the interview, participants were asked, "How can the adjustment problems you experience in the dormitory be addressed? What are your suggestions for this?" and "What are the reasons for the adjustment problems you experience?"

It was observed that they had difficulties in answering the questions. During the interview, the participants stated that they continued to experience the adaptation problems they had expressed and that they did not have a solution to solve these problems. It was observed that they could not make any suggestions. For this reason, these 2 questions were asked in the form of semi-structured interviews and the actual application was started. In the light of the data obtained, an interview form was prepared and the form was prepared by two experts in the field of educational sciences and finalised in line with their opinions and suggestions was brought. The interview form consists of two parts. In the first part, four factual questions were asked to determine the participants' gender, age, class and length of stay at the boarding school. In the second part, the sub-problems of the research

There are ten open-ended questions that aim to reveal the participants' views:

What has changed in your life during the transition from home to boarding school?

Have you been able to adjust to living away from your family?

What problems have you encountered in adapting to these changes?

What is your main problem in adjusting to the hostel?

What sports activities do you take part in?

How do you feel when you participate in sports activities?

How does the physical structure of the residence and the school enable you to do sports activities?

How suitable is it?

What do you think is the relationship between the time it takes to adapt to the boarding house and success?

Did sporting activities play a role in your adaptation to the boarding house?

How did your participation in sports activities affect your academic performance?

In this research, the feelings and thoughts of young people were captured face-to-face through in-depth interviews and their own evaluations. Students were told that their identities would not be revealed in a safe environment and that the study would not be used for any other purpose.

A safe environment was created for them to explain. During the interviews, voice recordings were made with the consent of the participants. The duration of the interviews varied between 21 and 60 minutes.

Data collection/processing method

The main aim of this research is to reflect and analyse the perspectives of the participants. Qualitative research method was adopted as it aimed to analyse the data. Qualitative research, through methods such as interviews, observations and document analysis research aims to reveal in a holistic and realistic way in its environment (Yıldırım & Şimşek, 2005). The research is a case study, which is one of the qualitative research approaches. science (phenomenology) research. Phenomenology, "the use of ways of knowing or lived experience to show general assumptions about the way forward. contributes to in-depth understanding" (Balci, 2018). The research in this framework, the students staying in the boarding house, based on their own lives and experiences of sporting activities in the social adaptation process of secondary school students staying in dormitories to reveal their views on the role of activities more accurately phenomenological design with the thought that it would provide.

Data analysis

The data collected in qualitative research are analysed in two ways: descriptive and content analysis. The data obtained at the end of the research process are analysed descriptively and they are subjected to content analysis. The main purpose of content analysis is to analyse the collected data to reach the concepts and relationships that can explain the concepts and relationships. The data interpreted and summarised in descriptive analysis are subjected to deeper processing in content analysis and descriptive concepts and themes that cannot be identified in this approach can be discovered as a result of this analysis (Yıldırım & Şimşek, 2018). In this study, a semi-structured interview form was used. The audio recordings made during the interviews were converted into written text by the researcher in a computer environment after the interviews, and content analysis was conducted. Basically, the interrelated data were brought together within the framework of certain concepts and themes, and these were explained and interpreted in a way that the reader could understand.

In analysing the content of the data of this research, the qualitative content was used, which has four stages of analysis technique. 1- Information obtained in the stage of "coding the data", the sections that were close in meaning were analysed and descriptive nouns were

formed, 2. In the stage of "finding themes", based on the codes that emerged in the first stage, themes that can explain the data in general were organised. 3 - In the stage of 'organising the data and codes according to the themes collected', the data should be organised into codes and the data and codes organised under appropriate themes. 5 - The findings, which are described in detail in the stage of 'interpreting the findings' and The information presented was interpreted and some conclusions were drawn (Yıldırım and Şimşek, 2018).

The ethical approval for the research was deemed appropriate by The Yozgat Bozok University Ethics Committee with the decision numbered 95799348-604.01-E.1584 on 15.01.2020.

FINDINGS

In this section, demographic findings are first presented to describe some characteristics of the students. Then, based on the students' experiences, the findings are presented in relation to the themes categorised as Individual Factors, Negative Situation, Psychological Factors, Physical Factors and Social Factors, and the data are interpreted.

