ADOLESCENTS' USES OF URBAN PUBLIC SPACES: A CASE IN MENDERES (IZMIR)

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To the adolescent in me that never gives up

ABSTRACT

ADOLESCENTS' USES OF URBAN PUBLIC SPACES: A CASE IN MENDERES (IZMIR)

The study examines how adolescents use urban public spaces and what kind of urban spaces they want. It details the social and physical environmental characteristics affecting the uses of public spaces and user perceptions of 15-18 years old students in the central settlement of Menderes District of the Izmir Province. This is a critical subject needed for an investigation. Public spaces are one of the common areas for the socialization and personal development of adolescents. Various studies have determined that adolescents' use of public spaces (e.g., streets, squares, parks) has differences from the general public use. Adolescents use public spaces to improve their relations with their surroundings, socialize with their peers and participate in various activities. They participate in friend-group activities, such as talking, chatting, resting, having fun, spending time with friends, playing games, meeting, hanging out, and so on.

Although there is an increasing number of studies abroad, there is an important literature gap about characteristics affecting adolescents' use of public spaces in Turkey. In addition to many social characteristics (such as meeting with peers, feel free), adolescents' perceptions of the physical characteristics of the built environment (such as being an accessible, natural, and clean environment) are some of the essential characteristics that shape their use of public space. For this reason, the needs of adolescents must meet to achieve the necessary gains to complete their social development healthily and become well-developed adults in the future. However, studies on spatial possibilities are lacking that allow the realization of activities that meet these needs.

This study aims to determine the social and physical characteristics affecting adolescents' use and perceptions of public spaces. This thesis developed as research about 15-18 years old high school students about their preferences and usage experiences in urban public spaces in the city center of Menderes District of İzmir. The differences in the uses and preferences of adolescents in using public spaces should reflect in the physical designs and plans of residential areas. Finally, it develops recommendations and strategies for the physical design of the public open spaces for adolescents.

ÖZET

ERGENLERİN KENTSEL KAMU ALANLARINI KULLANIMLARI: MENDERES (IZMIR) ÖRNEĞİ

Araştırma, ergenlerin kentsel kamusal alanları nasıl kullandıklarını ve ne tür kentsel alanlar istediklerini incelemektedir. İzmir İli, Menderes İlçesi, merkez yerleşim yerindeki 15-18 yaş arası öğrencilerin kamusal alan kullanımlarını ve kullanıcı algılarını etkileyen sosyal ve fiziksel çevre özelliklerini detaylandırmaktadır. Bu konu, araştırılması gereken kritik bir konudur. Kamusal alanlar, ergenlerin sosyalleşmeleri ve kişisel gelişimleri için ortak alanlardan biridir. Çeşitli araştırmalar, ergenlerin kamusal alanları (örneğin; sokaklar, meydanlar, parklar) kullanımının genel kamusal kullanımdan farklı olduğunu belirlemiştir. Ergenler, çevreleriyle ilişkilerini geliştirmek, akranlarıyla sosyalleşmek ve çeşitli etkinliklere katılmak için kamusal alanları kullanırlar. Konuşmak, sohbet etmek, dinlenmek, eğlenmek, arkadaşlarla vakit geçirmek, oyun oynamak, buluşmak, takılmak gibi arkadaş grubu etkinliklerine katılırlar.

Yurtdışında giderek artan sayıda çalışma olmasına rağmen, Türkiye'de ergenlerin kamusal alan kullanımını etkileyen faktörler konususnda önemli bir literatür boşluğu bulunmaktadır. Birçok sosyal faktörün (akranlarla buluşma, kendini özgür hissetme gibi) yanı sıra, ergenlerin yapılı çevrenin fiziksel özelliklerine ilişkin algıları da (erişilebilir, doğal ve temiz bir çevre gibi) ergenlerin kamusal alan kullanımını şekillendiren temel faktörlerden bazılarıdır. Bu nedenle ergenlerin sosyal gelişimlerini sağlıklı bir şekilde tamamlamaları ve gelecekte iyi birer yetişkin olabilmeleri için bu ihtiyaçlarının karşılanması gerekmektedir. Ancak bu ihtiyaçları karşılayan etkinliklere olanak sağlayan mekânsal çalışmalar yetersizdir.

Bu araştırma, ergenlerin kamusal alan kullanım ve algılarını etkileyen sosyal ve fiziksel özellikleri belirlemeyi amaçlamaktadır. Bu tez, İzmir ili, Menderes ilçesi, kent merkezindeki kentsel kamusal alanlardaki algıları ve kullanım deneyimleri ile ilgili 15-18 yaşındaki lise öğrencilerinin araştırması olarak geliştirilmiştir. Ergenlerin kamusal alanları kullanım ve tercihlerindeki farklılıklar, yerleşim alanlarının fiziksel tasarımlarına ve planlarına yansıtılmalıdır. Son olarak, bu çalışma, ergenler için kamusal açık alanların fiziksel tasarımına yönelik öneriler ve stratejiler geliştirir.

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CHAPTER 1

INTRODUCTION

1.1. Problem Definition

This research examines how adolescents use urban public spaces. It focuses on the social and physical environmental characteristics affecting the uses of public spaces and their perceptions. In the study, the adolescents include a group of 15-18 years old people living in the central settlement of Menderes District, İzmir. Public spaces play an important role in meeting the needs of adolescents for socialization and personal development. Increasing the relationship with their social and physical environment, the opportunity to socialize with their peers and other groups, participate in activities for skill development and problem-solving are essential for the adolescents (Bredow, 2006). Adolescents participate in activities with friends in public places (talking, chatting, resting, having fun, spending time with friends, playing games, meeting, hanging out, and so on.). Lynch revealed that in addition to basic needs such as security, acceptance, and positive identity, the adolescents prefer public spaces where they can socialize the most, complete their identity search and development, and participate in different activities with their friends in order to develop a positive identity (Lynch, 1977). For this reason, the needs of adolescents to achieve the necessary gains to complete their social development healthily and become well-developed adults in the future must be met.

For most adolescents worldwide, the reality is that they have no apparent rights to public space because of their age under 18, and their ability to access landscapes and nature is often more restricted (Hart, 1987; Hart et al., 1992). Accordingly, adolescents have limited access to urban places due to various constraints in financial terms, independent mobility, and parental permission (Corrigan, 1979; McMeeking and Purkayastha, 1995; Valentine and McKendrick, 1997). The exclusion of adolescents from public places is reflected in ever-increasing restrictions imposed against loitering and hanging out in public places (Childress, 2004; McMeeking and Purkayastha, 1995).

In 2012, the Ministry of Youth and Sports carried out a study across Turkey in cooperation with the Political, Economic, and Social Research Foundation to determine

the leisure activities of adolescents. According to the findings of this study, the adolescents spend most of their time in activities such as watching television, reading books, magazines, or newspapers, using social media, playing sports, going to the theater, cinema, or concert, and spending time with friends, respectively (Gur B.S. et al. 2018). Participation in leisure activities keeps adolescents away from exhibiting antisocial behavior. Iso-Ahola and Crowley (1991) stated that adolescents do not get bored and feel better thanks to leisure time activities. Garbarino (1980) reveals that many adolescents engage in illegal acts due to the lack of sufficient opportunities for actions to have a good time. Moreover, Orthner and Mancini (1990) noted that adolescents' leisure time with their families provides positive results.

Public spaces offer adolescents chances to contact friends and connect with what is happening around city streets. Such places may have a vital role to promote adolescents' spatial exploration (Vliet, 1983; Spencer et al., 1989), to accommodate their activities during free time (Hendry et al., 1993; Corrigan, 1979), and to support adolescents' peer contacts (Noack and Silbereisen, 1988).

The detention of adolescents from public spaces creates a significant problem. Today, many adolescents' understanding of entertainment consists of computers and television. In this case, they are deprived of the outdoor space, which is an important area for socialization. Adolescents lose their sense of place in urban centers where intensive construction and transportation are emphasized. Since adolescents do not have a sense of place, they cannot adapt to their neighborhood and cannot feel that they belong to that neighborhood. For all these reasons, the importance of public open spaces for the development of adolescents needs to be re-evaluated today. Public spaces, which are the most easily accessible space for adolescents, should also be considered as social spaces and playgrounds (Liam Timmons, 2003)

According to research, successful relationships with society are learned in adolescence. During this period, the relationships that young people develop with their physical and social environment also positively affect their psychological health and social life in their future years. Therefore, studies for understanding the importance of socialization in adolescents and its development gain importance today.

Designing appropriate urban areas and activities, taking into account adolescents' physical, psychological, and social needs, can significantly facilitate adolescents' adaptation to their environment. Adolescents who feel happy and comfortable from the

psychological and social points of view can develop more positive attitudes and become more motivated towards their social life. For this reason, it is necessary to determine the activities that adolescents can carry out in public places to meet the social needs of adolescents. The needs of adolescents are essential because at this stage of life, identity development is at the forefront, and what happens in this period affects the youth permanently. Socialization and involvement in the daily social life of urban public spaces help them to become well-adjusted adults. This study argues that policies related to the built environment, especially urban design implementations that encourage more social lifestyles, can enable adolescents to become well-adjusted adults.

Urban designers should reflect adolescents' preferences and differences in using public spaces in residential areas' physical designs and plans. While creating different public spaces, urban designers should pay attention to their benefits for adolescents. Depending on these; In researches, it is necessary to determine the needs of adolescents and the characteristics that affect the public space experiences to meet this gap and reflect these characteristics to the public space design.

Limited research has studied social and physical environmental characteristics of public open space simultaneously and this has not been studied yet in Turkey. This indicates that there is need for more research on the physical and social characteristics of public open spaces related to adolescents. Accordingly, this study makes an important contribution to the literature in terms of referring to adolescents' perceptions and expectations about physical environment design.

1.2. Aim of the Study

The main objectives of this study are to define how adolescents use urban public spaces and what kind of public spaces such as streets, squares, and parks, which are open to everyone's access and use, are places that support and strengthen the socialization of adolescents. Thus, it aimed to determine the social and physical characteristics that should be considered in the planning and design of public spaces and to select the relevant criteria for urban design.

In this context, this study aims to identify the social and physical characteristics that affect adolescents' public space experiences and expectations about the built environment.

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Table 1.1. Characteristics Affecting Adolescents' Uses of Public Spaces

CHARACTERISTICS AFFECTING ADOLESCENTS' USES OF URBAN PUBLIC SPACES	
Social Characteristics	*Physical Characteristics*
-Individual Characteristics of Adolescents	-Accessibility and Opportunity Areas in Neighborhood for Adolescents' Use
-Peer Groups	-Natural Characteristics of Environment
-Household Characteristics of Adolescents	-Aesthetical Characteristics of Environment
-Social Characteristics of Neighborhood	-Sense of Safety

As urban designers, if we consider developing policies for adolescents' use of the environment, we first need to know its affecting characteristics and adolescents' perceptions about their environment as individuals. Under this purpose; the following questions will guide this research about the characteristics shaping adolescents' perceptions and experiences of public spaces:

- What are the social and physical built environmental characteristics that affect the public space experiences of adolescents?
    - Social Characteristics
        - The use of public space varies according to the individual characteristics of adolescents, such as gender and age.
        - Adolescents' desire to be with their peer groups increases their use of public spaces.
        - Parental characteristics, such as the household's socio-economic characteristics and the parents' rules, affect adolescents' use of public spaces.
        - Social environment characteristics, such as neighborhood relations and the behavior of other users, affect adolescents' use of public spaces.

- o Physical Characteristics
  - ▪ Accessibility to public spaces by walking, cycling, or public transport positively affects adolescents' use of public spaces.
  - ▪ Natural features such as greenery, the presence of wide-open spaces, man-made facilities such as benches, playgrounds, cafes, wi-fi hotspots affect adolescents' use of public spaces.
  - ▪ Improvements in aesthetic properties such as well-maintained buildings, colors, graffiti, and cleanliness of the built environment increase adolescents' use of public space.
  - ▪ Adolescents' perceptions of security regarding the built environment increase their use of public space.
  - ▪ Improvements in activity opportunities in public spaces increase adolescents' use of public spaces.
- What are adolescents' perceptions and expectations regarding the built environment?
- What are adolescents' feelings and opinions about the public spaces they experience (likes, feelings, feelings, fears)?
- How to improve adolescents' use of public spaces by urban design implementations?

