Understanding the effect of aim in life and lonelıness level on attendance to lesson among Azerbaijanı And Turkmenıstanıan undergraduate students

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Abstract

This descriptive study is aimed to investigate the relationship between Azerbaijani and Turkmenistanian undergraduate students' attendance to lesson, their aim in life and loneliness level. A total of 145 students -105 males and 40 females- who were selected by sampling from Turkmenistanian and Azerbaijani students enrolled Uşak University participated in the research voluntarily. According to the results of the descriptive statistics about the variables of the students in the study, when the arithmetic averages are examined, it is seen that they participate to the lessons at a high level. Besides, it is understood that aim in life and loneliness levels of these undergraduate students are medium-level. There is a significant positive correlation between aim in life and attendance to lesson. When the relationship between loneliness level and aim in life is examined, it is observed that there is a negative low level and insignificant relation statistically. When the relationship between attendance to lesson and loneliness level is examined, it is observed that there is a high significant relationship in the negative direction. There is no significant relation among attendance to lesson with aim in life and loneliness level. When the results of the t-test on the significance of the regression coefficients are examined, it is seen that both variables are predictive of attendance to lesson

Keywords: Aim in life; attendance to lesson; loneliness; Turkmenistian students; Azerbaijan students.

1. Introductıon

The process of adaptation to rapid developments and changes in our age is very difficult for young people as it is for all humanity. Young people will be adults of our future and will have future characteristics in different areas of our lives. There is absolutely no doubt that the most important topic of current generation is standing on adult's training. Therefore, we see that many governments, families, and especially the young people who are aware of the matter, are showing great endeavor and dedicate to prepare for the future. Undoubtedly, we see that young people can have a good profession to prepare for the future at the beginning of these efforts. As a way of achieving this goal, they have to complete the university education. Many countries in the world are aware of this situation and they are providing services by establishing universities under various names and branch headings in order to meet this need and even to turn this necessity into an oppotunity (Bek, 2014, Bozkurt Bostancı And colleagues, 2016).

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Current youth generation took responsibility of educating themselves in various scientific, social and technological areas. They firstly find a university that suits their goals in their countries of origin in order to prepare for their life by adapting to their lives, acquire a profession that fits their interests, abilities and needs. Young people who can not find a higher education institution suitable for their goals, shows the effort to seek education in a country suitable for their own goals and possibilities abroad with the help of technology in the globalizing world (Bek, 2017). As it is shown by Unesco (2016), the number of international students studying at higher education in the world over the last fifteen years doubled to over four million. Human beings are faced with all the difficulties of adapting to life and becoming a profession.

Countries are aware of the importance of young people's education and their needs. In order to serve higher education based on their aims and needs they make great endeavor to make under-graduate education reachable in all countries. Foreign education can be called both a good economic market and a competative environment for countries and universities. While growing student mobility and the economic impact of this have increased competition in this area, Turkiye needs to question its position in this area and the course of events within years (Arkalı Olcay & Nasır Öz, 2016).

Turkiye serves higher education to young people in 185 universities that the total number of state and private universities by 2018. 5 of these universities are Vocational School, 68 of these universities are foundation universities and 122 of these universities are state universities. By 2018, there are 2555926 associate's degree students, 4071579 undergraduate students, 480215 post graduate studens, 91267doctoral studens (Counsil og Higher Education, 2018).

International students bring diversity to universities, as well as different life experiences to universities (Özkan, Acar Güvendir, 2015). It is also observed that besides the positive aspects of international students, they have difficulties on account of coming from different cultures and geographies. The most frequently observed issue is adaptation problems for foreign students. Variables that make adaptation complicating are foreign language (new language), culture, economy, health, dimension of psychological needs, university life, lectures, different living conditions and compliance with these conditions (Bek, 2014, Şeker & Akman, 2015, Sungur & Ark, 2016). Despite the challenges they face from foreign students, they are expected to be actively involved in higher education and to be successful in order to reach the goals they are aiming about education.

University life covers a wide range of human relationship and academic and administrative subjects. The basic input of the academic dimension from these living spaces is undergarduate and graduate students (Şahin & Ark., 2011). Individuals' life goals and goals in professional sense are affected by the environment, age and development characteristics as they are in (Deniz, 2013). Therefore, in the dream of each student may be one or more professions related to adulthood and the future. Students preferences and needs play majör role in time management and they generally focus on one.

