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A QUALITATIVE STUDY ON UNDERGRADUATES' PSYCHOLOGICAL CAPITAL CLASS CONNECTEDNESS AND SCHOOL ALIENATION

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ABSTRACT

In this research, it is aimed to analyze the psychological capital, class connectedness and alienation of university students according to the views of students and instructors. According to the findings of the research conducted with the qualitative method, some of the factors that reduce the psychological capital of the students are; their concerns about the future, employment problems, and not knowing their profession. Some of the factors that increase their psychological capital are; students' positive future expectations, high motivation, self-confidence, physical endurance, communication power. According to the participants, some of the factors that reduce students' class connectedness are experiencing grouping, being closed to communication, finding people insincere, lack of joint activity; Some of the factors that increase students' classroom connectedness are being in different social environments, the effect of team sports, being friendly and learning from each other. According to the participants, some of the factors that reduce students' alienation from school are the belief in the benefits of the lessons, the equipment of the university, the management-instructor-student relationship; Some of the factors that increase the alienation of students from school are not choosing the department voluntarily, the location of the faculty to the campus, and the scarcity of social areas.

Keywords: Qualitative method, Undergraduates, Psychological capital, Classroom connectedness, School alienation

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ÜNİVERSİTE ÖĞRENCİLERİNİN PSİKOLOJİK SERMAYE SINIF BAĞLILIĞI VE OKULA YABANCILAŞMALARI ÜZERİNE NİTEL BİR İNCELEME

Fulya ATİLA[1]

ÖZ

Bu araştırmada üniversite öğrencilerinin psikolojik sermaye, sınıf bağlılığı ve okula yabancılaşmalarının öğrenci ve öğretim elemanı görüşlerine göre analizi amaçlanmaktadır. Nitel yöntem ile yapılan araştırmanın bulgularına göre öğrencilerin psikolojik sermayelerini azaltan etmenlerden bazıları; gelecek kaygıları, istihdam sorunları, mesleklerini tanımamalarıdır. Psikolojik sermayelerini artıran etmenlerden bazıları; öğrencilerin olumlu gelecek beklentileri, yüksek motivasyonları, kendilerine güvenmeleri, fiziksel dayanıklılıkları, iletişim güçleridir. Katılımcılara göre öğrencilerin sınıf bağlılığını azaltan etmenlerden bazıları, gruplaşma yaşanması, iletişime kapalı olunması, kişileri samimiyetsiz bulma, ortak faaliyet eksikliği; öğrencilerin sınıf bağlılığını artıran etmenlerden bazıları, farklı sosyal ortamlarda bulunulması, takım sporlarının etkisi, arkadaş canlısı olma ve birbirlerinden bir şeyler öğrenebilmeleridir. Katılımcılara göre öğrencilerin okula yabancılaşmalarını azaltan etmenlerden bazıları, derslerin faydasına olan inanç, üniversitenin donanımı, yönetim-öğretim elemanı-öğrenci ilişkisi; öğrencilerin okula yabancılaşmalarını artıran etmenlerden bazıları, bölümü isteyerek seçmeme, fakültenin kampüse konumu, sosyal alanların azlığıdır.

Anahtar Kelimeler: Nitel yöntem, Üniversite öğrencileri, Psikolojik sermaye, Sınıf bağlılığı, Okula yabancılaşma

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1. INTRODUCTION

Davis (2010) stated that positive psychology will be an important support element due to its effect on performance; He states that it will be an issue that needs to be addressed in enterprises in order to see how the management will use and develop human capital, to determine the organizational policy, and to increase the productivity of the employees. Similarly, positive psychology will be an essential element in schools with educational organizations. Positive psychology will take its place in seeing how education management will develop human capital and ensuring that stakeholders make the best contribution to educational organizations. Researchers say that a positive organizational behavior approach should be adopted in today's turbulent environment characterized by economic crises, globalization, constantly developing technology and non-stop competition (Luthans, 2002). Especially for organizations, there is a need for a more balanced approach that considers positive and negative concepts together rather than only negative or only positive approaches (Luthans & Youssef, 2007). Psychological capital is a positive state of mind that is explained by attributing positive and improvable features such as a person's sense of self-confidence in fulfilling difficult tasks and hope and resilience in achieving goals (Luthans et al., 2004; Luthans & Youssef, 2004). It is expressed as the sum of various characteristics that can be changed and improved in many ways regarding how the strengths of individuals are discovered (Luthans & Youssef, 2007). Although it is thought that the effects of any individual's behavior on the entire organizational environment in the achievement of the organization's goals in organizations are thought to be weak, the positive behavior of a single individual can make significant contributions to the organizational climate by influencing other individuals (Todd, 2003). In this direction, since it is emphasized that the importance of psychological capital in increasing performance and productivity in positive psychology and that it can be developed, organizations today prefer to turn to approaches inspired by positive psychology, which try to reveal the positive sides instead of focusing on the negative aspects of their employees (Uslu, 2014). With this developing research, it is stated that psychological capital is a secondary and comprehensive phenomenon that includes self-efficacy, psychological resilience, hope, and optimism (Avey et al., 2010).

a) Self-Efficacy: Albert Bandura (1997, cited in Seçgin, 2013; Demirbilek & Atila, 2021) stated that people evaluate their self-efficacy as the probability of predicting whether they can do a certain job or not. The probability associated with an individual's ability to do a job indicates the level of self-efficacy that person has. Methods such as coaching, success experience, modeling, and positive feedback are some practices that help to increase the level of self-efficacy. The main purpose of these applications is not to create new capabilities; It is to create a belief and confidence that they can achieve what they want with the knowledge, skills, and abilities they have (Çınar, 2011).

b) Hope: Luthans et al. (2007) mentioned the following approaches to create hopeful people: Enabling individuals to set goals for themselves will enable individuals to look to the future with more hope. While extremely challenging and hard-to-reach goals reduce the motivation of individuals for success, setting goals below their potential can cause individuals to become complacent. Adjusting this level very well causes employees to make more efforts to reach their goals and to increase their hope level about their work. For the individual to reach his goals and find the necessary route, it is necessary to change the solutions and resources. Jobs that are getting harder and harder will increase the willpower of the employees and diversify the solution ways and will enable the development of hopeful thinking. The performance-enhancing role of participation includes not only emotional or motivational but also cognitive processes that enable individuals to see the impossible as possible. Tangible or intangible reward systems are also important sources of motivation that will enable individuals to achieve their determined goals. To raise one's hope, one must both really want to succeed and determine the ways that will lead him to success (Luthans et al., 2008).