  Through these questions my hypotheses are;

  a) Social and physical characteristics are interrelated in adolescents' use of public spaces. Both affect adolescents' perceptions and experiences of the built environment.

  b) The way adolescents perceive and use the built environment is different from other groups. They prefer to spend time with their peers in public places, away from their families, neighbors, and authority.

  c) They use different physical spaces for different purposes, so the physical capabilities of different environments affect adolescents' use of public spaces.

1.3. Methodology and Study Site

This study developed a questionnaire, and mapping studies were carried out in Menderes. Two basic research methods have been determined to achieve these goals.

1) On-site physical and social environment observations: On-site observations made in the determined school environments and related neighborhoods were collected. These data will be related to the physical environment, such as land use, the number of floors, and the social environment of the users in the public and semi-public areas, namely the social environment. In addition, data such as traffic density, pedestrian road quality, and the presence of green areas will also be collected.

2) Online Surveys: Due to pandemic reasons, these surveys will be carried out on the internet with high school students. For these studies, the Ministry of National Education will be carried out with the permission of İzmir Provincial Directorate of Education. Surveys to be conducted with high school students will be carried out in two stages.

i) First, a questionnaire consisting of open and closed-ended questions to be carried out with the students on the internet via Google Forms. The surveys were prepared with Google Forms and the link extension of the surveys was emailed to the students by the teachers. The questionnaire at this stage will consist of questions related to personal information and understanding adolescents' views about their built environment.

ii) Second, adolescents will be asked to mark the places they went to outside the school and write their experiences on the map prepared and given to the students around the school and the Menderes district. Then, adolescents will be asked to express their most preferred public spaces and their suggestions on developing these spaces for physical design in written form.

1.4.   Structure of Study

This thesis examines the social and physical environmental characteristics affecting the use of urban public spaces and perceptions of use by adolescents aged 15-18 in the example of the central settlement of Menderes District.

Chapter 2 details the definitions of adolescence in terms of biological, psychological, sociological, and legal aspects. After that, it explains the concept of urban public spaces. It also studies adolescents' environments, place preferences.

Chapter 3 details the extensive literature about the characteristics that affect adolescents' public space experiences under social and physical characteristics.

Chapter 4 shows the methods used to collect the data for this research and the general context of the study site in respect to its location, geography, and physical structure.

Chapter 5 includes the survey results conducted in the findings section and the observation findings. In terms of the efficiency of the study, the data were analyzed and evaluated comparatively. It discusses adolescents' characteristics, household socio-economic characteristics, and neighborhood characteristics and their associations between adolescents' tendency to use urban open public spaces in Menderes.

Chapter 6 is the discussion section, the results obtained as a result of the study interpreted and transferred. It details adolescents' perceptions and expectations about the physical environment in Menderes according to answers of questionnaire studies.

Chapter 7 is the last. It presents recommendations by taking into account adolescents' expectations about physical characteristics of the built environment and physical characteristics of the built environment and taking inspiration from the successful urban design implementations. In the conclusion part, the general evaluation of the study was made, and it was concluded.

CHAPTER 2

ADOLESCENTS AND URBAN PUBLIC SPACE

This chapter focuses on biological, psychological, emotional and social characteristics of adolescence period, as well as the concepts and the stages of adolescence. After that, it aims to discuss adolescents' experiences and preferences about the built environment.

2.1. Characteristics of Adolescence Period

This word comes from the root of the verb "adolescere," which means growing and maturing in Latin, denotes a process, not a state by its nature (Yavuzer, 1993). The World Health Organization (WHO) defines adolescents as those people between 10 and 19 years of age. Therefore, most adolescents are included as under 18 years of age in the age-based definition of "child" adopted by the Convention on the Rights of the Child. Other overlapping terms used in this report are *youth* (defined by the United Nations as 15–24 years) and *young people* (10–24 years), a term used by WHO and others to combine adolescents and youth.

Since the dawn of written history, problems with adolescence have concerned parents, educators, philosophers, and social scientists. From time immemorial, youth has been full of great turmoil and storms and many opinions. While Socrates stated that young people love luxury, have bad behaviors, and despise authority, Plato defined youth as spiritual drunkenness. Aristo described the young people as unreasonable, impulsive, defeated in their passions, uncritical creatures (Dacey &Travers, 1996). Of course, what is known about adolescents today differs from what was expressed two thousand years ago. After the 1900s, studies on adolescents started to increase. The first scientific study on adolescence is G. Stanley Hall's "Adolescence" book published in 1904 (Ekşi, 1990).

Darwin's theory of evolution influenced Hall. According to Hall, adolescence is the period of rebirth and includes the repetition of the troubles experienced by humanity in the first transition to civilization for each individual. Stress is experienced due to the

conflict between specific reactions of the adolescent and his human values. For this reason, Hall described the adolescence period as the "storm and stress" period. This conflict is experienced again in every person during adolescence (Kulaksızoğlu, 1998; Özbay ve Öztürk, 1992; Ekşi, 1990). Rutter (1976) supports that adolescence is a stressful and stormy period and thinks that adolescents are in quiet turbulence. According to this view, the adolescent experiences subjective emotional disturbances and social doubts in his inner world, which the parents or teachers do not notice. However, he does not experience dysfunction in social or academic areas (Çuhadaroğlu et al., 2004).

According to the definition of Kulaksızoğlu (1998), adolescence is a particular phase that occurs in human body growth, hormonal, sexual, social, emotional, personal, and mental changes and developments, and ends with puberty and ends with physical growth. Adolescence, also is expressed as a youth, starts with changes in the biological and emotional processes of the individual and continues with reaching sexual and natural maturity. It is completed at an undetermined time when the individual gains independence and social productivity. Chronological adolescence is normal development and change period (Özbay & Öztürk, 1992).

Another definition of adolescence is made psychologically; It is a period of changes in a person's behavior and cognitive abilities (Papalia, Olds &Feldman,1998). Although many studies deal with the developmental characteristics of adolescence, there are very different opinions on the basic characteristics of this period and the limits of mourning. Some opinions argue that the adolescent's experience of psychological problems is normal. Adolescents who do not feel any discomfort and do not have issues with their environment and family should be regarded as abnormal (Geelard, 1957). On the other hand, Offer et al. (1981,1982, 1984, 1992) put forward that the average adolescent is absent from psychopathology in their various studies. The adolescent has completed his developmental tasks, can live his emotions flexibly, find clever solutions to his conflicts, maintain good relationships with adults, and are aware of norms and values.

Adolescence is a time to move away from dependence on adults and towards independence, a time of self-reflection and building peer relations. Compared to early childhood, adolescents shift their focus from their parents to their peers (Cole, and Lightfoot 2005). They become more mobile and avoid authority. They socialize in larger peer groups of both single and mixed gender. Hanging out becomes an important social

activity for these groups. This peer socialization is important for the formation of their personal and social identity and values. Friendship, togetherness, and acceptance in a group are essential for an adolescent. Adolescents conflict with family members, sense of independence is at the forefront. Socialization of adolescents is to be informed appropriate roles and norms expected from themselves bypassing certain levels for gaining the membership of the society from birth. Family, school, social groups, and mass media are the influential characteristics in the constitution of social identity and gaining social respectability.

The adolescent is in rapid socialization during this period. Although socialization is a lifelong process, there is a change in the individual's emotional, thought, attitude, and attitude styles, both physically and mentally, along with the means of socialization during the transition from childhood to youth (Brown 2004; Steinberg 2013). The main features of this age, regardless of the society, are emotional enthusiasm and exuberance, relationships that are established and deteriorate quickly, are easily influenced, skewed in the community, are interested in the effort to have a role (Yavuzer 2013).

2.2. Urban Public Spaces

Urban public spaces are the spaces where citizens can express themselves. It is a concept in a political, sociological, and philosophical context with the combination of various ideas (Nalbant, 2016).

Public as a word has two basic meanings. The first is the whole of the state organs, and the other is the whole of the people (TDK). According to Kostoff, public space is "a common ground that connects society, where people perform functional and ceremonial activities in their normal daily routines or periodic activities" (Kostoff, 1999). When we add the expression space to this definition, it becomes clear that most areas encountered in daily life can be expressed as public spaces.

Experience in the city expresses the common experience that occurs in spaces in the public and private spheres. Social life is formed as a result of the experiences and mutual human relations in these places. When you enter the city, formed by only buildings from a distance, it should evaluate that it is a whole of social sharing areas in the presence of various public spaces. Streets, squares, parks, entrances of buildings can be considered as public spaces. These areas largely determine the theme of the city. Avenues, streets,

and squares that make up the majority of public spaces form urban identity. (Madanipour, 1996: 254). Creating the life formed by social life and the changing physical structure with spaces as a common denominator is to transition from small spaces that are hierarchical to large public spaces, which are a transition from private to general. Urban open public spaces vary in different regions and cultures, naming them square, piazza, maidan, square, and so on. In Lynch's urban image work, he defined open public spaces as nodes and reference points hosting the commerce, marketing, recreation, and transportation networks where many human activities occur together in the city (Lynch, 1960).

Old city centers lose their popularity for multiple reasons. These are security concerns, transportation difficulties, resources, and so on. As a living and changing entity, society changes its needs such as entertainment and shopping, and accordingly, transportation routes and use of resources also change. These phenomena can change their way of using public spaces over time, and defined spaces can diversify. These changes affect the concepts of the public sphere, private sphere, and semi-public sphere (Gray, 1999).

2.3. Adolescents in Urban Public Spaces

Public spaces play an important role in adolescents' physical, mental, emotional, and social development and well-being (Robinson 2000). Adolescents are among the most frequent users of public space (Travlou et al., 2008). Their public space usage is different for children and adults. It is partly because, as minors, they have no legal rights to spaces of their own (Childress 2004), making them depend on public space for their isolation and social interactions (Lieberg 1995; Worpole 2005). They have little control due to their age, social seniority, status as minors, and lack of significant independent income. Thus, parks, squares, alleyways, sidewalks, and the like become the appropriate places whereby adolescents resort to staying private and meeting and interacting with their friends and peers (Matthews 1995; Depeau 2001).

Woolley and John's (2001) study showed how adolescents' environments could lead to some conflicts. In recent years, adolescents' use of public places in city centers and neighborhoods has been increasingly inappropriate and disruptive. The use of public places by adolescents is considered a threat to the personal safety of others and the public

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order of the street. Moreover, adolescents have also increasingly been 'designed out' of public places. Owens (1988) suggested that places for adolescents to hang out and gather should be 'designed into' environments. While designing public spaces, the possible benefits of these spaces for adolescents should be taken into account (Owens, 1994). Therefore, he emphasized that the environment determined for adolescents is mainly open to the public space (Owens, 1999).

Not just public spaces, the use of public transport stations, school areas, and unplanned places illustrate the adolescents' relationship with non-designated places. Although these places are designed with a particular function, the adolescents use them for activities beyond that designated function. Adolescents are highly territorial. In public spaces, adolescents can claim themselves and create their territories. The adolescents develop their own 'scripts' in using shopping malls (Anthony, 1985; Matthews et al., 2000b), streets (Matthews et al., 2000a), stairs, alleys, and other 'unprogrammed spaces' (Lynch, 1977) as places for hanging out.

2.3.1. Adolescences' Place Preference

Although there is a lot of research on adolescents' environmental perceptions and experiences, the first and most important study, the Growing Up in Cities Project, was done by Kevin Lynch. Lynch made his first study in the 1970s in four cities, Melbourne, Warsaw, Salta, and Mexico, and then in 8 cities by supporting UNESCO, Buenos Aires, Melbourne, Northampton, Banglore, Trondheim, Warsaw, Johannesburg, and Oakland. Then, he compared the results of his first and second study through the experiences of adolescents in the same city and found that there is almost no difference between the definition of a good environment. The project results showed that adolescents need places where they can spend time together and socialize with their friends (Travlou, 2003).