Demographic findings

This section presents the findings on gender, age, class, time spent in the boarding house, time spent getting used to the process of living away from the family, sporting activities taken part in, the physical structure of the boarding house and the school in terms of sporting aspects of the 30 students who participated in the research. The frequencies and percentages relating to the demographic characteristics of the students participating in the study are shown in Table 1.

Table 1. Social cohesion areas

Fields	Description
Shared values and the city culture	Common goals and objectives; common moral principles for political organisations support and participation in politics
Social order and social control	disagreement and unkindness and respect for diversity and intra-group co-operation
Social solidarity and economic inequality	Harmonisation of economic and social development, equal access to services, social the benefit of helping others voluntary assistance
reduction of Social networks and social capital	Social behaviour within families and communities the high level of interaction, the association activities and easy solution of common problems Analysing

(Forrest and Kearns, 2001)

As can be seen in Table 1, social cohesion is defined as a positive quality in each area. Common values and urban culture Social order and social control Social solidarity and reduction of economic inequalities Social networks and social capital Common goals and objectives, shared moral principles, support for political organisations and participation in politics Respect for diversity and cooperation within groups by eliminating differences of opinion and incivility Economic and social development cohesion, equal access to services, social welfare, social security, health care, etc.

High level of social interaction within families and communities, association activities and ease of solving common problems Due to the ever-changing nature of the structure and personalities, the analysis is not always of the same character and quality. Changes in social structure and culture affect the process of adaptation and adaptation behaviour. Cohesion; cultural integration during the periods in which it occurs (increase in national income, increase in welfare level, education such as increased opportunities...) is a positive development, while cultural in periods of dissolution (anomie, dissolution, conflict of individual and community interests, etc.) takes a negative form (Sözen, 1991).

In the light of this information, social cohesion can be defined as the fact that the human being, who is a social being, maintains his/her life by being in a constant relationship with people from birth to death and determines his/her role in the society by considering the balances in the inner and outer world of the individual in different situations he/she encounters.

Table 2. Demographic and other personal information of the participants

Variables	Group	N
Gender	Male	23
	Woman	7
	Total	30
Age	14	4
	15	12
	16	7
	17	6
	18	1
	Total	30
Classroom	9 th grade	10
	10 th grade	8
	11 th grade	11
	12 th grade	1
	Total	30
Time stayed in the pension	5 months	11
	15 months	7
	25 months	11
	35 months	1

	Total	30
Adjustment period to living separately from the family	1-2 Week	4
	1 Month	4
	2 Months	1
	1-2 Months	1
	2-3 Months	2
	3-4 Months	2
	6 Months	1
	12 Months	2
	18 Months	1
	Total	30
Participated Sportive Activities	Football	27
	Basketball	12
	Volleyball	17
	Table Tennis	17
	Futsal	2
	Chess	2
	Badminton	1
Physical and Sporting Facilities of the Pension and School Structure	Open Carpet Field	1
	Indoor Sports Hall	1
	Basketball Court	2
	Table Tennis Table	1

Table 2 shows that the research was carried out with 7 female and 23 male students. The age of the students who participated in the study ranged from 14 to 18 years and the average age was 15.6 years. In this section, based on the students' experiences, individual factors, negative situation, psychological factors, physical factors and social factors are analysed as follows, the findings are presented in relation to the categorised themes and the data are interpreted.

If a figure or picture is to be shown in the study, it should be shown by indicating the source from which it was taken.

DISCUSSION AND CONCLUSION

As a result, social adjustment of secondary school students staying in boarding houses the role of sporting activities in the process (A phenomenological analysis)

When analysing the opinions of the participants according to their answers, individual factors, negative situation, psychological factors, physical factors and social factors, it was found that the themes were categorised. If we look at the category of individual characteristics of the participants, the results showed that there was a positive development of their personality traits with their stay in the pension, and that these developments were as follows: he/she becomes aware of his/her responsibilities, realises that he/she is an individual, starts to stand on his/her own feet, gains an orderly and disciplined personality, makes his/her own decisions, his/her negative emotions are rubbed off, and as effective factors in the

opinion: "The aim of educational institutions is to educate through teaching, to socialise the child in the society in which he lives and to teach him the values associated with responsibility in order to make them adopt and acquire them" (Karataş, 2001).