c) Optimism: From the point of view of psychological capital, realistic and flexible optimists enjoy the flow of life and events at work and learn from these situations. They also appreciate and thank other people and events that have contributed to their success. He can take advantage of the opportunities offered with these people, develop their skills and abilities, and increase their chances in the future. In troubled times, he analyzes thoroughly in confusion, finds the truth, learns from his mistakes, accepts the things he cannot change and moves on (Luthans et al., 2007).

d) Resilience: Resilience is a gradual developmental process that takes place in ordinary life throughout life. In other words, "resilience is a process, not an end point to be reached" (Luthans & Youssef, 2004). Resilience, which is reactive, should not mean that it is an unusual, rare, mysterious ability that is genetic or can be acquired through very long-term changes. At the point of increasing psychological resilience, organizations can protect their employees from psychological and physical risk factors such as sensory burnout and stress health problems by developing healthy life programs and solidarity activities for employees (Luthans & Youssef, 2004). Organizational members through strategic planning and organizational learning; Coping with crises, being ready to manage crisis periods effectively, and thus efficient use of the material and human resources of the

organization, and as a result, flexibility of the organization and its members in adapting to new realities is ensured.

Schools are responsible for creating emotional, behavioral, and academically safe environments for individuals. The main element of creating this environment is the school climate. A school with these characteristics emphasizes establishing positive relationships between students and teachers, academic success, and respect for school members. In school, there is a state of communication between the teacher and the student, the teacher and the class, and the students and the class. The effective use of communication skills by teachers also positively affects the school climate. It can be said that the establishment of effective communication in schools can increase the quality of education. The quality of communication at school undoubtedly depends on the quality of communication between teacher-student and student-student in the classroom (Sular, 2017). Just as every school has its own climate; classrooms have their own unique climate and personalities. Classroom climate, which can be used instead of concepts such as "classroom environment, classroom atmosphere, classroom environment" in the literature, is a crucial factor affecting behavior and learning in the classroom. The climate of the classrooms in a school affects the overall climate. Even if the school climate is positive, in some cases, a negative classroom climate or a positive classroom climate can be encountered in some classrooms in a negative school climate. Classroom climate thus differs from school climate because fewer students form the characteristics that make up the organization. Although their rules, physical structures and activities are different, teachers and students in the classroom also differ. Classroom climate expresses students' perceptions of their classmates and teachers in the face of positive and negative situations in the classroom (Adams & Bell, 2016, cited in Esen Aygün, 2017). With the provision of a positive classroom environment, it is expected that a more constructive climate will develop in the classroom and the success of the course will increase (Kounin, 1977, cited in Esen Aygün, 2017). Frequent encounters with undesirable behaviors in a classroom negatively affect students' perceptions of classroom climate (Blum, 2005).

In the school environment, the student interacts with his friends on the one hand, and on the other hand, interacts with his teachers socially and academically. It is inevitable that the quality, satisfaction, and satisfaction of the dimension of the relations here affect the student's interest, perspective, acceptance, and connectedness to the school. It can be observed that if individuals do not feel adequately belonging to the school, cannot establish healthy peer relationships, and are not satisfied with the school, this situation affects their academic life negatively (Mengi, 2011). The level of school connectedness was found to be higher in students who thought that a positive school climate, that is, quality teachers, effective discipline rules, high learning level and positive school atmosphere, was higher than those who did not think so (Osterman, 2000). Thus, connectedness studies allow educators and parents to change the behaviors that cause failure (Bruyn, 2005, cited in Arastaman, 2006). For all these reasons, the subject of school connectedness becomes the focus of attention as a remedy for students' boredom from school, their decrease in academic success, their insensitivity to education and their high dropout rate (National Research Council and Institute of Medicine, 2004, cited in Fredricks et al., 2004). According to Deci, when the needs of the student are not met in the educational environment, the motivation and performance of the student decreases, their development slows down and they become alienated from the school (Osterman, 2000). To fully understand the impact of classroom organization on student behavior, it is necessary to distinguish connectedness in learning activities from connectedness in social structure. What is meant by the definition of academic connectedness is the behavior of the student related to the learning process. E.g., time devoted to the task, attentiveness, participation in learning activities, effort, and initiative (Finn, Pannozo & Achilles, 2003, cited in Arastaman, 2006). Social cohesion, on the other hand, consists of social and anti-social behaviors and defines the interaction of the student with the teacher or friends. Social behaviors include following rules, interacting positively with teachers, cooperating with friends, and contributing to the class. Antisocial behaviors, on the other hand, include not interacting with teachers or students, behaving harmful to other students or situations that require the teacher's warning and control (Finn et al., 2003, cited in Arastaman, 2006). Both connectedness structures show a strong and harmonious relationship with academic performance (Finn et al., 1995, cited in Arastaman, 2006).

Since the need of the adolescent who is trying to leave the family is to be included in the group and to stay in the group, the importance of his friends increases and the influence of his peer circle is seen most during these periods (Bee & Boyd 2009, cited in Ulaş Karaahmetoğlu et al., 2017). When the student feels belonging or accepted, a relationship is established between the way they perceive them and their psychological consequences. When the student establishes a positive relationship with others, his/her internal motivation increases, he/she establishes a strong identification, accepts the autonomy of others, feels autonomous and harmonizes his/her behavior with class norms (Osterman, 2000). Students' sense of belonging develops through participation in extracurricular social activities, and it has been determined that this situation causes connectedness (Osterman, 2000). Anderson, Manoogian, and Reznick also mention that not being included in the group may cause a decrease in intrinsic motivation (Osterman, 2000). Blum (2005) stated that students' feeling of belonging to the school is necessary for them to be successful. However, people feel a sense of belonging to

many things. Looking at the literature, the names of "school engagement" (Fredricks et al., 2004) "school attachment" and "school bonding" (Maddox & Prinz, 2003) it is seen that there are studies (Yıldız & Kutlu, 2015). Blum (2005) states that although different words are used in different disciplines, the same concept is mostly meant. What is meant by connectedness to school; It is the relationship of the student with the school, the school personnel, and the behavior and rules that the school tries to gain (Maddox & Prinz, 2003). Connectedness to school, which is defined as the student's adoption of the school's goals, can also be defined as feeling belonging to the school environment, positive thinking about education and establishing positive relationships with school personnel and other students. The subject of school connectedness is evaluated with five basic contents in the literature. These; academic performance, classroom behavior, participation in social activities outside the classroom, interpersonal relations, and school society (Jimerson, Campos & Greif, 2003). Connectedness to school; indicates how much students care about their school, their teachers and what their teachers think. Students who are committed to school participate more in school activities, internalize school rules effectively and feel more valuable. Therefore, students with high school connectedness are less likely to act contrary to school norms (Payne et al., 2003, cited in Özer & Dönmez, 2007). School connectedness is the positive perception of individuals regarding the gains from school and school activities, participating in school activities and feeling as if they belong to the school, as if they are a part of the school. Individuals with high school connectedness feel strong emotional ties to school, their families and society, their sense of trust develops, their school success increases, and their socialization becomes easier; Individuals with low school connectedness may be more likely to be involved in crime (Yıldız & Kutlu, 2015). Class connectedness is defined as "student-student communication perception based on student support and collaboration" (Dwyer et al., 2004). In addition, class connectedness focuses on the interdependence of individuals in the class, positive communication, and interaction. Dwyer et al. (2004), the classroom environment where students are connected to each other; They defined it as a supportive and collaborative communication environment in which students feel socially connected through partnerships, experience a sense of being in a community, take care of each other and behave in a friendly, respectful, and non-judgmental manner in the classroom. Student-student connectedness, in other words class connectedness, is defined as students' feeling of being with their classmates (Dwyer et al., 2004). Student-student connectedness represents the relational interactions between students in the classroom with their peers (Sidelinger et al., 2012).