Many studies on the environmental use of adolescents generally focus on adolescents' favorite environments (van Andel, 1990; Korpela, 1992; Lieberg, 1997), place preferences (Malinowski and Thurber, 1996), and places they value (Eubanks Owens, 1988, 1994). Examining preferred, valued, and favorite places are important in determining which environments adolescents prefer to spend time in.

Korpela and Lieberg found that a home environment is a favorite place. This finding proves that private spaces such as homes are preferred more than public spaces

by many adolescents. According to other consistent results among similar studies in the literature, adolescents prefer shopping malls and open areas close to their homes, such as corners and parks.

Eubanks Owens (1994) investigated why adolescents value their environments. She found that adolescents prefer different settings for different reasons. Places such as parks, shopping malls, and corners are valuable for adolescents to spend time with their friends. Her analysis includes comparing the needs of adolescents with the support available in their environment that can meet this need (Owens, 1994).

Descriptions of environments can comprise many forms upon either the physical characteristics of the environment, the individual's psychological/behavioral responses to an environment, or a combination of the two. In recent years J.J. Gibson's theory of affordances (1966, 1979) has been used to examine the relationship between the functional properties of the environment and how environments are used. The affordances theory put forward by Gibson states that environmental perception is a linear process, and this perception takes the form of the person perceiving the competencies in the environment. "The affordances of the environment are what it offers the animal, what it provides or furnishes either for good or ill (Gibson, 1979: 127). While most people may associate shopping malls with shopping behavior, adolescents perceive the affordances of this setting for socializing behavior. However, other places seemed to be used extensively for other purposes apart from its primary activities. For example, a shopping mall can use for eating, playing, watching around, and walking around. Other shopping places can also use for talking and reading (as most of the shops visited are bookshops). Public transport stations can use for talking and hanging out. Hanging out in spaces beyond family and school areas is an important sociospatial process for young people.

Adolescents' favorite, preferred, and valued environments include nearby commercial places such as outdoor venues, parks, and shopping malls (Korpela and Lieberg, 1997). Under the general environment heading, these areas were handled separately as a house, neighborhood, and district centers in the research. These environments mentioned with the school are considered necessary for adolescents. More recent research on the subject focuses on what activities adolescents use the environment for rather than their environmental preferences (Clark C and Uzzell, 2002). According to the studies conducted in particular, adolescents form their environmental preferences for social interaction and retreat. Behavior and social interaction are also crucial in

adolescents' environmental preferences. Recently, many researchers have stated that adolescents' environmental use preferences are also related to their developmental needs (Coleman, 1979; Noack and Silbereisen, 1988; Schiavo, 1988; Lieberg, 1995, 1997). In their study, Noack and Silbereisen (1988) compared the use of home and the public environment by adolescents who displayed different behaviors for two years. As a result of the study, they determined three different types of adolescent behaviors. Researchers named the first of these as novices. Adolescents in this category don't care whether a person is or not with them. The second category is named searchers. They do not have a friend with them, but they make an effort to have a friend. The last class is named fulfilled. In this category, adolescents either have a friend or want someone. Among the findings of the study, in general, novices spend their free time at home, those who are in search and fulfilled tend to spend time outside instead of home, and they use public spaces more and more. Therefore, adolescents' use of public space is related to their friendship.

Coleman (1979) focuses on relationships of adolescent boys and girls in organized activity environments, peer relationships in their daily free time, and addiction in commercial leisure environments such as shopping malls. Hendry et al. (1993) stated that there are transitions in the lives of adolescents and they make this transition from the organized and everyday environment to the commercial leisure environment at the age of 11-12. In addition, they found that the use of daily entertainment environments such as neighborhoods by adolescents decreased at age 16.

Schiavo (1988) found that the time spent in the neighborhoods of adolescents decreased with increasing age. According to this study, although neighborhood use in adolescence is more common in children and young adolescents, it tends to fall in older adolescents. Because as the age advances in adolescence, the bond with the neighborhood and social activity also decreases. Finally, older adolescents develop a developmental need to go out of the neighborhood and socialize. These findings reveal that we may see more adolescents in early adolescence and middle adolescence (13-16 years), in everyday environments such as neighborhoods and city centers, compared to late adolescence (17-20 years). Schiavo, Hendry, and others., and Noack & Silbereisen reveal age differences in adolescents' use of public space.

On the other hand, Van Vliet (1983) studied adolescents living in cities and suburbs on the use of public space and the age of adolescents. As a result of the study, the age is effective in the public space preferences of adolescents living only in the suburbs.

However, the same study found that female adolescents living in the suburbs spend more time at home than men because parents behave more restrictive on the leisure time habits of girls than boys (Mauldin & Meeks, 1990; Cotterell, 1993; Deem, 1996).

In his research on the subject, Lieberg (1995, 1997) benefited from the study by Gofman (1963) about the behavior of adolescents in public spaces in neighborhoods and city centers. Gofman analyzed public spaces using the metaphor in which individuals as actors on the stage. In this context, it divides the public space into two as stage and backstage. Neighborhoods serve as a backstage environment for adolescents, while the city center functions as a front stage. In cities, adolescents are constantly in front of the audience. That's why they always want to try different behaviors to show themselves here. On the other hand, the neighborhood where adolescents retreat after the behavior they exhibit in the city center (Gofman, 1963).

Lieberg (1997) further explained Goffman's findings by detailing how adolescents behave in public spaces in their local settings. In his three-year study with Swedish adolescents, Lieberg identified two activities involving adolescents: social interaction and retreat. According to him, public spaces have purposes. First of all, it enables adolescents to spend time with their peers apart from the adult world. On the other hand, social participation enables adolescents to meet adults in public spaces in city centers. Many adolescents use retreats to escape from other adolescents and their peers. Lieberg also emphasized that social interaction and retreats are basic developmental needs during adolescence. He also stated that public spaces in the neighborhoods also offer good opportunities for retreat, but that interaction in these areas is limited for most adolescents. The primary social interaction of adolescents occurs in public spaces in city centers (Lieberg, 1997).

It seems that adolescents mostly prefer public spaces in city centers to meet the need for social interaction. Among the studies that support this finding, adolescents use shopping malls, as public spaces in city centers, for social interaction (Anthony, 1985; Lewis, 1989; Hopkins, 1991). These studies on the subject reveal that shopping malls are among the areas adolescents prefer in terms of being with their peers and creating social interaction. Lewis and Anthony argue in their research that shopping malls are the third primary location for adolescents at home and after school.

On the other hand, many researchers have been interested in urban youth but less so in rural youth. Nairn, Panelli, and McCormack (2003) studied one of the rural

communities as inclusive, closer to nature. Therefore ideal places for adolescents to grow up in and the simultaneous representation of urban areas as the antithesis of community, as alienating, distanced from nature, and therefore not ideal for young people to grow up. They studied how adolescents perceive their environment in both contexts, how they define places they hang out and experiences of inclusion and exclusion in public space. Although the rural youth live in a simpler and purer environment closer to nature, in the 2000s, the results of the research show that the rural youth is excluded from the public life as much as the urban youth. The research findings show the urban and rural differences in young people's experience of their environment. Rural youth experience both inclusion and exclusion in spaces. (Nairn, K., Panell. and McCormack, J., 2003). Furthermore, there is a gender division of rural girls' experience of space. They are frustrated by public spaces.

In our country, adolescent-oriented approaches in the research about urban space are pretty new. According to Kılbaş (2004), adolescence problems started to be dealt with in the Planned Development Period in Turkey. Youth events, whose importance has been announced globally and in our country, especially since 1968, necessitated a more conscious look at the adolescent phenomenon. In addition to the other social services foreseen for the adolescents, the necessity of making better use of the adolescents' leisure time is emphasized. Gedik (1985) states that leisure time in adolescence provides significant psychological benefits. Studies show that individuals who participate in leisure activities are healthier than those who do not participate in these activities (Güçlü, 2013).

Düzenli et al., (2010) state that leisure activities for socialization reduce anti-social behaviors in adolescents. Activities where adolescents meet with their friends help their social development. For this reason, determining the activities for the need for socialization is necessary to complete the psycho-social development process. This study in Trabzon aimed to determine the factors that should be considered in the planning of proper and suitable urban open spaces for adolescents. It determines adolescents' needs and demands and the relationship of these needs and demands with open urban areas. Within the scope of the research, it is crucial to determine adolescents' psycho-social needs, which outdoor spaces they use in their spare time, their place preferences and how they use these spaces, and which activities they participate in. Furthermore, the opportunities provided by different urban environments (home environment, city parks,

city center, school environment, and so on.) to adolescents were analyzed. The views and demands of adolescents about their environment were examined to determine what kind of opportunities they use in urban open spaces. The identity characteristics and leisure preferences of 480 adolescents aged 12-18 were examined. It has been concluded that the girls describe themselves as "calm, active, orderly" and the boys as "sporty, social and cool." Adolescents participating in the research generally preferred to spend their free time with their friends. Among urban environments, the city center was the most preferred environment by adolescents. The city center is mainly preferred for shopping, entertainment and spending time with friends; school environment for trying new activities, learning new information and hanging out; home environment for the possibilities of being alone, being with friends and shopping. On the other hand, city parks are preferred for being alone with close friends, being alone, and learning opportunities (Düzenli, et al., 2010).

CHAPTER 3

ADOLESCENTS' PUBLIC SPACE EXPERIENCES

The places where adolescents spend time vary according to many reasons. Characteristics such as the age, interests, experiences of the adolescents, whether their families allow or not, where they live and their immediate environment, accessibility to open public spaces, attractiveness, and diversity in potential playgrounds affect the choice of place they make to spend time. Adolescents primarily prefer areas they find safe and comfortable and other open spaces close to their homes to spend time outdoors.

Self-actualization has an important place in the socialization process for adolescents. Socialization is the process of gaining the personality of the adolescent. Adolescents' socialization occurs through many socialization characteristics such as friendship, family, and environmental relations. The ability of adolescents to be together in public spaces, to belong to the group, and to influence each other enables them to benefit more from the activities due to their age characteristics (Büküşoğlu N, 2005).

This study considers that adolescents' public space usage depends on social (household socio-economic attributes, peer groups, and neighborhood social characteristics) and physical (accessibility, green and natural environment, clean environment, and activity areas in neighborhood) characteristics. These characteristics are interrelation with each other. This chapter focuses on these under the social and physical environmental characteristics affecting adolescents' use of public spaces.

3.1. Social Characteristics Affecting Adolescents' Use of Public Space

Socio-economic characteristics are one of the most investigated characteristics in adolescents' public space use. For example, Jackson and McDonald suggested a relationship between the welfare of young people and where they live. This hypothesis of researchers (Jackson J. T., and McDonald C., 2004-2005) focused on the experience of 15-year-old adolescents living in Melbourne's peri-urban areas. Jackson and McDonald want to analyze an adolescent's well-being depending on social cohesion, such as common values and culture, social order, social networks and place attachment, sense of

belonging to the place. They realized that common concerns among adolescents are boredom, access, coping strategies, type of settlement, facilities, natural environment, parent's and children's values, and the future. Adolescents with such concerns have said that they do not want to live more in the peri-urban areas. At the end of the research, the local environment was influential in the welfare and behavior of adolescents. (Jackson J. T., and McDonald C., 2004-2005).

In adolescents, the variables of gender, peer influence, reflection on values, problems of independence, taking responsibility and self-acceptance, and life satisfaction determine preferences in choosing areas of interest. Several personal characteristics such as age, intelligence, gender, special abilities, and environmental characteristics such as family, friends, and living environment affect behavior. All these characteristics form the concept of living space. Personal and environmental characteristics in an individual's living space are constantly changing. In adolescence, the individual suddenly has to cope with some physical changes and encounters new expectations and demands; most importantly, it is time to set some goals for the future (Kulaksizoglu, 1998).