The concept of purpose which is important in human life began to take place in the psychology literature in the 1970s as a dimension of motivation theories. Life purposes are defined as "the desired situations in which individuals try to achieve and maintain through cognitive and behavioral strategies" (Emmons, 1999). Students' motivation who has life purposes is also highly effective in education because there is a significant relationship between motivation and achievement of the students in the process of education (Suliman & McInerney, 2006).

Peplau and Perlman (1982) perceive loneliness on the basis of human relationships and describe this as a feeling emanating from the fact that one's actual relationships do not meet those expectations. In other words, one can feel himself alone among many people without an objective reason. Loneliness can be seen at any age. As Yalom (1980) states, "Everyone comes to this world alone and has to live alone and leave alone". When we look at studies related to foreign students; Sawir and colleagues (2013) found that students were experiencing both personal and social loneliness in a survey of international students. Kıroğlu and colleagues (2010) has revealed that

almost all the foreign students studying in Turkiye is homesickness. Therefore, loneliness needs to be considered in terms of influencing the learning of university students.

An important part of the happiness of individuals is creating a life with participation (Eryılmaz, 2009, 2010, 2012a, 2012b;Seligman, 2002). One of the areas of participation in a social commity is school and class. It is very important for the students to attend the classes. When students are attending classes, learning about new topics is becoming easier (Eryılmaz, 2010, 2011a, 2011b, 2015). As student participation increases, they are more successful (Skinner, Furrer, Marchand, & Kindermann, 2008). Increasing the level of attendance of foreign students in the classroom may enable these students to benefit from the mentioned benefits.

When being looked at higher education institutions of the Republic of Turkey's 2018 statistical data-set with the new student record, a total of 12247 Turkmenistanian and 17088 Azerbaijani students receive education in different universities (CHE [YÖK], 2018) in the Republic of Turkey. 3500 students are 1035 Turkmenistanian and 614 Azerbaijani studying in Uşak University (Uşak University, 2018).

In parallel with international student mobility in recent years, Uşak University aims to be efficient and productive in the process of internationalization in terms of the units it has established and the projects it has undertaken. By year of 2018, Uşak University provide training for a total of 33128 students with 701 academicians and 330 administrative staff in 195 different education programs. About 3500 of them are foreign students from abroad (Usak University, 2018). Therefore, in this study, it is examined how aim in life and loneliness related to attendence to lesson for the Turkmenistanian and Azerbaijani students who are studying at Uşak University.

In accordance with this purpose the answer to the following question is searched:

Attendance to lesson of Azerbaijani and Turkmenistanian undergraduate students predict their aim in life and loneliness level?

2. Method

The aim of this relational screening model study is to investigate the relationship between aim in life, attendance to lesson and loneliness level of Turkmenistanian and Azerbaijani students who are studying at Uşak University. Universe and sample of the study is the same, Turkmenistanian and Azerbaijani students in Uşak University.

1.1 Population and Sample

The survey was administered to 145 students, 105 boys and 40 girls selected with purposive sampling method that is one of nonrandom sampling method from Turkmenistanian and Azerbaijani students who are studying at Uşak University. Department and class records belonging to Turkmenistanian and Azerbaijani students were taken from the Student Affairs Office. According to this, the number of students in which department and the learning status of these students were determined.

The curricula of the Turkmenistanian and Azerbaijani students who are candidates for the research were taken as day and hour and they were informed by entering the classes. In addition, the instructor's number was hanged on the student panels.

Table 1: Demographic information of students from Azerbaijan and Turkmenistanian who are studying at Uşak University

Gender		(f)	%
	Male	105	72,4
	Female	40	27,6
Country			
	Türkmenistan	75	51,7
	Azerbaijan	70	48,3
Faculty			
	Faculty of Education	15	10,3
	Science and Literature	10	6,9
	Faculty of Economics and Administrative Sciences	30	20,7
	Communication	7	4,8
	Islamic Sciences	4	2,8
	Engineering	19	13,1
	Vocational School	5	3,4
	Sport Sciences	4	2,8
	Turkish Teaching Center	51	35,2
Class Level		(f)	%
	Prep Class (Turkish Teaching Center)	51	35,2
	Freshmen (1. Class)	7	4,8
	Sophomore (2. Class)	69	47,6
	Junior (3. Class)	18	12,4
Total		145	100