While addressing the subject of alienation in education, first, it is necessary to talk about the subject of alienation from the school, which represents education. In the 1960s, starting from the theory of social psychology, the phenomenon of student alienation in education began to emerge. According to the social psychology theory, the first studies on student alienation were focused on the perception and thought of the person (Tarquin & Cook-Cotton, 2008, cited in Gedik, 2014). The subject of alienation emerges in the form of alienation from self, society, work, and school. Alienation experienced at school; As a result of the physical facilities in the school, the physical environment of the school or the teacher's behaviors affect the student, the student becomes introverted by leaving the social environment, feels helpless, engages in maladaptive behaviors, or becomes lonely (Avcı, 2012). In fact, students can become alienated from the education process, from themselves and from other students. Heath (1970, cited in Gedik, 2014) emphasized that the school increased the effect of controlling students' development and shaping students. Especially in the globalizing world, schools, where knowledge is produced and shared, have become even more important because of their effects on society. However, students who need school to prepare for their future lives are exposed to negative effects such as alienation at school. Sidorkin (2004) alienation from school; He stated that it is a situation that results in people getting away from learning, knowledge, and learning-related processes, becoming colder, these processes becoming meaningless to people, decreasing interest in teaching and learning, and education turning into a boring, unpleasant and monotonous activity for people. Sometimes, the school leads people to alienate them from the knowledge of daily life, the cultural structure of the society and the world, and instead helps the school to internalize the values envisaged through the state. The school directs the person to uniformity; while it is necessary to help the person to understand the world of knowledge that can sustain his own life, to understand it as a part of nature and to perceive his environment correctly, it leads the student away from them and leads to alienation (Yapıcı, 2004). When incomplete or faulty methods and strategies are applied in the organization of learning-teaching activities, students will move away from the school or education process, become cold and this will cause their alienation. The main factor that causes alienation from school is that the student's interests, talents, and needs are ignored, and he is dragged from a position that should be active at all levels of education to a passive position (Mau, 1992). Hascher and Hagenauer (2010) stated that alienation from school is caused by students' lack of motivation. Especially during adolescence, students' academic motivation decreases. This may cause them to become alienated from school. Negative experiences of students, thinking that they will not be successful at school, not feeling independent in the learning environment, social ties with friends and teachers, and family's relationship with the student are among the other factors that lead to alienation. Some of the reasons stem directly from the school environment (Çağlar, 2012). Yılmaz and Sarpkaya (2009) emphasized that the factors that cause alienation in organizations are quite many and different, and they divided them as

environmental and organizational factors. They said that the reasons for students' alienation from school may be due to the structural characteristics of the school, environmental factors such as the culture of the society, socioeconomic level, moral understanding, and religious beliefs. Studies have revealed that the bureaucratic structure of schools, heavy course load, intensive curriculum, crowded classrooms, non-democratic administrative structure, external determination of teaching processes, and trying to teach information that will not be useful in daily life cause alienation in education (Erjem, 2005). To manage alienation in educational organizations, it is necessary to establish an early warning system, rasp the negative aspects of bureaucracy, develop policies related to alienation, manage conflicts, reduce uncertainties, increase motivation, and ensure participation in management (Yılmaz & Sarpkaya, 2009).

The five dimensions of alienation defined by Seeman (1959) were adapted to the school context by Mau (1992). In his research on Mau students, he examined alienation in four dimensions: meaninglessness, rule lessness, powerlessness and social distance (Sanberk, 2012).

a) Weakness: Oerlemans and Jeskins (1998) state that students experience powerlessness when they cannot control their own lives at school, when they feel that they do not have any control over what is going on, when they cannot make a choice, when they cannot make decisions, when the rules and principles of the school ignore their own wishes. According to Mau (1992), students who feel powerless may exhibit negative behaviors by interrupting the lesson or by opposing the teacher or school administrator. School management may also cause alienated students to feel even more powerless with their behaviors.

b) Meaninglessness: However, students who cannot establish a connection between their work and their own preferences do not believe in the necessity of education and experience a sense of meaninglessness caused by alienation. They feel inconsistent between what they want to do in the future and what the school contributes to the student. Most of the students who experience meaninglessness especially question the usefulness of the contents of compulsory courses such as Mathematics, English, Social and Science in their professional life and they think that it will not prepare them for the job they want to do (Oerlemans & Jenkins, 1998).

c) Normlessness: The school administration sees the school rules as unimportant and unnecessary (Oerlemans & Jenkins, 1998). According to Oerlemans and Jenkins (1998), one of the reasons why students experience normlessness is that school rules are used negatively, emphasizing discipline rather than being used to develop a sense of togetherness and partnership. Anomie is the most common dimension of alienation. Disciplinary problems such as peer bullying, harming the school and violence in schools can be given as examples of irregular behavior. Students who become alienated from the school with these behaviors may cause other students or teachers to become alienated from the school (Gedik, 2014).

d) Social distancing: According to Mau (1992), students who are socially distancing at school describe school as a mixed, intolerant, and disappointing place. Many prefer to spend time at home, go to the beach or go out with their friends (Oerlemans & Jenkins, 1998; Çiftçi, 2009).

1.1. Research Question

Within the scope of the research, it is aimed to analyze the psychological capital, class connectedness and alienation of university students according to the perceptions of students and instructors. For this purpose, answers to the following questions are sought.

1- Participants; What are the opinions of university students on low/high perception of their psychological capital and the reasons for this?
2- Participants; What are the opinions of university students regarding their low/high perception of class connectedness and the reasons for this?
3- Participants; What are the opinions of university students on low/high perceptions of their alienation from school and the reasons for this?