Travlou et al. (2008) used the "place mapping" technique to show the place selection movements of adolescents in the cities of Edinburg and Sacramento. On the maps, there are places that young people frequently visit, travel routes, areas they find safe and avoid, and places that give them a feeling of discomfort. Research shows that being with friends outside of school or home is more important than physical characteristics. The physical characteristics of the place are a secondary factor in their preference. For adolescence, the social character of the area comes to the fore.

In public spaces, the prominent feature of the social environment, age, gender, income status, personal interests, and so on., is to bring together adolescents living in different parts of the city, regardless of differences (White and Sutton 2001). In this context, flexibility and diversity in spatial arrangements emerge as an element. In this context, the social environment of public spaces plays a decisive role in the design of the physical environment (Erkip 2003).

Social characteristics examine under the title of the adolescent individual, household, and neighborhood-related characteristics. Adolescents' use of public space also varies depending on their peers and whether they have friends.

3.1.1. Individual Characteristics of Adolescents

Adolescence, expressed as the transition period from childhood to adulthood, is an intermediate period in which physical, biological, hormonal changes occur on the person, gaining a sexual identity, cognitive development, social transitions, personality, and moral characteristics (Piaget, 2004).

Adolescents generally experience instability in their emotions. An adolescent who was very happy and energetic one day may be withdrawn and exhausted the next day. Feelings can change even momentarily. During this period, adolescents experience their emotions very full and enthusiastically. Both his tone and accents and his facial expressions express his feelings more than in the previous period. He dreams more intensely than other periods and gets away from reality from time to time. These dreams may include plans, or they may be dreams of the opposite sex. Adolescents may want to be alone from time to time. An adolescent who withdraws to his room and says he wants to be alone should not be worried about having a severe problem. Adolescents may feel the need to stay alone with themselves and make an accounting of their experiences (Gül, S. K., and Güneş, İ. D., 2009). Adolescents are drawn in one direction by simpler and more basic instincts. On the other hand, they become aware of other important institutions of the society for the first time in their life (Kulaksızoğlu, 2000).

Age plays one of the most important roles in the rate of public space use. According to previous researches, older adolescents tend to go out of the neighborhood and socialize. As the age gets older, the bond with the neighborhood decreases (Schiavo, Hendry, and others, and Noack & Silbereisen 1988). As adolescents get older, the distance they can get away from home also increases, and they go away from their homes intending to join other groups of friends and play games freely (Table 3.1).

Gender is one of the most influential characteristic for adolescents' use of public space. According to previous researches, female adolescents spend more time at home than men because parents behave more restrictive on girls than boys (Mauldin & Meeks, 1990; Cotterell, 1993; Deem, 1996), (Table 3.1).

In some studies, adolescents' access to urban open spaces and playgrounds argues directly related to income inequality (Hood, 2004). Adolescents' social opportunities depend on their socio-economic status, age, and gender (Table 3.1).

3.1.2. Peer Groups

Adolescents generally like to get together with their friends the most. Getting together with peers is important for the emotional development of adolescents. They need to be with friends to learn more about themselves, their roles, and values in society. For adolescents, spending time with their peers is often an opportunity to explore the domain of acceptable behavior and define one's place in the social whole. The time spent just talking with friends is much more in adolescents than in other age groups. For them, socialization depends on their friends (Bo, 2005).

Adolescents need to participate in various activities to develop their relationships with their environment, benefit from the opportunity to socialize with their peers and other groups, develop their skills, and solve their problems. In general, adolescents' most preferred activity is spending time with their friends. Adolescents need to be with their peers for their social development. During the adolescent stage, the worldview of parents and other adults is often rejected. In contrast, the values and worldview of peer groups become important to adolescents. Being with friends requires a fair social relationship (Bredow, 2006). People who are friends with each other see themselves as having equal knowledge and authority. Therefore, adolescents learn to establish social relationships with their friends, display reliable behaviors, express their ideas, and listen to the opinions of others with tolerance. This situation occurs only with peers during adolescence. The child, who is a buyer until adolescence and lives in safety with his family, begins to move away from his family and be interested in the environment and people outside the family, as a natural result of social development. This interest is primarily for the group of friends, and relations with friends gain significant importance. Adolescents care about their friends' evaluations and can change their attitudes and behaviors to make themselves liked (Aktuğ, 2006).

In the years following adolescence, the adolescent's circle of friends expands, and thus experiences about human relations are formed. At this time, the worldviews of the mother, father, and other adults are rejected. The values and worldview of the circle of friends he is in begin to gain importance for the adolescent (Kulaksızoğlu, 2000). In addition to family and school, peers have a great influence on the socialization of adolescents because adolescents need to be with their peers for social development. During adolescence, adolescents adopt their peers' interests, values , and attitudes to gain

approval. In the relationship he establishes with his peers, the adolescent learns to establish an equal relationship, behave safely, express his thoughts, and tolerate the opinions of others. Being accepted by the group reinforces the young person's self-confidence and contributes to freely expressing their feelings and ideas among their friends (Kulaksızoğlu, 2000).

According to Furman and Buhrmester (1992), the people that fourth-grade students receive the most support from their parents. While seventh-grade students found their friends in the same gender group close and their parents, tenth-grade students stated their friends as the people they received support most frequently (Furman & Buhrmester, 1992). Peers have significant effects on the emancipation of an adolescent by separation from his family. During adolescence, the number of peers around the individual and their influence increases. Adolescents spend more time with their peers. They enjoy being with them; they prefer to be with their adolescent peers rather than with children and share their thoughts and feelings among themselves (Palmonari, Kirchler & Pombeni, 1991).

In addition, Noack & Silbereisen reveal that the preference for public space use is related to their friendly relations. If they have friends, they use public space more and more (Noack and Silbereisen, 1988), (Table3.1).

3.1.3. Household Characteristics of Adolescents

The parents' behavior patterns towards their children and the attitudes they display in the face of events determine the direction and form of the relationship between the mother and father and the child. The socialization of adolescents first begins in the family, and the adolescent learns their social roles within this institution. The family educates the adolescent and prepares them for the future, and conveys to them the culture of their society (Steinberg 2013). Adolescents have limited access to urban places due to various constraints in financial terms, independent mobility, and parental permission (Corrigan, 1979; McMeeking and Purkayastha, 1995; Valentne and McKendrick, 1997).

Before the age of eighteen, children and adolescents are dependent on their parents and other adults, and "the definition of the children's environment remains largely a part of the environment made by adults for children" (Bechtel, 1997). Attitudes of parents have a significant impact on adolescents' self-confidence, stress and success. The fact that families are democratic shows that adolescents are more self-confident and

successful, less stressed, and decide freely in social field choices. On the other hand, children from authoritarian families were found to be more insecure, unsuccessful, and uneasy in choosing social areas (Steinberg et al., 1990), (Table 3.1).

Adolescents need an environment that will support their individual and social development. For many adolescents, public spaces are spaces where self-identity develops and interacts with peers and other members of society. Young adolescents spend most of their free time away from their homes, on the streets, or other public spaces. They often prefer public spaces away from their family's supervision and offer them more independence, personal space, and freedom (Travlou et al., 2008).

Economic level and social status are the most dominant demographic influencers of the individual's well-being (Tuzgöl Dost, 2010). Adolescents' subjective well-being is higher in families with a high-income level than those with a low socioeconomic level (Kangal, 2013). The social class that adolescents belong to affects their attitudes and values. The higher the income level of the families, the higher the self-esteem level of the adolescents. The self-esteem of families with medium and high education levels is higher than the children of parents with low education levels (Güngör, A., 1989). In the evaluations about the situations that prevent adolescents from participating in leisure activities, financial inadequacy is an obstacle for those with low family income and not an obstacle for those with a high monthly income. Therefore, spending time in public spaces is a suitable social activity for all adolescents (Kulaksizoğlu, 1998), (Table 3.1).

3.1.4. Social Characteristics of Neighborhood

In adolescence, primary importance is acquired by the mental development of the adolescent by the environment and relations with the social environment. Manifestations of adolescence are determined by certain social conditions and changing the place of an adolescent in society. Adolescents enter a new relationship with the adult world and, as a result, in family changes, the family changes its social position at school. Adolescents' understanding of the social environment includes the integrity of the relations formed in the society, thoughts, and values for the development of the individual. When communicating in a social environment, adolescents actively develop norms, goals, and ways of behavior, develop evaluation criteria for themselves and others. (Celen, H. N., 2007).

The social environment can affect the adolescent both positively and negatively. The degree of influence of the social environment depends on the authority of the participants and the adolescent himself. Social development is the process of learning to behave in a way that is acceptable to the society in which one lives. There is a transition from a self-centered baby to a socialization that will develop and progress for a lifetime (Aydın, A. et al., 2005). Adolescents who grow up with democratic, egalitarian, non-oppressive, and non-authoritarian protective attitudes are more confident and social (Table 3.1).

Among the benefits of urban open and green spaces are social benefits such as strengthening community awareness, strengthening social bonds of adolescents, and being aware of and internalizing each other's ethnic differences (California State Parks, 2005). The desire of adolescents to spend time in open spaces is directly related to the social commitment in the neighborhood (Aarts et al., 2010). Another of the benefits of urban open and green spaces is the strengthening of community awareness, the strengthening of adolescents' social bonds, and the recognition and internalization of each other's ethnic differences (California State Parks, 2005). These are important achievements in both adolescence-focused periods. A study revealed that adolescents' desire to play in open areas is directly related to social commitment in the neighborhood (Aarts et al., 2010). Therefore, adolescents who have equal access to open spaces and spaces of equal quality visit these spaces more and contribute to forming a more socially connected society (Table 3.1).

3.2. Physical Environmental Characteristics of Adolescents' Use of Public Space

There have been studies on the effects of the design of public spaces on people's socialization. Architect Jan Gehl also advocates the importance of designing public spaces for people and social interaction (Gehl, 2006). While he identifies many important physical elements of public space, such as traffic reduction schemes, walking paths, seating, and spatial qualities, he emphasizes the importance of defining why and how people use public space (Gehl, 2006). According to Gehl, outdoor activities in public spaces can be divided into three categories, each of which places very different demands on the physical environment: necessary activities (everyday tasks) such as going to school

or work, shopping, waiting for a bus, or a person, optional activities (if there is a wish to do if time and place make it possible) such as walk to get a breath of fresh air, standing around enjoying life, or sitting and sunbathing and social activities (all activities that depend on the presence of others in public spaces) such as children at play, greetings, and conversations, communal activities of various kinds. Social activities occur spontaneously, as a direct consequence of people moving about and being in the same spaces. This implies that social activities are indirectly supported whenever necessary and optional activities are given better conditions in public spaces. (Gehl, 2010).

Two extremes can describe the spectrum of possibilities. One extreme is the city with multistory buildings, underground parking facilities, extensive automobile traffic, and long distances between buildings and functions. In such cities, one sees buildings and cars, but few people, if any, because pedestrian traffic is more or less impossible and because conditions for outdoor stays in the public areas near buildings are deplorable. Under these conditions, most residents prefer to remain indoors in front of the television or on their balcony, or in other comparably private outdoor spaces. Another extreme is the city with reasonably low, closely spaced buildings, accommodation for foot traffic, and promising areas for outdoor stays along the streets and directly related to residences, public buildings, places of work. It is possible to see buildings, people coming and going, and people stopping in outdoor areas near the buildings because the outdoor spaces are accessible and inviting to use. This city is a living city, one in which spaces inside buildings are supplemented with usable outdoor areas and where public spaces are allowed to function. (Gehl, 1996).