In the results obtained in the theme of psychological factors, sporting activities the participants to experience the spirit of being a team, to experience the feelings of winning and losing, to create and strengthen a sense of belonging, to feel self-confidence, to feel excitement control, no more mental fatigue from lessons, no more stress and overload energy is discharged and as a result the person feels relaxed and happy, course motivation also increased.

Participants experienced positive emotions during exercise and felt psychologically better. In ancient times, the Spartans, who had exceptional practices in child education, girls participated in sporting activities like boys, and the education of girls was given at least as much attention as that of boys. The education and development of girls was as important as the education and development of boys (Uzun et al., 2021). It is thought that this improves performance in sport. In the studies that support this idea; sport Although doing sport has positive effects on the psychological development of the individual, the sport branch has a positive effect on the psychological development of the individual. depending on the type, it may involve some aspects such as motivation, concentration, will to fight, team spirit, etc. that there are emotions, and that these emotions are psychologically and emotionally different for the person (Salar, Hekim, & Tokgöz, 2012).

In the area of social factors, pupils taking part in sports activities have better recognition of the individual characteristics of their friends and themselves, family longing and feelings of loneliness have decreased and the number of friends has increased due to the increase in the number of communication skills are developed, self-confidence is formed, from introversion to extroversion such as beginning to pass, increasing academic performance, socialisation, etc. findings were obtained and the findings showed that sports activities were used by the participants. has a positive effect on solving the problems experienced, depending on these factors it was concluded that it positively affected the students' adaptation to the boarding house It is believed that it has been achieved. In the studies that support this idea; Salar, Hekim and Tokgöz (2012), it was found that athletes in the age group of 15-18 year old children were found to be harmonious with society, calm and self-confident. At the same time, Şenduran (2008) conducted a study with 183 children and concluded that students who

play sports are more in harmony with themselves and their environment. It has been determined that the sports branch differences that the athletes are interested in, the aims of their orientation to sports, the level of communication between the athletes studying physical education and sports training and the people who are in direct and constant communication, and the spatial differences in which the interested sports branch is performed can play an active role in the motivation levels of the athletes (Ceylan et al., 2022).

In this study, it is considered that the themes of individual factors, negative situations, psychological factors, physical factors, and social factors are directly related to socialization. Among the participants residing in the dormitory, their social and individual characteristics developed through the sports activities they participated in, their socialization occurred, and their socialization contributed to their adaptation to the dormitory. Taking into account the information in the literature and the findings of this study, it is thought that sports activities play a positive role in the social adaptation process of high school students residing in the dormitory. We can say that the foundations of socialization are first laid in the family, and that social development continues from the cradle to the grave through the individual's interaction with their environment, friends, and society. It should not be forgotten that parents should not be overly protective when raising their children, should not design their lives entirely around the child, and should allow the child to interact and communicate with the environment in safe settings under family supervision, enabling them to develop life skills alongside academic development. Introducing children to sports at a very young age is also very important for their social development.

It is believed that children who develop life skills through socialization will be successful in coping with the changes in their lives, dealing with the problems they encounter, and adapting to new situations when they start living separately from their families. We can say that the safest and most easily accessible method that can be used in the physical, mental, and social development and upbringing of children, as well as in instilling desired behaviors, is sports.

RECOMMENDATIONS

It is recommended that sufficient sports facilities be available within and outside the dormitories in schools affiliated with the Ministry of National Education and other institutions, and that the existing sports facilities in the dormitories be improved. This way, students will spend their free time productively by participating in sports activities, establish

healthy communication with their friends, strengthen their sense of belonging, and socialize under more suitable conditions.

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CONTRIBUTION RATE	EXPLANATION	CONTRIBUTORS
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<i>Design</i>	<i>To design the method and research design.</i>	Çağın YULUK, Hayrettin GÜMÜŞDAĞ
<i>Literature Review</i>	<i>Review the literature required for the study</i>	Çağın YULUK, Hayrettin GÜMÜŞDAĞ
<i>Data Collecting and Processing</i>	<i>Collecting, organizing and reporting data</i>	Çağın YULUK, Hayrettin GÜMÜŞDAĞ
<i>Discussion and Commentary</i>	<i>Evaluation of the obtained finding</i>	Çağın YULUK, Hayrettin GÜMÜŞDAĞ
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