2. METHOD

2.1. Research Pattern

The research was carried out with the phenomenology design, one of the qualitative research designs. The phenomenology design is suitable for research that aims to examine phenomena that are not completely foreign to us and that we cannot fully understand. It focuses on concepts that we are aware of but cannot reach a deep, broad, and detailed understanding (Yıldırım & Şimşek, 2013).

2.2. Participants of the Study

The population of the research consists of students studying at Inonu University in the spring semester of the 2017-2018 academic year and teaching staff. The participants of the research were determined by purposive sampling method (Büyüköztürk et al., 2015). This research was developed based on the quantitative results Atila (2019) reached in his doctoral thesis. In the research, using the extreme or deviant sampling method, which is one of the purposeful sampling methods, it was studied with two instructors and two students randomly selected from the Faculties of Engineering, Theology, Sports Sciences and Pharmacy, which was determined in the study of Atila (2019) and determined as the outlier. A total of 8 lecturers and 8 students were interviewed. The following procedure was followed in the selection of the lecturers and students interviewed. From the research findings; two participants were randomly selected from the volunteers of the faculty members and students who were working in the 2017-2018 academic year in the faculties with the highest and lowest perceptions of university students' psychological capital, class connectedness and alienation from school. This sampling technique envisages the study of a limited number of but equally information-rich situations that will be subjected to in-depth analysis. The important thing at this point is that: Outlier or extreme situations can yield richer data than normal situations; It can help the research problem to be understood in depth and multidimensionally (Yıldırım & Şimşek, 2013). This sampling method is used to provide information from unusual situations such as failures, extraordinary successes, or crisis situations (Büyüköztürk et al., 2015).

2.3. Data Collection Tool

Interview Form: A semi-structured interview form was created with 3 semi-structured questions and the probes of the participants in the study group, about the perceptions of university students on psychological capital, class connectedness and alienation from school. The interview form was developed for lecturers and students in line with the research questions. The purpose of the meetings; to reveal other people's perspectives. The basic principle of qualitative interviews is that participants have the opportunity to explain their worldviews and thoughts in their own words, without any limitations (Patton, 2014). The interviews were conducted face-to-face by the researcher himself, and in the interview process, the details of the interview technique, which was started by Karasar (2015) to be considered and increased the quality of the interview, were adhered to. Some of these points are It can be expressed as paying attention to the fact that the answers do not deviate from the purpose during the interview process, that the answers are detailed and to obtain answers with depth, and not to interfere with the participants. The prepared interview form was presented to the field expert to check how well it serves the purpose, understandability, and applicability. The interview form was prepared in line with the expert's suggestions. Afterwards, a preliminary application was made with a randomly selected university student from the Faculty of Sport Sciences, and it was determined that there was no problem in terms of intelligibility of the questions. In the study, an effort was made to ensure internal validity, namely credibility, through long-term interaction by keeping the duration of expert review, participant confirmation and interviews with participants long. In addition, the consistency of the findings obtained from the collected data was checked. For this purpose, the compatibility of the findings with the conceptual framework used in the development of the interview form and the quantitative research results was checked. In addition to these, the credibility of the research was tried to be increased by making direct quotations from the lecturers and students interviewed. To increase the internal reliability (consistency) of the research, all the findings were given directly without comment. To increase the external validity (transferability) of the research, the research process and the procedures performed in this process are explained in detail. In this respect, the model of the research, the study group, the data collection tool, the data collection process, the analysis and interpretation of the data and the arrangement of the findings are explained in detail. In addition, the external reliability was tried to be increased by hiding the raw data of the study to be requested by other researchers or to make comparisons in another study in the future.

2.4. Analysis of Data

In the research; on university students' perceptions of psychological capital, class connectedness and alienation from school; Descriptive analysis was used in the analysis of the data obtained to determine the views of the instructors and students. descriptive analysis; It is an analysis technique in which the data obtained are summarized and interpreted according to previously determined themes, direct quotations are frequently used to convey the views of individuals in a striking way, and the results are interpreted within the scope of cause-effect relationships (Yıldırım & Şimşek, 2013). Descriptive analysis technique: There are three steps of activity: reduction of data, presentation of data, inference, and verification (Türnüklü, 2000). The study was conducted within the framework of these steps. In the presentation of the obtained data, explanatory (conformity to the theme), striking (different opinion), diversity and extreme examples criteria were taken into consideration for the selection of citations (Ünver et al., 2010).

Since the participants did not allow the use of the voice recorder, the interview data were obtained by taking one-to-one written notes during the interviews in line with their permission. The obtained interview forms were transferred to the computer environment. After each interview form was coded, the answers to the questions were examined and coding was done by adhering to the essence of the statements. The codes were brought together, and themes were created by finding common aspects. Processing the data according to the determined themes and interpreting the findings with direct quotations were conducted.

3. FINDINGS

The data obtained from the semi-structured interviews in the research and the findings from their analysis are given below.

From the quantitative research findings of Atila's (2019) doctoral thesis; Sports Sciences, which was determined as the faculty with the highest perception of psychological capital and the lowest perception of class connectedness of university students; Pharmacy, which was determined as the faculty with the lowest psychological capital perceptions; Theology, which has the highest perceptions of class connectedness and the lowest perceptions of alienation from school; Among the faculties with the lowest perceptions of class connectedness and the highest perceptions of alienation from the school; Two randomly selected teaching staff working in the 2017-2018 academic year; Two participants were randomly selected from the students to be interviewed. A total of 8 lecturers and 8 students were interviewed. The names of students and lecturers were not used in the study. Faculty of Engineering lecturers E1 and E2; students ES1 and ES2; Faculty of Theology faculty members T1 and T2; students TS1 and TS2; Faculty of Sport Sciences faculty members S1 and S2; students SS1 and SS2; Faculty of Pharmacy faculty members P1 and P2; students PS1 and PS2; has been named. The themes and sub-themes that emerged because of the analysis of the data are given in the tables below (Table 1, Table 2, Table 3). Students and instructors participating in the study; the findings, including university students' perceptions of psychological capital, class connectedness and alienation from school, were analyzed under three headings in accordance with the research questions.

3.1. Participants; University Students' Perceptions of Low/High Psychological Capital and the Reasons for This

The participant opinions of the Faculties of Pharmacy and Engineering, where the psychological capital of university students is perceived to be low, and the Faculties of Theology and Sports Sciences, where the psychological capital is perceived to be high, are given in Table 1.