Besides, Project for Public Spaces (PPS), an American organization based on the work of William H. Whyte, describes successful or high-quality spaces as those that address issues of accessibility, activity and use, comfort and image, and sociability. That is, they are easy to access and connected to the surrounding community; contain a range of activities for a variety of users; feel safe, clean, and attractive, with adequate seating; and most importantly, act as venues for people to interact socially (Project for Public Spaces, 2008). William H. Whyte, in his book The Social Life of Small Urban Spaces, describes the close connection between qualities of city space and city activities and documents how often quite simple physical alterations can improve the use of the city space noticeably. A close relationship between outdoor quality and outdoor activities can be noted in summarizing the studies. In at least three areas, it appears possible, in part

through the design of the physical environment, to influence the activity patterns in public spaces in cities and residential areas. Just as it has been noted that automobile traffic tends to develop concurrently with the building of new roads, all experience to date concerning human activities in cities and proximity to residences seems to indicate that where a better physical framework is created, outdoor activities tend to grow in number, duration, and scope. In light of these examples, physical characteristics in the built environment can significantly influence adolescents' public space use.

Adolescents, comfortable and happy in psycho-social terms, can have a more positive outlook on their environment, life, and lessons and gain motivation. Therefore, it is important to identify the physical spaces that help the development of adolescence (Düzenli et al., 2010). For this reason, it should be determined what kind of activities the needs of adolescents can be met with outdoors and what kind of arrangements can be reflected in the environment (Düzenli et al., 2010).

Therefore, among the other characteristics, the design, and the planning of the built environment are essential characteristics of the frequency of use of public space by adolescents. Accordingly, this section examines physical characteristics under the headings of accessibility and opportunity areas in neighborhood, natural and aesthetic environmental features, and sense of security.

3.2.1. Accessibility and Opportunity Areas in Neighborhood for Adolescents' Use

Accessibility is one of the most critical characteristics affecting adolescents' use of urban open spaces. The proximity and distance of adolescents' locations to urban open spaces affect accessibility (Erkip, 1997). When all possibilities compare for each adolescent, the most accessible areas are public spaces. These areas are urban spaces that should be earned as a spending area due to their cost-effectiveness, ease of control, and proximity to home compared to game centers. The areas that have many more advantages are not used enough today due to some dangers. Adolescents generally evaluate and prefer locations close to home, away from traffic, and where there are many people, as safe places (Matthews, Limb, and Taylor, 1999).

With her doctoral thesis, Çay (2011) aimed to determine the outdoor recreation needs of adolescents in Trabzon, Turkey. Within the scope of the study, firstly, she

defined the park quality criteria and examined the concepts of use and accessibility of parks. She observed adolescents' behavior in the parks and conducted a survey to determine the leisure habits of the users and their views on the parks. At the end of the study, it was determined that the most important factor in the use of parks is the "accessibility" criterion (Table 3.2).

In developed countries, structured, organized sports activities, frequently preferred and directed by adolescents, have an important place in their individual and social development (Woolley ve Johns, 2001). Kytta (1995), in his study of the opportunities provided to adolescents from different types of environments in Finland, found the highest number in villages and the lowest in cities. Kytta (1995) asked each child, "If there was such a place where you can do anything you want in every respect, what would you like to do?" She did not deal with the quantitative or qualitative aspects of the activity.

On the other hand, Woolley and Johns' (2001) affordance study conducted in Tudor Square (where the adolescent skateboard is located) in 2001 provides some evidence on this issue. In this square, three main competence categories, physical characteristics, accessibility, and suitability for social experience, were observed on skateboarders. First, in the study, physical features such as borders, steps, handrails, and seats in the square enabled skateboarders to cheat in certain areas. Afterward, it was easy for skateboarders to access as the square was located in the center of the city and near the train station. Finally, there are always lots of skateboarders spending time in Tudor Square. All of these show that being in that square is a social experience for skateboarders. Because this meant that help and advice on improving their skateboards could be provided free of charge, as there were others like them there.

Playing games outdoors significantly affects the development of children's self-confidence. While many teens enjoy spending time outside, some situations limit their time out for some (Cole-Hamilton, 2002). There is a need for suitable places where adolescents can spend their free time outside of school, but there is a lack of such places and inequalities of opportunity. Adolescents' lack of places to spend their free time may cause them to shift to environments that may adversely affect their mental and physical development (Kılbas, Ş., 2001), (Table 3.2).

3.2.2. Natural Characteristics of Environment

Nature has a supportive effect on children's cognitive, emotional, social, spiritual, and physical development (Louv, 2010). Unlike their virtual alternatives, the most important feature of the natural environment is that it offers endless possibilities rather than a set of possible outcomes, a manual. Natural spaces are individually attractive, stimulating, and life-enhancing environments. In these settings, children can reach new depths about themselves, their abilities, and their relationship to the world around them (Moss, 2012).

Getting away from urban areas and contacting natural areas eliminates stress (Ulrich and others, 1991). Adolescents are in direct interaction with nature, and watching nature relaxes people and makes them feel better. Also, children who can play outdoors regularly develop physically and have stronger imaginations, more creativity, and more cooperation (Kansu, N.A., 2008). Every adolescent's experience in the natural environment arouses an increasing sense of curiosity towards his environment, and these experiences contribute positively to his physical, spiritual, and mental development. The most important thing to do for this is; in parallel with adolescents' desire to explore, natural to provide environments, to grow with these experiences, to allow getting to know the environment in which they live (Table 3.2).

Nature also contributes to the development of social roles and responsibilities of the adolescent are available. Outdoor, free and unstructured games also contribute to developing social skills such as self-confidence, leadership, creativity, making friends, cooperation, and conflict resolution in adolescents. Green areas increase social interaction and thus increase social support. Adolescents and their parents living in places with access to outdoor spaces seem to have twice as many friends as those living in places with restricted access to the outside (Louv, 2010).

In a study focusing on adolescents using urban parks in Los Angeles, Gerin states that adolescents' favorite places are green spaces because these areas are green spaces that are important for adolescents in terms of social interaction, entertainment, and relaxation (Gerin and Kahle, 2006). According to a study conducted in Helsinki, adolescents are most attracted to the beauty of the environment, calmness, and opportunities for various activities. The value of green spaces is often associated with social ties and activities (Korpela and Tyrvainen 2008).

The studies carried out in Bonely Park in Marseille found that adolescents share public spaces with their peers, for example, by playing games, walking, chatting, and so on. Their relations with each other strengthen them and causes them to develop positive thoughts about these areas (L'Aoustet and Griffet, 2004). On the other hand, despite the importance of social interaction, adolescents also need space to withdraw into themselves and be alone with themselves. It can also mean running away from their family, other adolescents, or peers. In particular, having their own space and being alone helps adolescents regulate their emotions and thoughts and maintain a consistent self-concept (Korpela and Hartig 1996).

Communication with nature affects not only psychologically but also the physical health of people positively (Louv, 2010). Adolescents can perform activities such as sitting on benches, chatting, socializing, and reading books in open areas. It can perform actions such as jumping, lying down, reading a book, sleeping, sitting, chatting, playing ball, listening to music, playing the guitar, and dancing on grass areas.

Adolescents need to spend time in nature. Natural environments have healing properties that help cope with daily stress, improve the adaptation process in adolescent development, physical endurance, mental development, and enhance self-confidence, supporting learning and education (Allred, 2011). Adolescents' time in a green outdoor environment keeps a lifelong attitude towards the wider environment and nature. Yale University Natural Science Professor Dr. Kellert says that research on the subject says that children who regularly spend time outdoors in nature are stress-free and have longer attention spans (Kansu, N.A., 2008).

Adolescents' feeling of being alone from nature, a sense of silence and calmness, studying nature, researching the history of the surrounding natural areas, gaining new and different abilities, meeting and relating more easily with adolescents in natural areas, community spirit with other people in the region, and a sense of responsibility for local natural areas. Development and being in the fresh air, feeling alive more, smelling and feeling plants, listening to bird sounds, and so on, can be said to be beneficial (Özguner, H., 2004).

Seeland et al. (2009) investigated leisure activities in urban forests and urban green spaces in Zurich in terms of their potential to facilitate social interaction between Swiss and immigrant youth. During the research process, 437 students and teachers were observed. Examples of socialization and making friends in such outdoor spaces were

related to age, education level, gender, and the percentage of immigrants in each settlement. Urban green spaces also play an important role for children and young people to establish relationships and friendships with different cultures.

Contrary to all this, some researchers say that "with no place else to go, adolescents move into shopping malls, fast-food restaurants, and other privately owned areas" (Nairn and others, 2003). With the increase in urbanization, the areas for adolescents to go to have been limited. Spending time in closed places away from nature may cause them to be socially isolated and closed to themselves. In addition to their commercial features, shopping malls, which have turned into living centers with other activities added to their structure, have also become points of attraction for many users with the striking social and physical environments they offer (Zukin, S., 1998). In their spare time, the most preferred places for adolescents are shopping centers, followed by cafes, restaurants, and friends' houses. The physical environment, especially location and access, are the most critical determinants in the shopping center preferences of young people. For some, the appearance and cleanliness of the shopping center, the variety of services and stores are important (Mugan and Erkip, 2009), (Table 3.2).

While Erkip (2010) emphasized that shopping malls for families to stroll together are quite common in Turkey, he noted that, especially for adolescents, shopping malls, where their parents direct them for safety reasons, replace the street and all the time spent on the street. When we look at it from this perspective, although shopping malls seem to be open to everyone, quite sterile and safe public spaces thanks to their effects on size, design, and function, different user groups may have different expectations at other times. It can lead to different behaviors, attitudes and even It should not be denied that it can cause conflicts between groups from time to time (Vanderbeck and Johnson 2000).

3.2.3. Aesthetical Characteristics of Environment

It is essential for adolescents that their environment is warm, comfortable, safe, bright, clean, and quiet. They do not want garbage and cigarette butts around them. They prefer to be in clean, well-kept, quiet places with breathable air (Holmes, J. and others, 2019), (Table 3.2).

Landscape perception studies revealed that people generally use landscapes with endless open vistas. Width and openness contribute to landscape preference (Stamps, 2005). In their preference study, Galindo and Hidalgo (2005) determined that positions with a high level of openness are preferred, allowing individuals to view the landscape from a safe point of view with a comprehensive perspective. Bredow (2006), Owens (1994) revealed that openness is a compelling feature that increases adolescents' public space use. Openness allows adolescents to socialize by increasing their public space use, which is a must-have feature in youth spaces (Table 3.2).

In their research, Sundevall and Jansson mentioned that adolescents consider beautiful and well-maintained places in parks important, and they take photos and post them on social media. The adolescents accepted the weeds and natural images a little more. Instead, they stated that the fences were boring to the electric pavilion and suggested they could be masked with vegetation or painted a happier color to look more appealing. Also, all surveyed user groups (children, adolescents, and elderly) expressed their desire for a clean, garbage-free park (Sundevall, E. P. & Jansson, M., 2020).

3.2.4. Sense of Safety

The level of safety is one of the most important features that affect outdoor use, especially by children, the elderly, and women. In a study by Malone (1998), young girls living in a housing estate in Melbourne mostly preferred their home or immediate environment to meet and spend time with their friends. The research results show that the most concern is about encountering physical or verbal bullying when using public spaces. Panelli et al. According to (2003), the socialization of adolescents is associated with areas where a sense of security is provided.

The spaces used by adolescents are shaped by the relationship between adolescents and adults in public spaces and the communication between them (Tucker, 2003). Despite the feeling of violence, competition, and often fear, adolescents prefer public spaces to be together, interact with other members of society, shape personal and social identity, and engage with the larger world than school and immediate surroundings. When designing spaces for adolescents, the option of creating spaces that will provide social integration and interaction, safety and freedom of movement, accessibility, and various activities and facilities should be preferred (Travlou, 2007).

One of the difficulties that the adolescent may face is that the ability to cope with fear and anxiety, which we may think is opposed to loving risk-taking, seeking innovations, and valuing rewards more, will also change. The most dangerous thing for adolescents in this period is that they can easily reach and get used to bad habits that will harm themselves and their health. Adolescents find adventure in public spaces, security, natural and undeveloped spaces (Owens, 1988). With their passion for experience and their ability to take risks, public spaces are more attractive because of their safety. It is important that the density of users in open areas and the crowdedness of the area. The increase in viscosity causes crowds, congestion, and loss of privacy. The low density of people in open spaces also creates a feeling of uneasiness and insecurity from time to time (Table 3.2).