In table 1, demographic information of students from Azerbaijan and Turkmenistanian who are studying at Uşak University were collected under the demografic information part on the data collection tool. The participants are 105 male and 40 female students. 75 of these studens are Turkmenistanian, 70 of these studens are Azerbaijan. There are 15 students in Faculty of Education, 10 students in Science and Literature, 30 students in Faculty of Economics and Administrative Sciences, 19 students in Engineering, 51 students in Turkish Teaching Center and the others (12%) are in Communication Faculty, Islamic Sciences, Vocational School, Sport Sciences. Class level of students are different level as prep. class, 1, 2 and 3.

1.2 Data Collection Tools

In this study, the personal information form developed by the researcher was used to collect personal information from the participants. This form provides general information about the person filling out the form. In addition, "Attendance to Lesson for Undergraduate Students Scale" and "Determining Aim in Life in the Context of Positive Psychotherapy Scale Adolescence Form" developed by Eryılmaz (2014), and a 20-item "UCLA Loneliness Scale" originally developed by Russel, Peplau and Ferguson (1978) and adapted to Turkish by Özodaşık (1989) were used in the collect of data. Permission was taken from the developers to use.

The reliability of the scales was analyzed by the Cronbach Alpha internal consistency technique. Emotional participation score was 84, behavioral participation score was 86, cognitive participation score was 84, scale total score was 92 in attendance to lesson scale for a general course. Emotional participation score was 93, behavioral participation score was 88, cognitive participation score was 90, scale total score was 93 in cronbach alpha values. When the analysis results are examined, it is concluded that the scales are reliable. It was then applied to students from Turkmenistanian and Azerbaijan who were studying at Usak University. After the explanation of how to mark the scales and purpose of researching students before applying, the scale was applied.

1.3 Data Analysıs

SPSS 19.0 package program was used for statistical analysis of the obtained data. In the analysis of the data, arithmetic mean, pearson moment product, correlation coefficient were calculated and multiple regression analysis was performed.

3. Results

Findings obtained in the research are given below.

Table 2. Descriptive statistics for variables

	Attendance to Lesson	*Aim in Life*	*Loneliness*
N	213	213	145
X	55,2207	26,0376	42,3192
SS	11,9977	5,3560	7,2373

According to Table 2, when the arithmetic averages of the students are examined, it is seen that they participate in the lesson at a high level. However, as seen in Table 2, it is understood that life goals and loneliness levels are moderate.

Table 3. Relationship between aim in life, loneliness and attendance to lesson

		Attendance to Lesson	*Aim in Life*	*Loneliness*
Attendance to Lesson	**R**	1	,449[**]	-,258[**]
	P		,000	,002
	N	146	146	146
Aim in Life	**R**	,449[**]	1	-,106
	P	,000		,202
	N	146	146	146
Loneliness	**R**	-,258[**]	-,106	1
	P	,002	,202	
	N	146	146	146

When the above table is examined, there is a moderately significant positive relationship between participation and life goals. ($r = .449$, $p < .01$). According to this, it can be said that individuals who have middle level of aim in life are also high level in attendance to lesson. When the relationship between loneliness and aim in life is examined, it is observed that there is a statistically insignificant relationship with the low level in the reverse direction ($r = -.106$, $p < .05$). According to this, it can be said that the level of loneliness decreases as the aim in life scores increase. Finally, when the relationship between attendance to lesson and loneliness is examined, it is observed that there is a meaningful relation at low level in the reverse direction. ($r = .- 238$, $p < .01$). As a result, the level of loneliness decreased when participation increased.

Table 4. Results of Multiple Linear Regression Analysis Showing the Effect of Aim in Life and Loneliness Points on Attendance to Lesson

Variable	B	Standart Error	B	t	P
Stable	47,279	7,26		6.511	.000
Aim in life	,964	.165	.427	5,843	.000
Loneliness	-.364	.125	-.213	-2,914	.004
	R=0.496	R^2=0.247			
	F$_{(2, 143)}$=23,391	p=.000			

Aim in life and loneliness together have a significant effect on the attendance to lesson score (R = 0.496 R2 = 0.247, p <.01.). Aim in life and loneliness variables together account for 24% of the attendance to lesson. According to the standardized regression coefficient (β), it is seen that the effect of aim in life on attendance to lesson is higher than that of loneliness. When the significance values of the regression coefficients are examined, it is seen that there is a significant predictive value on attendance to lesson in both variables.