Table 1.
Reasons for Low/High Perception of Psychological Capital Participant Views

Reasons for Low Perception of Psychological Capital	Reasons for High Perception of Psychological Capital
Future anxiety (P1, EP2, PS1, PS2, ES1)	High motivation (TS2, T2, S2, SS1, SS2)
A pessimistic view of the profession (P1, P2, PS2, E2)	Positive future expectation (T1, TS2, TS1, S1, SS1)
Employment problem (P1, E2, ES1)	Self-confidence (T2, TS2, S1, SS2)
Inadequacy (PS1, E2, ES2)	Positioning of life in the world and beyond (T1, TS2)
Introducing quotas by population (P1, P2)	Self-awareness (T2, TS2)
Not knowing the profession (E2, ES1)	Physical Endurance ((S2, SS1)
Lack of guidance (E2)	Adaptation to the political conjuncture (T1, TS1)
Inability to establish a theory-practice link (ES2)	The feeling of being a team (S2, SS2)
Impact of problems in the political system (E1)	Pleasure to succeed (SS1, SS2)
Lack of technology development (E1)	Communication (S2, SS2)
Don't give up early (E2)	Volunteering (T2)
Lack of confidence (ES2)	Meeting expectations (TS2)
Low salary thought (E2)	Do not look at the lesson as a science (TS2)
Social media negativities (E2)	Employment comfort (T1)
Attitudes of instructors (ES1)	Weight of philosophy group courses (T2)
Management-teaching staff-student relationship (PS1)	Free thinking environment (T2)
Opening more faculties (PS1)	Making you feel valued (T2)
Worthlessness (PS1)	Education at a well-equipped university (T1)
Requirement to be an assistant pharmacist (P1)	Faith (T1)
	Learning to win and lose (SS1)
	Ability to take correct and appropriate decisions (S2)
	Disciplined work (S2)

Reasons for Low Perception of Psychological Capital	Reasons for High Perception of Psychological Capital
	Effect of sports on hormones (S1)

As seen in Table 1, according to the data obtained in the study, the most emphasized sub-theme of the "reasons for the low perception of psychological capital of university students" was "Future anxiety". In addition to this, sub-themes of "pessimistic view of the profession", "employment problem", "not recognizing the profession" were also emphasized. In addition, the views of the instructor and students in these sub-themes supported each other. Some of the participants on the subject expressed their views as follows.

"With the newly enacted law, students were required to work as an assistant pharmacist for one year to open a pharmacy after graduation. In addition, a quota has come to open a pharmacy according to the population. It is no longer possible to exceed a certain number. For these reasons, employment problems started to cause problems. When more faculties were opened and the number of graduates increased, the problem of finding a place arose. They are now pessimistic towards the profession and are hopeless for the future…" (P1)

"Students' psychological capital is in the country, the city they study; it is closely related to the level of social, cultural, economic, and political presence and vision for the future. Young people will exhibit a similar attitude when countries are on the rise, are hopeful, and follow a positive social, cultural, and sociopolitical process. However, the developments in our country in recent years have led to some negative approaches to the psychological capital of young people. As a result, I think that university youth in a country like Turkey is below the required level in terms of psychological capital. But I think the reason for this is not the youth, but the sociocultural and political systems applied…" (E1)

"…Students give up early. They prefer not to go over the events and leave early. Job anxiety is too high. Where will I work? Will my fee be satisfied? They have questions like They see dissatisfaction in market workers. Although it seems that more employment opportunities were brought to the workplaces with the EU harmonization process, they started to work for low wages. They feel that their education will not be rewarded. There is also a lack of direction. He does not know his profession. He doesn't know what will happen as a result. If more guidance is given, their self-efficacy may increase. In which branch, He should learn what this branch is, how it will be profitable, how to approach it for this branch..." (E2)

"Students write unconsciously. They are looking for me to be a university graduate. He reads without knowing what the profession is for. It just sounds like he kept the score. They are not interested in classes. They are unhappy and hopeless. When they see their working environment during their internship, they feel more hopeless…" (ES1)

"…They suffer from the inability to establish a connection between theory and practice in education. They don't trust themselves…" (ES2)

The participants stated that some of the factors that reduce psychological capital are students' worry about their future, their pessimistic view of the profession, employment problems, not knowing their profession and feeling inadequate because they do not know what the lessons will do.

As seen in Table 1, according to the data obtained in the study, the most emphasized sub-themes of the theme of "reasons for the high perception of psychological capital of university students" were "High motivation" and "Positive future expectation". Although the sub-theme of "self-confidence" was also emphasized, the views of the instructor and students supported each other in these sub-themes. The views of some of the participants on the subject are as follows.

"…The opportunities offered by the university to the students and the future expectations of the students are also effective. The ease of employment in theology faculties may be making them stand out in terms of their psychological capital compared to other distressed faculties. It can be different in terms of students' worldviews. Their positioning of worldly and beyond-life life, beliefs can lead them to look hopeful. In terms of the political conjuncture, they may evaluate the situation more harmoniously and feel psychologically comfortable." (T1)

"… If people gain the consciousness of being a university student, free thinking environment and innovative creative thinking environment are made important, progress can be achieved everywhere. Satisfactory results are obtained if the person's self-knowledge, realization of his potentials, awareness of a separate personality phenomenon is realized. I think that courses such as Psychology, Sociology, and Philosophy are effective. In addition, there is liveliness in this faculty; student motivation is high as the activities are high. When there is an event, the participation is high and they participate voluntarily, not compulsorily. Nothing is obligatory. Everything is free and there is comfort." (T2)

"…Theology students, on the other hand, look at it as science, not as a profession. This is also related to the lessons. Their motivation is high, so they are more optimistic. They are happy because they can establish a good balance between earthly and otherworldly life." (TS2)

"…When they do sports, their self-confidence, self- efficacy, and courage increase. They are hopeful. Such is the case with the mentality of the athlete. Until the last second, everything can change and there is hope. In addition, doing sports causes the secretion of serotonin, which makes people happy, optimistic, and hopeful." (S1)

"…Many of the students have been athletes since high school. Their lives are success-oriented and built on it. In educational tournaments, people are taught the sense of winning and losing. That's why they are hopeful and not pessimistic because they are taught that it is natural to lose. They must be resilient so that they can succeed. Because the game is learned by losing." (SS1)

"They are highly motivated and have the will to win. Even if they lose, they are determined. Self-confidence and self-efficacy are high. They are used to doing things in front of the masses. Sports also have an effect on life skills." (SS2)

The participants stated that some of the factors that increase their psychological capital are students' positive future expectations, high motivation, self-confidence, positioning the world and beyond, self-awareness, physical endurance, feeling of being a team, and communication powers.

3.2. Participants; University Students' Perceptions of Low/High Class Connectedness and The Reasons for This

The participant opinions of the Faculty of Pharmacy and Engineering, where the class connectedness of university students is low, and the Faculties of Theology and Sports Sciences, where the class connectedness is high, are given in Table 2.