As the age progresses, open spaces become more important for adolescents, and they begin to use them more like meeting places. Open spaces are the main social forums, especially for less affluent families who cannot or cannot participate in different recreational and recreational activities. In general, most adolescents prefer to be outside rather than sitting indoors and use open spaces to meet their friends. Since homes as adult spaces where adolescents are under control and boundaries, public spaces are places for many adolescents to gather and chat with their friends, and being with their friends in these spaces gives a sense of security. Safety is an important requirement in adolescents' use of space. Adolescents generally evaluate and prefer open spaces close to home, away from traffic, and many people, as safe spaces (Matthews, Limb and Taylor, 1999).

However, the physical environment features such as the high number of pedestrians, the presence of green spaces and sports areas, the presence of public spaces for adolescents, the presence of sidewalks and street lights, the adequacy of street connections, and the presence of well-maintained buildings create a perception of a safe environment for adolescents (Table 3.2).

Table 3.1. Social Characteristics Affecting Adolescents' Use of Public Space

Social Characteristics	Adolescents' Characteristics	Increase in age	+
		Gender (boy)	+
		Increase in income (pocket money)	+
	Peer Groups	Having friends	+
	Household Characteristics of Adolescents	Increase in household size	-
		Rules from parents	-
		Increase in income	unclear
		House type	unclear
		Increase in parental education	unclear
	Social Characteristics of Neighborhood	Increase in years live in neighborhood	+
		Behavior of other users	+
		Number of other users	-
		Undesirable users (drug users, gangs and homeless people)	-
		Feeling free (away from authority)	+

Table 3.2. Physical Environmental Characteristics Affecting Adolescents' Use of Public Space

Physical Characteristics	Accessibility and Opportunity Areas in Neighborhood	Close to home, school, other locations (distance)	+
		Accessibility by foot / bike / public transportation	+
		Cost-effectiveness	+
		Existence opportunity areas (activity areas)	+
		Play facilities (playing surfaces)	+
		Availability of sports	+
		Hanging out	+
	Natural Characteristics of Environment	Natural features (Greenary, large open spaces)	+
		Man - Made facilities (food stalls, seats, site furnishing, sport facilities, shopping, cafes and restaurants, veding machine, wifi hotspots)	+
	Aesthetic Characteristics of Environment	Beautiful sceneries	+
		Well - maintained buildings	+
		Noise / quitness	-
		Cleanness	+
	Sense of Safety	Lighting	+
		Safety from traffic	+
		Presence of green areas	+
		Pedestrian crossings	+
		Mix-used buildins	+
		Secluded areas (empty lofs / parcels)	-

CHAPTER 4

METHODOLOGY AND STUDY SITE

This study aims to determine the characteristics affecting the use of public space by adolescents between the ages of 15-18 and to develop urban design proposals and strategies to integrate the active use of open space in their daily lives. For this purpose, three methods have been applied to determine the characteristics. These are questionnaire studies with adolescents and collecting physical environment data from the database of Menderes Municipality, site observations, and online sources (Yandex Maps).

Within the context of this aim, four high Schools of three neighborhood in Menderes is selected. These are Fatma-Ramazan Büküşoğlu Anatolian High School and Menderes Anatolian High School in Kasımpaşa neighborhood and Menderes Municipality Multi-Program Anatolian High School in Cüneytbey neighborhood and Şehit Kaymakam Muhammet Fatih Safitürk Anatolian Imam Hatip High School in Gölcükler neighborhood. While the Kasımpaşa neighborhood is characterized mostly mixed-use buildings, Gölcükler and Cüneytbey neighborhoods are characterized as the residential center of Menderes. These four high schools of three neighborhoods and the center of Menderes are examined in detail in the chapter.

This section contains information about the type of research, the place and date of the study, the study group, the data collection tools, the collection and analysis of data, the ethical aspect of the research, and the limitations of the investigation. After the research topic was chosen, the articles of universities' websites and thesis from YÖK were scanned to find out if there was any research on this topic. There is no extensive article on this subject, and no thesis has been found. Educational books on the adolescence period were reviewed. The publications and texts on this subject were examined. After long research on adolescence, this period was examined, and its effect on the picture was discussed.

4.1. Study Site

The study area is located in Menderes district. It extends to the south of the city of Izmir (Figure 4.1). Menderes is the fourteenth district of Izmir with its 101.338 population, however the third biggest district of Izmir with its 777 km² area.
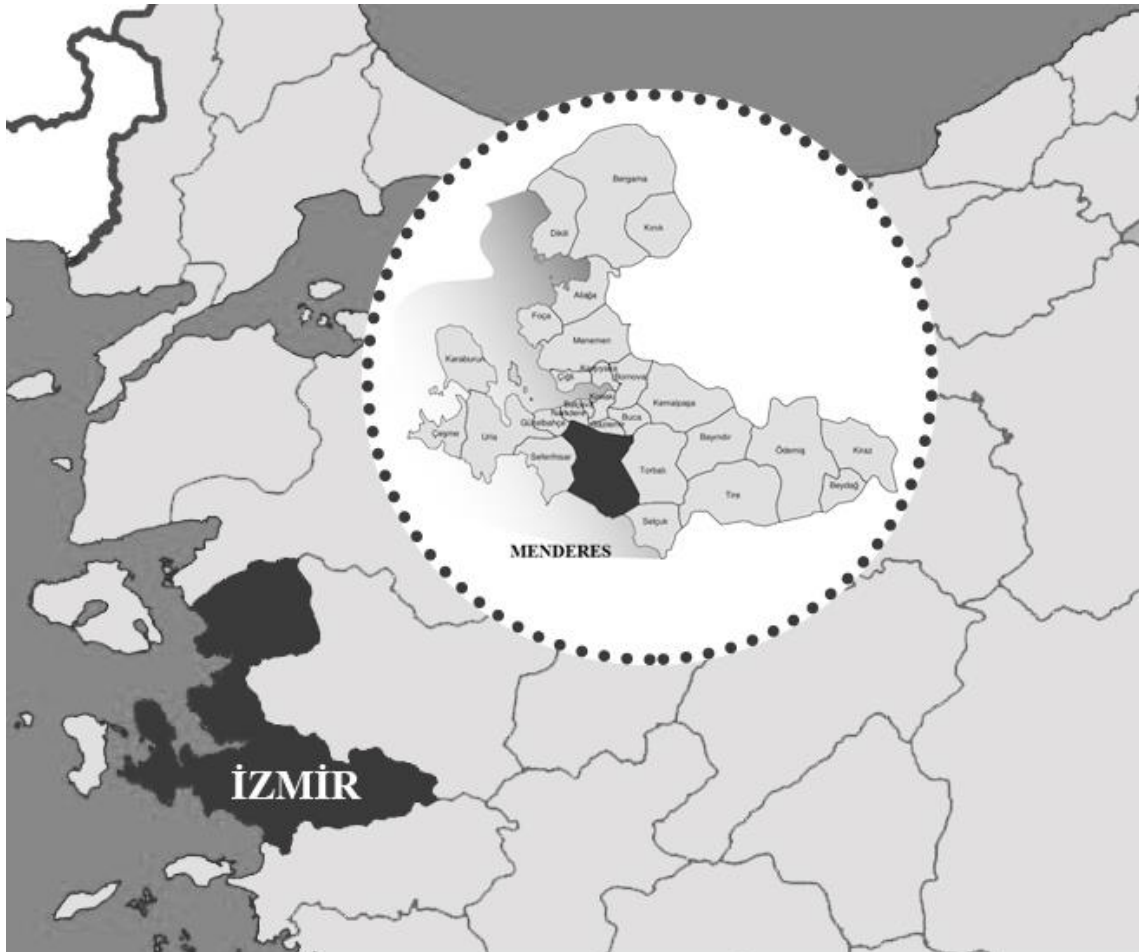
Figure 4.1. Location of Menderes in Izmir Province
(Source: Google Map Customizer)

In the district with a total population of 101,338 compared to 2020, 32% of the population is young, 51% is middle aged, and 18% is elderly. The number of people between the ages of 15-19 is 5,781. The region has also received a large number of immigrants from the city in recent years, in addition to the immigration it receives from the eastern provinces of Turkey, as it is 20 km away from the city center, close to the

airport, and has access to the Izmir-Aydin Highway and İZBAN train network. Agriculture and animal husbandry have an important place in the economy of the district. In addition, the coastal cove and touristic facilities on the 40 km coastline of the district provide the development of tourism.

Menderes is one of the richest district in Izmir in terms of natural elements with forests and coastline. Gümüldür and Özdere settlements located in the coastal part of Menderes District. Also, Menderes is the development of the second dwelling, which is formed by the effect of the highway connection along the coastline, is intensely observed. Of the current land use of Menderes District, 32.52% are residential areas. Menderes District has a land structure that usually includes flat areas. In the central settlement, old buildings are masonry and one or two storey, and new buildings are reinforced concrete and 3-5 storey houses in the center and 2-3 storey garden outside the city. In the residential area mostly located vacant areas with 36.73% (Izmir Metropolitan Municipality,2009).

For this thesis, Fatma-Ramazan Büküşoğlu Anatolian High School and Menderes Anatolian High School in Kasımpaşa neighborhood and Menderes Municipality Multi-Program Anatolian High School in Cüneytbey neighborhood, and Şehir Kaymakam Muhammet Fatih Safitürk Anatolian Imam Hatip High School in Gölcükler neighborhood are determined as the research schools to conduct the study (Figure 4.2). Population density of students in Fatma-Ramazan Büküşoğlu Anatolian High School is 381, Menderes Anatolian High School is 904, Menderes Municipality Multi-Program Anatolian High School is 668, and Şehit Kaymakam Muhammet Fatih Safitürk Anatolian Imam Hatip High School is 731. The reasons for selecting schools are the locations and the number of students in these schools.
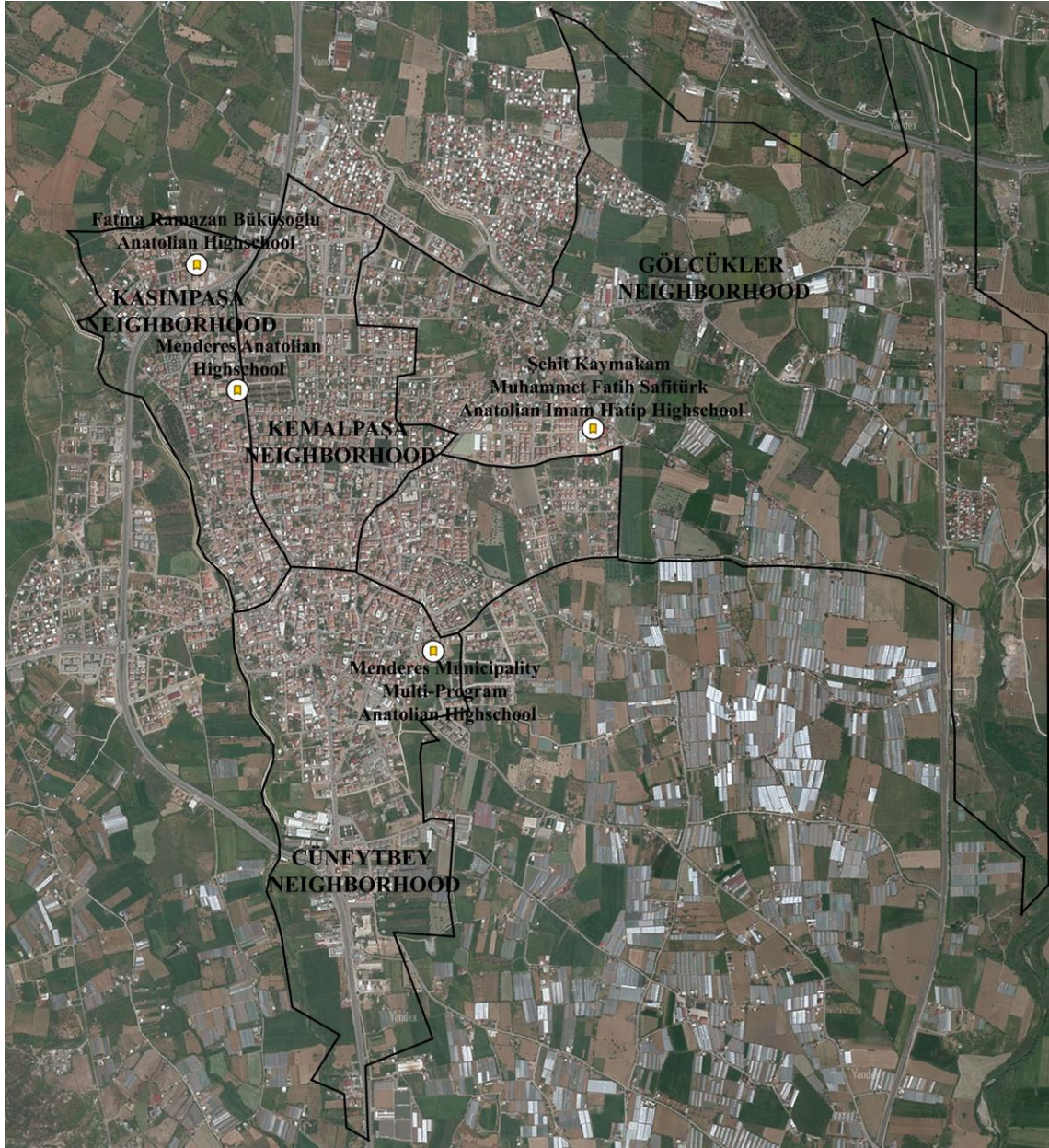
Figure 4.2. Boundaries of Kasımpaşa, Kemalpaşa, Cüneytbey and Gölcükler
Neighbourhoods and Selected Schools (Source: Yandex Maps)