4. Conclusion And Discussion

This research aims to investigate the relationship between the attendance to lesson of Azerbaijani and Turkmenistanian undergraduate students in Usak University and their aim in life and loneliness level.

In a globalizing world, it is inevitable to see the reflection of innovation, competition, difficulty and adaptability in the need for education as in everything else. In order to be able to respond to these conditions, we can see that higher education institutions offer alternative alternatives to attract these young people to their institutions. These alternatives can be listed as scholarship provided that they choose their institution, part time work opportunities in the university, free dormitories, free meals and a rich life center for the university. In addition, it seems that they are in the effort to increase the diversity of student profiles in universities by offering attractive opportunities for students from different countries and cultures in order to open universities in some countries to the international level. International students bring diversity to the universities and give different experiences to the universities (Özkan, Acar Güvendir, 2015). In addition to the positive aspects of international students, they are experiencing some difficulties as they come from different cultures and geographies. At the beginning of these difficulties comes problems of adaptation. As a complicating variable of adaptation it can be sorted as mainly being loneliness, human relations, accommodation, nutrition, clothing, health and social problems (Bek, 2014; Bek, 2018; Eryılmaz, 2009, 2011a, 2011b). It is expected from foreign students that despite the challenges they face, they have active participation and achievement in order to achieve the goals that they are aiming for.

According to the results of the descriptive statistis of the variables, when the arithmetic mean of the students is examined, they participate in the lesson at a high level. It can be said that the high level of participation is due to obligatory attendance role. Besides, it is understood that aim in life and loneliness levels are moderate. We can say that students' life goals are effected by limited opportunities for education in their own countries. A positive change in life goals can be expected with education abroad.

There is a significantly possitive relationship between aim in life and attendance to lesson. When the relationship between loneliness and aim in life is examined, there is a low negative and no statistically significant relationship. Based on the results, it can be said that the level of loneliness decreases as the aim in life scores increase. When the relationship between the attendance to lesson and loneliness is examined, it is observed that there is a negative correlation with the negative

direction. In other words, when the attendance to lesson increases, the level of loneliness decreases. In this study, it is seen that aim in life is more predictive than loneliness in terms of effect on attendance to lesson. In other words, students with higher aim in life have more attendance to lesson activities. When the results of aim in life and loneliness and attendance to lesson scores are examined, a significant relationship is found.

The result of this research coincide with the different studies which was made by Eryılmaz and Aypay, and also Bek at different times (Eryılmaz, 2009, 2010, 2011a, 2011b, 2012a, 2012b, Eryılmaz ve Aypay, 2011, Bek, 2017). It is stated that determining the aim in life is a significant effect of motivating the students to attendance to the lesson. Since life aims require the development of daily goals that are related to each other, which will help to overcome their life goals.

Aim in life and loneliness of foreign students has an influence on attendance to the lesson. The most predictive of these variables is aim in life. If the student has a high level of aim in life, attendance to the lesson is higher. However, if the student is intensely lonely, attendance to the lesson is increasing. Therefore, it is understood that guidance support for the determination of aim in life in order to increase the motivation of foreign students in accordance with their needs for attendance to lesson (Bek, 2016).

Because of the fact that there is a significant positive correlation between the attendance of students to the lesson and their aim in life at a high level, it can be said that the attendance of the individuals who are high in aim in life is increased. Eryılmaz & Aypay (2011) has shown the importance of determining the aim in life in a study and supports the result of this study with this result.

With the observation of a low negative correlation between loneliness and aim in life, it can be said that the increase in the aim in life means a decrease in the sense of loneliness. With finding a meaningful relationship between lecture attendance and loneliness negatively, it may mean that the feeling of loneliness may decrease with attendance to lesson.

As a result of this study, it may be beneficial to support foreign students through student clubs, active use of student life centers, regular meetings are held for foreign students through university-appointed persons, organizing negotiations, introductions and adaptation activities and individual or group guidance activities.

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