Table 2.
Participant Views on Low/High Perceptions of Class Connectedness

Reasons for Low Perception of Class Connectedness	Reasons for High Perception of Class Connectedness
Grouping (P1, P2, PS1, PS2, E2, ES1, ES2)	Sociability (S1, S2, SS2)
Closeness to communication (P1, P2, PS2, E2, ES2)	Different social environments (T1, T2, S1)
Not communicating (P1)	Team sports (S2, SS1)
Non-appropriation (P1)	Being friendly (S1, SS2)
Competition (PS1)	Continuity in communication (TS1)
Insincerity (PS2)	Sincerity (TS2)
Not being social (E1)	Collectivism (T1)
Nature of the area (E1)	Faith similarity (TS1)
Lack of joint activity (E1)	Volunteering (TS2)
Lifestyle difference (ES1)	Contact request (TS2)
Incompatibility (ES2)	Not being estranged (TS2)
Not getting used to the environment (ES2)	To be able to implement the course (T2)
	Don't trust each other (TS1)
	Having sympathy (T2)
	Easy bonding (S1)
	Assertiveness (S1)
	Support each other (SS1)
	Learning from each other (SS2)

As seen in Table 2, according to the data obtained in the study, the most emphasized sub-theme of the "reasons for the low perception of class connectedness of university students" was " grouping". Although the sub-theme of "closeness to communication" was emphasized, the views of the instructor and students supported each other in these sub-themes. Some of the participants on the subject expressed their views as follows.

"There is no socialization; they do not participate in events. Recently, we put a t-shirt on the billboard with the inscription "The greatest pharmacist is our pharmacist". To keep a memory of their faculties. But we could not find anyone to give t-shirts. No one cared about the board or its contents. He did not even inform that who saw and did not see, no one cares about anyone. There is no ownership in these students. There are also many students from diverse backgrounds. Especially since there are many students from Syria, they cannot communicate with each other. Too much grouping. They are divided. We can't put it together. They do not have a conversation." (P1)

"…The field of engineering students is a more technical field, individuals who naturally choose this field can stay more distant from social life, cultural activities, and interpersonal relations. For example, due to a student area in the field of social sciences, only technical people are in social life, in the field, at school, among people, but in laboratories, workshops, factories, businesses. Due to the nature of the field, class connectedness of technical students may be weaker than other students. However, developed countries are trying to overcome this problem by adding social, cultural, and academic courses to their engineering programs." (E1)

"From the first years, there has been grouping. 1. There is cohesion in the class. He needs to create a friend environment for himself as he has come from the family. Open to contact with everyone. He adopts friends who suit him. There is grouping in the 2nd grade. Complete separation in the 3rd grade, not being in contact with anyone else. The rush to graduate in the 4th grade reduces their connectedness. The number of joint projects is few. It's only in Grade 4. The number of joint projects should be increased." (E2)

"There is no harmony. Communication is broken. Majority is not provided at events. Too many groups. Everyone studies with their own group. Since they only come to the university to study, their infrastructure is insufficient. They have no wishes. Their aim is not to fail. They do not have a goal of establishing a bond. They act personally…" (ES2)

The participants stated that some of the factors that reduce class connectedness are experiencing grouping, being closed to communication, finding people insincere, lack of common activity, inability to have conversations and a competitive environment.

As seen in Table 2, according to the data obtained in the study, the most emphasized sub-themes of the theme "The reasons for the high perception of class connectedness by university students" were "Socialism" and "Different social environments". In addition, the sub-themes of "Team sports" and "Being friendly" were also emphasized, and the views of the instructor and students supported each other in these sub-themes. The views of some of the participants on the subject are as follows.

"We are a collectivist nation. We are not individualistic like in the west. Group affiliation, class connectedness, circle of friends is prominent and high. At the end of the lesson in the west, it is as if all the students do not know each other, while in us, everyone is in their circle of friends. There are environments where theology students socialize outside of school. They may have adherence to religious social settings, different religious groups. They are quite common in religious groups, in settings such as foundations and associations. This may also carry their connectedness to the classroom environment." (T1)

"There is continuity in communication between us. We do not break. We are always together somewhere. It's out here. This creates a bond between us. We trust each other; first, there is a spiritual bond between us. Islamic bond. It is completely related to our belief system, and it is since we have the same belief." (TS1)

"…There is a scientific purpose that binds us together. It's because we're here of our own free will, that no one forces us to. There is religious sincerity between us. Since the incoming students are mostly from religious vocational high schools, they do not feel alienated; they can communicate like a continuation of religious vocational high school. There is no disconnection." (TS2)

"…Since our students can do sports together, participate in practical classes, and sweat together, there is contact, which brings them closer to each other." (S2)

"No matter who competes, they always support other friends. There is a competitive environment, but it is not competition for success in the course. There is physical competition here; there is the will to win. No one is ambitious to get high in class. Even if they lose here, there is acceptance. In other faculties, the feeling of losing is not taught, they are always ambitious. Sports bring connectedness to each other." (SS1)

The participants stated that some of the factors that increase class connectedness are being in different social environments, the desire to be social, the effect of team sports, being friendly, continuity in communication, sincerity, and learning from each other.

3.3. Participants; Opinions of University Students on Low/High Perceptions of Alienation from School and Its Reasons

The participant opinions of the Faculty of Pharmacy and Engineering, where the alienation of university students from school is perceived high, and the Faculties of Theology and Sports Sciences, where alienation from school is perceived low, are given in Table 3.

Table 3.
Participant Views on Low/High Perception of Alienation from School

Reasons for Low Perception of Alienation from School	Reasons for High Perception of Alienation from School
Belief in the usefulness of the lessons (İÖ1, İÖ2, S1, S2, SÖ1, SÖ2)	Management- lecturer-student relationship (E2, EÖ1, M1, M2)
University's equipment (S2, SÖ1, SÖ2)	Feeling unattended in the faculty (E2, EÖ1, M1, M2)
Management-teaching staff-student relationship (İÖ1, İÖ2, SÖ1)	Lack of social areas (E1, M1, M2)
liking the environment (İ1, S2, SÖ2)	Insufficient social activities (E1, M1, M2)
The necessity of learning the lesson by doing (S1, SÖ1, SÖ2)	Insufficient hardware of the university (E1, M1, M2)
Social activities (İ2, S1, S2)	Feeling worthless (E2, EÖ1, M1)
Positive attitude of the instructors (İ2, İÖ1, İÖ2)	Faculty location to campus (E2, EÖ1, M2)
Friend environment (İ1, S1, S2)	Not attracting (EÖ1, M1)
Events (İ2, S2)	Distractors (EÖ2, MÖ1)
Team sports (S1, SÖ1)	The distance of the university to the city (EÖ1, M2)
Employment opportunity (İ1, İ2)	Not choosing the department voluntarily (M2, MÖ1)
Compatibility in worldview (İ1, İÖ2)	Unfulfilled belonging and love need (M1, M2)
High motivation (İ2, S2)	Not being able to find what you expected (EÖ1, M1)
Volunteering (İÖ2)	Failure to meet expectations (E1, M1)
The perspective of the outside towards the department (İ2)	Lack of belief in the usefulness of lessons (MÖ2)
Feeling valuable (İ2)	Negative attitude of lecturers (M1)
	Employment problem (MÖ1)
	Traditional rather than libertarian education (M1)
	Insufficient opportunity to practice (MÖ2)
	Difficulty of lessons (E1)

As seen in Table 3, according to the data obtained in the research, the most emphasized sub-theme of the "reasons for low perception of university students' alienation from school" was "Belief in the usefulness of the lessons". In addition, the views of the instructor and students in this sub-theme supported each other. The views of some of the participants on the subject are as follows.