The study area consists of Kasımpaşa neighborhood with its 6331 population,
Kemalpaşa neighborhood with its 9911 population, Cüneytbey neighborhood with its
8164 people, and Gölcükler neighborhood with its 5245 population (TUIK, 2020). They
are the most crowded central neighborhoods of Menderes. The area covers Atatürk Street,
İnönü Street, Hükümet Street, and Cumaovası Streets, which constitute the main axes of
the central settlement.

Figure 4.3. Education and Neighbourhood Park Areas in Menderes City Center

Fatma Ramazan Büküşoğlu
Anatolian High School

Menderes Anatolian
High School

Martyr Governor
Muhammet Fatih Safitürk
Anatolian Imam Hatip
High School

Menderes Municipality
Multi-Program
Anatolian High School

LEGEND

☐ RESIDENTIAL		☐ RELIGIOUS		☐ BAZAAR		☐ PRIMARY AND SECONDARY SCHOOL	
☐ COMMERCIAL		☐ FOREST		☐ RECREATIONAL		☐ HIGH SCHOOL	
☐ HEALTH		☐ PASSIVE GREEN AREA		☐ GAS STATION		☐ WASTELAND	
☐ OFFICIAL		☐ ACTIVE GREEN AREA		☐ INDUSTRIAL		☐ RIVER CONVERSATION	

Figure 4.4. the Land Use Analysis around Menderes City Center

Kasımpaşa neighborhood is an old neighborhood characterized as the commercial and institutional center of Menderes. Kemalpaşa neighborhood too is characterized as commercial and residential areas. Located between Kasımpaşa and Kemalpaşa neighborhoods, Atatürk Street is the most crowded street in terms of pedestrians and vehicles and serves as the entrance of the Menderes district. The street starts with Ayyıldız park and extends to the Municipality Building. Besides, the Municipality Building has administrative units and health institutions such as the district governorship and health center. It is for shopping and has connections with other streets.

Figure 4.5. Ayyıldız Park from the entrance of Menderes

Ayyıldız Park is a park located at the entrance of Menderes District and has become the symbol of Menderes. It is one of the most preferred parks in the district. There are benches where people of all age groups can sit and relax and watch the surroundings and a playground for children. There is a small cafe in the parking area.

Figure 4.6. Adolescence Studying at the Cafe in the Ayyıldız Park

İnönü Street is located in the Kemalpaşa neighborhood and serves as a commercial center with heavy traffic and is mainly used for shopping and sightseeing. The street with shops, cafes, parks is suitable for pedestrian circulation, and adolescents heavily use the stadium.19 Mayıs Stadium is where sports and cultural events such as sports events and concerts are held intensively. Ömer Halisdemir Park is a central park surrounded by streets on all four sides and easy to access. It houses a teahouse on the north side. It also has a children's playground and benches to relax. Also, coffee houses on the İnönü Street are most frequented by adolescents.

Figure 4.7. 19 Mayıs Stadium as a Sport Area

Figure 4.8. 19 Mayıs Stadium as a Concert Area

Figure 4.9. Ömer Halisdemir Park

Figure 4.10. Playground Area at the end of the Ömer Halisdemir Park

Ömer Halisdemir Park is a mainly used large park area located on İnönü street. There is a 2-story cafe in the park, and it offers an area where the old and young people can spend time and watch the surroundings. There is a playground and toys reserved for children at the park's back. Cafes on İnönü Street are closed areas that adolescents generally use to get together with their peers, chat, study and have a snack.

Figure 4.11. Kahve Diyarı

Figure 4.12. Bir Zamanlar Cafe

Cüneytbey neighborhood is characterized as a residential area. Hükümet Street is located in Kemalpaşa, and the Cüneytbey neighborhood consists of commercial and mixed-use buildings with heavy traffic and narrow sidewalks. The Migros Bazaar area is located in the Cüneytbey neighborhood and consists of many commercial units. Large shaded areas offer the opportunity to relax under the people who come to shop.

Figure 4.13. Migros Bazaar Area

Figure 4.14. Backside of Migros Bazaar Area

The sports complex, which the Menderes Municipality completed in the Cüneytbey District, was established on 7 thousand 600 square meters. Two astroturf pitches, a basketball court, a tennis court, a social facility, and a tartan track have been prepared for sports fans in the facility. The facility also has a two-story social facility where users can enjoy themselves and have snacks.

Figure 4.15. Şehit Fırat Yılmaz Çakıroğlu Sport Complex

Figure 4.16. Adolescents Playing Basketball in Şehit Fırat Yılmaz Çakıroğlu Sport Complex

Gölcükler neighborhood is characterized as agricultural fields, but the density of residential areas is increasing daily. Cumaovası Street is located between Kemalpaşa and Gölcülkler neighborhood extends to the IZBAN line and connects Menderes to the city center.

4.1.1. Built Environment Characteristics Surrounding of High Schools

Fatma-Ramazan Büküşoğlu Anatolian High School is located in Kasımpaşa neighbourhood. As seen in Figure 4.4., the school is near the courthouse. Housing type around school generally consists of 5-storey apartment buildings and two-storey luxury private residences. Especially towards the north part of the school, the density of green areas and natural areas draw attention due to the zoning limit. Further, the school is quite close to one of the most important belt highways of Izmir. Because of this situation, the school environment is highly affected by heavy traffic.

Figure 4.17. the Surrounding of Fatma-Ramazan Büküşoğlu Anatolian High School

Menderes Anatolian High School is also located in the Kasımpaşa neighborhood. As seen in Figure 4.4., the school is located between commercial areas on Atatürk Street. Because of mixed-use buildings and institutional buildings, the school is highly affected by the density of traffic. The housing type around school generally consists of 5-storey mixed-use apartment buildings.

Menderes Anatolian High School students are luckier than other high school students due to their location, close to places where young people can spend time, such

as cafes and parks. Menderes Anatolian High School is the most prominent high school with the highest number of students in the center.

Figure 4.18. the Surrounding of Menderes Anatolian High School

Menderes Municipality Multi-Program Anatolian High School is located in the Cüneytbey neighborhood. As seen in Figure 4.4., the school is near the Şehit Fırat Yılmaz Çakıroğlu open sports complex area. The basketball court, football field, jogging track, and fitness equipment in the area are frequently used by adolescents to do sports. Housing type around school generally consists of 3-storey housing estates. Especially towards the south part of the school, the density of green areas and empty lots draw the attention, since it is a newly built region.

Figure 4.19. the Surrounding of Menderes Municipality Multi-Program Anatolian High School

Şehit Kaymakam Muhammet Fatih Safitürk Anatolian Imam Hatip High school is located in the Gölcükler neighborhood. As seen in Figure 4.4., the school is next to the Mehmet İmam Hatip secondary school practice mosque and near the Murat Reis boarding girl Quran course. Housing type around school generally consists of 3-storey housing estates. Especially towards the east part of the school, the density of green areas and empty lots draw attention due to the zoning limit.

Figure 4.20. the Surrounding of Şehit Kaymakam Muhammet Fatih Safitürk Anatolian Imam Hatip High School

4.2. Study Methods for Data Collection

This study focuses on adolescents around 15-18 ages in high school to determine the characteristics affecting the use of public space by 9th, 10th, 11th, and 12th-grade high school students, is descriptive. In addition, this study aims to develop urban design strategies for public spaces (e.g., streets, squares, parks) for adolescents to socialize with their peers and other groups.

The characteristics that influence the usage of public spaces are examined under the titles of social and physical characteristics. Social characteristics are examined as adolescent characteristics, peer groups, parental and social environment characteristics. Physical characteristics are examined as accessibility and opportunity areas in the neighborhood, natural and man-made features, aesthetical features, and a sense of safety. To gather data about social characteristics, I developed a user survey with high school students with the help of the permission of the Ministry of National Education, Izmir

Provincial Directorate of Education. Also, data are taken from site observations and the Menderes Municipality database for variables about the physical environment.

4.2.1. Data about Built Environment

Built environment data are collected from physical environment databases from Menderes Municipality and site observations of the immediate built environment of selected schools.

Information about the built environment, such as land use of the city center and density of the built-up area, is obtained from the Menderes Municipality database. Built environment data are examined within 400 diameter circles of each school environment. Then, determined adolescents' most used indoor and outdoor areas within the Menderes central axes and the 400 m diameter circle area of each school. In the context of these areas, information such as traffic density, presence of green spaces, parking areas, cafes, aesthetic perception of the neighborhood, building types, quality of pedestrian roads, presence of empty lands is collected from field observations of streets.

4.2.2. Data about Social Environment

To gather social environment data, I deployed user surveys with students (15-18 years old) with the help of the permission of the Ministry of National Education, Izmir Provincial Directorate of Education. These surveys consist of open and close-ended questions. Questions of the survey conducted with these students are compiled from previous surveys conducted in the last decade about adolescents and their perceptions of the built environment. The survey questions consist of the socio-economic characteristics and rules of the family, the adolescent's characteristics, the environmental perception of the adolescents, and the use of public spaces.

The surveys with adolescents are completed in two stages. The questionnaires were prepared in Google Forms. Then, the link extension of questionnaires was sent to the students by e-mail by the teachers.

i) First, the questionnaire (see Appendix A) is completed consisting of open and closed-ended questions to be carried out with the students on the internet via Google Forms. The survey questions at this stage consisted of questions about personal information of adolescents and perception and usage of adolescents' views on the built environment.

ii) Second, maps related to the built environment of the city center (see Appendix B) are prepared for adolescents to ask them to describe their experiences and perceptions about the built environment with writings and marking.

The surveys carried out at Fatma-Ramazan Büküşoğlu Anatolian High School, Menderes Anatolian High School, Menderes Municipality Multi-Program Anatolian High School, Şehit Kaymakam Muhammet Fatih Safitürk Anatolian Imam Hatip High School in Menderes, İzmir. 9th, 10th, 11th, and 12th grades were surveyed. According to the analysis, 200 surveys with 15-18 years old high school students as the data for this study. Questions were asked about the descriptive-sociodemographic characteristics of the adolescents, the characteristics of adolescents spending time outside of school hours, the attitudes/opinions of the adolescents regarding their leisure/time evaluations, the characteristics of the home/family where the adolescents live, and the characteristics of the places that adolescents frequently go outside of school hours. In the study, surveys could not be conducted face-to-face with the students due to the pandemic conditions, so the surveys were conducted online.