"It's about possibilities. The university that the student finds with his/her imaginations while coming to the university may be different. While he thinks that he will find himself in an environment where he can do more research, discussion and questioning, the university is failing the expectations of these students when they encounter traditional courses. The student's alternative should be attractive to be able to deal with many courses, but the expectations are not met because the staff cannot provide an academic education process that will satisfy the student. The numbers are not given enough right to speak in the lessons. This removes the situation where he can express himself. With traditionalist education, he listens and leaves as if he were listening to a conference. Our students have a vision for the future. There is no problem in terms of employment. They know that when they're done, they'll have a lot of options. They love school. Friendliness is good. There may be compatibility in each other's worldviews." (T1)

"All teachers who are closed to development should be trained in formation. Teachers should have the knowledge of teaching profession or if they have, they should be taught to use it. How to treat students during the youth period should be evaluated. If he is mocked, he realizes that the student does not like to be treated like a child. It demands careful attention. Theology is now respected and cherished, and this has an effect. It has been seen to be disreputable in past times. There are no staffing problems when they graduate. They don't have a problem with not being able to find a job. Their motivation is also high. The lessons given make sense. The student learns not to pass, but because it is a way of life." (T2)

"…The teachers approach the students with the unity of faith. Teachers with strong student-teacher relationships are devoted to each other and students and approach them like friends. Our teachers are humble people. There is litigation awareness among us. It's like learning the meaning of life here. What we teach is not like a lesson. It is because some things are both worldly and hereafter. We believe that the school develops us." (TS1)

"...The incoming students are here to learn religion; they are not here by force, so they are attached to the school. We believe that the school has many benefits. We feel like we learned something here. We come voluntarily. Our teachers do not make us obligated to do something." (TS2)

"...For example, there is a basketball lesson, they must come and be here, they cannot learn from books. It is not possible to take notes and learn. Because the lessons are the sport itself. They learn exactly what they do. They should be here one-on-one, so they don't become alienated from school" (S1)

"In order for the student to orientate and specialize in the field, they must be in communication, which is inherent in sports. If he wants to learn to swim, he must come to school, learn here, not from a book. A leader is needed in sports, and that leader is the teachers in the school. That's why they don't have a chance to be alienated." (SS1)

"The athlete must live in the environment. He must come to school with discipline and train hard. The school provides them with the environment and opportunity they want, so they do not stay away from school. They are not looking for opportunities elsewhere. They know that improving themselves comes from working more than being at school." (SS2)

In general, the participants stated that some of the factors that reduce alienation from school are the belief in the benefits of the lessons, the need to learn the lesson by doing, the university's equipment, the management-instructor-student relationship, the love of the environment, the positive attitude of the instructors, the social activities and the friend environment.

As seen in Table 3, according to the data obtained in the research, the most emphasized sub-themes of the theme "The reasons for the high perception of university students' alienation from school" were "Management-instructor-student relationship" and "Feeling unattended in the faculty". In these sub-themes, the views of the instructor and students supported each other. The views of some of the participants on the subject are as follows.

"...Social activities on campus are not enough. Social spaces are scarce right now. There is no place to eat. Those are not good. This is not handled by canteens. So, there is nothing to bind them at school. Many of them come just to attend class." (P1)

"It's far from the center, no place to eat. Road trouble. I come with two vehicles. Even the Medico social facilities were moved to research. There is nothing to attract at school. If there is no obligation to attend the course, I would not want to come at all. Nobody understands us and makes no effort to listen. We can't find anyone to talk to. We can't solve our problems; it hangs in the air." (PS1)

"I think that the feeling of alienation arises in times and places where the environment has a problem of harmony with the past experiences, values, expectations, dreams, and ideals of the individual. If educational institutions create an environment and opportunities that can meet these expectations of young people, such a problem of alienation may not occur. Because the young people will feel themselves belong there with the comfort of finding the environment they are looking for and feeling themselves as the main element of that environment. In any environment where this cannot be achieved, the phenomenon of alienation will inevitably arise. Considering Maslow's theory of needs, physiological and safety needs are met in some way, while serious problems are experienced when the needs for belonging, being loved and respected and self-actualization are not met. In environments where the needs to be loved, respected and self-actualized are met, the phenomenon of alienation will disappear. The performance of the school administrators in this area will solve the alienation problem. Students need to feel that they are cared for to meet their sense of belonging. The contribution of the students to the process and the decision, the feeling of the importance of the young people, the acceptance of the individuality of the student (the learning mechanism of the individual is as unique to the person as a fingerprint). Interest should be encouraged. And it may be meaningful to support all these with social and cultural sports activities. As a natural consequence of the education of the academic staff in engineering faculties, communication, human relations, social activities, public relations, etc. may cause them to have more disadvantages in these areas. The same problem can be expressed in terms of students..." (E1)

"The problem is that they did not come willingly. Most of them are writing from the family edition. Their scores are also low. Its old reputation is gone. Now the dam has been brought, of course, it will improve a bit. The university is also responsible. A general activity is being held and it is shown as a social activity. Activities should be done between Faculties. Students have social pursuits. They go to fine arts and try to do something. The building is located at the very end of the university. He stays outside. The physical structure, architectural shape and even the color of the building are important, the location of the faculties within the campus is important. Social areas are important. Which faculty should be against which faculty should be chosen carefully? There is no faculty across from the Faculty of Engineering. He is physically excluded. This may affect your subconscious mind. Our canteen is not enough. Our reading room has just opened. The student should not

come and go just for the lesson. It doesn't feel like it belongs to the faculty. There may be a lack of student-teacher communication. Communication should be strengthened. Laboratory facilities should be increased. Assignment is done less. There is a transportation problem. The fact that the student will go home with two buses creates a problem and he says he should go as soon as possible…" (E2)

"They are shifting from school to other unrelated things because they know that they will be unemployed anyway. Many people are considering leaving school. There is an imbalance between demand and the number of graduates. Opportunities provided to new graduates, except for certain companies, are worse than those provided to new graduates of other departments. There is a gap in salary. A newly graduated engineer starts in the private sector with minimum wage. Companies want experience. They think that if I finish the school first, what will it benefit if I finish last?" (ES1)

Generally speaking, the participants stated that some of the factors that increase alienation from the school are the quality of the management-instructor-student relationship, feeling unattended in the faculty, feeling worthless, not choosing the department voluntarily, the location of the faculty on the campus, the lack of social areas, the inadequacy of social activities and the lack of equipment of the university. They have stated.

4. DISCUSSION AND CONCLUSION

In this research, it is aimed to analyze the psychological capital, class connectedness and alienation of university students according to their perceptions of students and instructors. Within the scope of the research, regarding the perceptions of university students' psychological capital, class connectedness and alienation from school; the views of the instructors and students were examined. As a result, some of the factors that reduce the psychological capital of the participants; It was determined that students emphasized that they were worried about their future, pessimistic about the profession, employment problems, not knowing their profession and feeling inadequate because they did not know what the lessons would do. Some of the factors that increase the psychological capital of the students; students' positive future expectations, high motivation, self-confidence, revealing their potential and realizing themselves, positioning life in the world and beyond, beliefs, the effect of sports, knowing the pleasure of achieving something, physical endurance, feeling of being a team, communication power and employment comfort. Stated have been identified.

As a matter of fact, in his study, Bitmiş (2014) found that being aware of one's emotions, being able to regulate and use their emotions effectively makes them more hopeful against difficult conditions and enables them to have a more optimistic perspective by making positive attributions about the future. Again, Bitmiş (2014) found in his study that the increase in the psychological capacities of self-efficacy, hope, optimism and resilience also increases the performance of the individual by motivating him to achieve his goals with a synergetic effect. Having a high level of motivation, they can produce sub-goals that carry themselves to their main goals with high energy and find alternative ways in order to fulfill their responsibilities. However, Luthans et al., (2006) stated in their study that it is possible to increase the level of psychological capital by increasing psychological capacities with a few hours of mini-applications. In these small interventions, it is aimed to increase the psychological capital created by these positive psychological capacities by including some practices that increase the hope, optimism, self-efficacy and resilience capacities of individuals.

Some of the factors that reduce students' class connectedness are grouping, being closed to communication, finding people insincere, lack of joint activity, inability to have conversation and competition environment. Some of the factors that increase students' class connectedness are being in different social environments, the desire to be social, and the effect of team sports, being friendly and learning from each other.

Yanık (2018) also found that extracurricular sports activities in schools are an important factor in increasing students' levels of school engagement. It can be thought that extracurricular activities in schools are in-school factors that increase students' commitment to school (Yanık, 2018). In parallel, Kalaycı and Özdemir (2013) also concluded in their study that students' perceptions of the quality of school life is an important factor in terms of their attachment to school.

Some of the factors that reduce students' alienation from school; It has been determined that they stated the belief in the benefit of the lessons, the need to learn the lesson by doing, the equipment of the university, the management-instructor-student relationship, social activities, and friend relations. Some of the factors that increase students' alienation from school; It has been determined that the quality of the management-teaching staff-student relationship, feeling unattended in the faculty, feeling worthless, not choosing the department voluntarily, the location of the faculty to the campus, the lack of social areas, the inadequacy of social activities and the lack of equipment of the university.

As a matter of fact, according to the results of Ataş and Ayık's (2013) research, it has been determined that students who choose their department under the influence of others are more alienated from school than students

who choose their department voluntarily. Again, in the study conducted by Lewis (2009), the fact that students who develop a sense of self-efficacy and decide their careers voluntarily are less alienated than others supports the findings of this study. In addition, as a result of research by Ataş and Ayık (2013), it was found that students who have a weak relationship with the instructors are more alienated from their schools. In his study, Yiğit (2010) concluded that students' alienation from school differs according to their level of being affected by the behavior of their teachers, which supports this finding. According to this result, it can be said that the students who have good relations with the instructors are more attached to their schools and less alienated. When the studies are examined, it has been determined that the students who have weak relations with their classmates are more alienated from their school compared to the other students in the results of the studies of Ataş and Ayık (2013), Russell (1994) and Yiğit (2010). In addition, it has been determined that students who do not participate in social activities at all are more alienated from school.

4. SUGGESTIONS

As a result of the research, suggestions developed for practitioners are listed to increase students' perceptions of psychological capital, increase their class connectedness and reduce their alienation from school.

• University administration; To increase students' psychological capital, they can organize activities that will increase their motivation, film screenings related to their profession, trainings that increase their connectedness to life, determination and determination, and chat meetings.

• By the university administration; entertainments and tournaments can be organized for students to increase their class connectedness; a larger and new canteen can be arranged where students can chat, which will increase their communication; can create group study rooms. To increase the belief that the students will benefit from the lessons, laboratory and workshop opportunities that will link the theoretical lessons with the practice can be increased, and club activities can be encouraged. Project-oriented application opportunities can be created in terms of professional interaction, hobbies such as robotic coding, developing model airplanes can be diversified, exhibitions and science festivals can be organized to show their technical skills to other faculty students.

• Considering the positive effect of sports on psychological capital, university students can be directed to a certain sports field, team sports or sports activities. Infrastructure opportunities can be increased to enable them to do sports regularly. Some of the sports equipment can be provided free of charge by the university.

• Social environments that will increase interaction and socialization areas that students can use intensively can be arranged by the university administration. The hardware and physical environments of the university can be made more functional. Social activities can be organized based on the faculty. Common spaces, such as tennis courts, may be provided free of charge to students on weekends or outside working hours.

• University administration can organize activities and meetings that will increase the relations between the academic staff and students. Can decide in the decision process to ensure active participation of students in decision making. An environment of interaction can be created by using the positive aspects of social media. Social media groups, including lecturers, are Facebook groups, WhatsApp groups, etc. installed and their activities can be tracked.

• Counseling centers with experts who will provide social and psychological support to students at universities can be established and run effectively by the university administration.

• Students will be able to improve their verbal communication so that they can express their feelings and thoughts correctly; Communication techniques, diction, writing skills, and literary expression can be trained. Poetry and literature groups can be created. Club events can be arranged. Exhibitions where students can present their own products, and poetry concert nights where they can read their own poems can be organized.

• For the individual to identify himself with the corporate culture, various commemoration and celebration programs can be prepared by the students and provided with the participation of the students.

• Building colors and architecture can be planned more carefully to improve students' aesthetic understanding, considering the effect of colors on human psychology.

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