The following points were taken into consideration during the survey process:

1. The collection of data was mainly carried out with the internet in the preliminary application. It was emphasized to the participants that they should reflect what they think, not what they should be.

2. To enable the participants to take the research seriously, brief information about the purpose and importance of the research was given. It was explained how they should answer the scales, and the questions of those who applied the survey were answered.

3. The names of the participants were not taken.

The details of the questions presented to the students in order to develop suggestions and strategies for the physical design of open public spaces in a way that will increase the socialization of adolescents by determining the social and physical environmental characteristics that affect the use of public spaces and perceptions of use by adolescents aged 15-18 are given in the Table 4.1.

Table 4.1. Groups of the Survey Questions

Question Type	Question Type
PERSONAL INFORMATION	Your age
	Your gender
	Your school
	Your class
	What neighborhood do you live in
	How long have you lived in this neighborhood?
	Do you have friends/peers from the same neighborhood?
QUESTIONS REGARDING THE USE OF PUBLIC SPACE	How often do you go out outside of school hours?
	Where do you go when you go out?
	How many minutes/hours do you spend outside?
	Do you usually go to these areas alone or with someone?
	With whom?
	What kind of places do you prefer to go to with your friends?
	What is your reason for choosing these fields?
	Which of the following do you see in these areas?
	How do you feel in these areas?
	How do other users in these areas (adults, seniors) react to your presence?
	Do your parents/teachers approve of you going to these fields?
	Are there things/people in these areas that frighten you? If yes, write
	Attitudes/Opinions of Adolescents Regarding Their Valuation of Leisure/Times
	What time will you come back home in the evening?
	Where your family lets you go alone or with friends

HOUSEHOLD QUESTIONS	How many people live in your home
	Who do you live with at home
	What are the features of the house you live in?
	What is your average monthly household income?
	What is the last school degree your parents completed?
	Do you receive pocket money from your family?
	Is your pocket money enough?
MAPPING STUDY	The places you go most often during your non-school time
	How far is it from your home in terms of walking distance from the places you go to?
	How do you make your way
	Why are you going
	Write down your favorite places and why
	Please tick what you like in these areas.
	Write down your favorite places and why.
	Please mark what you do not like in these areas.
	Write down where you feel most insecure and why.
	Which of the following would you feel more secure in these areas?
	Which physical features (lighting elements, playgrounds, presence of various activities, seating, naturalness, cleanliness, silence, and so on.) of the place you visit most frequently would you like to change and improve?
	Which social features (feeling safe, number of other users, behavior, being away from adults, feeling free, and so on.)

4.3. Data Analysis

The data collected for the research were analyzed with the SPSS (Statistical Package for the Social Sciences) 25.0 program. In the study, demographic variables and ranking of the participants, data obtained from single and multiple-choice scales were indicated with descriptive statistics such as frequency, percentage, mean, and standard deviation analysis. The difference between the variables and the comparison of the data obtained from the Likert-type scales were tested. In the questionnaires presented as the first stage, descriptive-sociodemographic characteristics of adolescents are analyzed using descriptive statistical techniques according to the characteristics of the environment in which they live.

The tables and findings of the study carried out as a descriptive cross-section were examined to develop suggestions and strategies for the physical design of open public spaces to increase the social and physical environmental characteristics that affect adolescents' use of public spaces and their perceptions of use.

CHAPTER 5

ADOLESCENTS' USES OF URBAN PUBLIC SPACES IN MENDERES: RESPONDENTS' AND PHYSICAL ENVIRONMENT CHARACTERISTICS

This chapter studies adolescents' public space use according to neighborhood and respondents' (200 students) characteristics. The tables and findings of the study were carried out as a descriptive cross-section in order to develop suggestions and strategies for the physical design of urban open public spaces in order to increase the socialization of adolescents by determining the social and physical environmental characteristics that affect the use of public space and perceptions of use by adolescents aged 15-18, in the example of the central settlement of Menderes District.

The descriptive analysis technique analyzes respondents' answers to the questions according to adolescents' age, gender, and school. Besides, demographic and socio-economic characteristics of the household and social characteristics of the neighborhoods on adolescents' usage of public space are analyzed under the related titles.

Respondents' answers to the questions such as how often they go out, where they go, what kind of places they prefer to go, and with whom are discussed under the related titles.

In the following section, the results of the analysis of each of the characteristics related to the use of public space by adolescents according to their characteristics, peer groups, household characteristics, and neighborhood characteristics will be examined.

5.1. Study Respondents' Characteristics and Adolescents' Uses of Urban Public Spaces in Menderes

Respondents' answers to the questions are examined according to adolescents' gender, age and neighborhood they live in by using descriptive analysis techniques. Besides, demographic and socio-economic characteristics of the household, parents' behaviors about adolescents' use of public spaces.

Within descriptive analysis, adolescents' use of urban public spaces is analysed according to adolescent characteristics, peer groups, neighborhood characterisstics, and characteristics of household.

- **Characteristic of Adolescents**

In total, surveys have been completed with 200 adolescents, 134 (67%) girls and 66 (33%) boys (Figure 5.1).
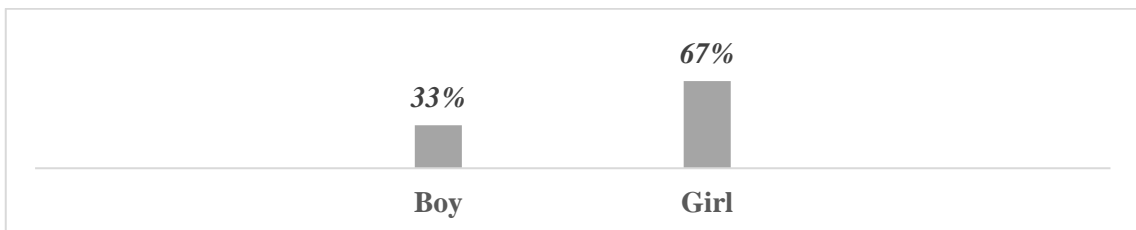
Figure 5.1. Gender of the Adolescents

The surveys are conducted with 9th, 10th, 11th and 12th grade students at the selected high schools. According to this, 74 of 200 adolescents are 15 years old, 43 are 16 years old, 55 are 17 years old and 28 are 18 years old. When we look at the age distribution by adolescents, the majority of the adolescents are 15 and 17 years old adolescents.
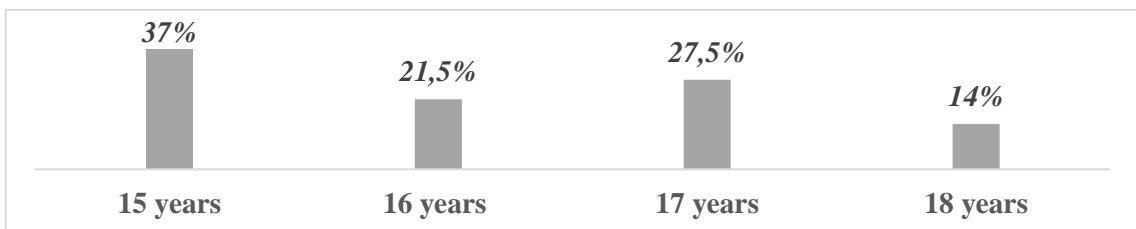
Figure 5.2. Age of the Adolescents

It was determined that 89.5% of the adolescents participating in the study received pocket money from their families, and 53.5% of them considered the pocket money they received sufficient, and 13.5% considered the pocket money they received insufficient (Figure 5.3).
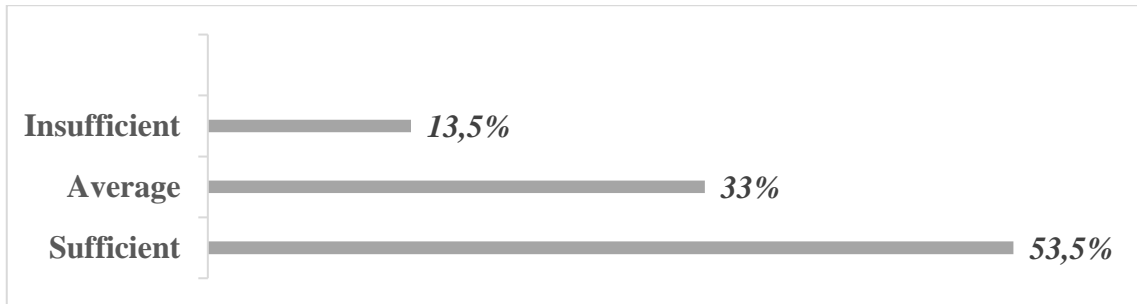
Figure 5.3. Adolescents' Pocket Money (income)

- **Peer Groups**

When 200 adolescents are asked if they have peers from the same neighborhood, more than half of them (75,3) indicated that they have friends, although only 24,7% of them have no friends. It has been observed that the frequency of going out among adolescents with friends is higher than those without friends. Correspondingly, adolescents who live in the same neighborhood for so long tend to be more independent.
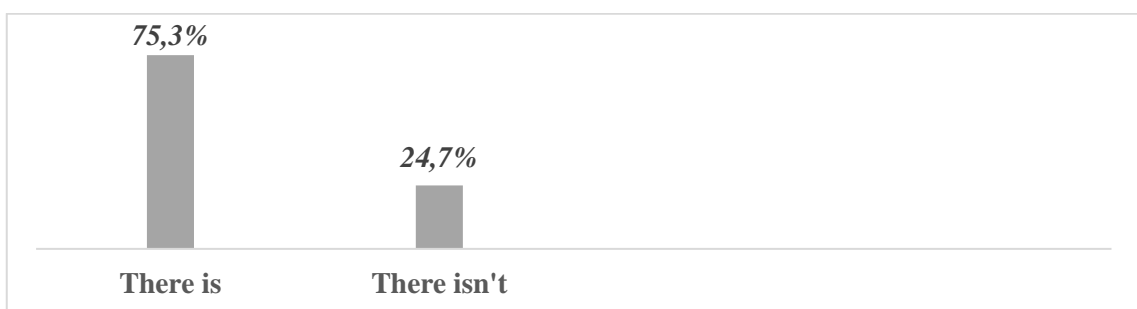
Figure 5.4. Whether Adolescents Have Friends or Not

- **Characteristics of Household**

When questionnaires were evaluated, it was found that parental behaviors affect adolescents' use of public space. 20% of the adolescents participating in the study go to school from home, 43,5% go out with their friends, 5,5% go out after dark, 8% go to their friend's house and 11,5% his family allows him to go out of the neighborhood / to the center, alone or with his friends.

Further, it appears that a negative relationship between the number of people living in the house and adolescents' use of public spaces is found. 63,2% of the adolescents participating in the study live at home with 2-4 people, 34,3% with 5-7 people and 2,5% with 8-10 people at home. In addition, it is found that 79,3% of the adolescents participating in the study were together with their parents, themselves and their siblings/siblings are more likely to use public spaces, the probability of one of the family members accompanying with adolescents to go out (Table 5.1).

Table 5.1. Characteristics of Adolescents' House/Family (n=200)

Features	Number (n)	Percent (%)
What time do you come back home in the evening?		
Between 15:00-17:59 hours	31	15,5
Between 18:00-20:59	76	38
Between 21:00-23:59 hours	62	31
After 00:00 clock	31	15,5
Where does your family let you go alone or with friends?		
Going out with my friends	87	43,5
Commuting from home to school	40	20
Going out of the neighborhood / to the center	23	11,5
Go to my friend's house	16	8
Being outside after dark	11	5,5
Other	23	11,5
How many people live in your home?		
2-4 people	126	63,2
5-7 people	69	34,3
8-10 people	5	2,5
Who do you live with at home?		
With his/her parents and his/her sibling/siblings	159	79,3
With his/her parents	28	14,2
With one of his/her parents	8	4
With his/her parents, siblings, and grandparents	5	2,5
Total	200	100
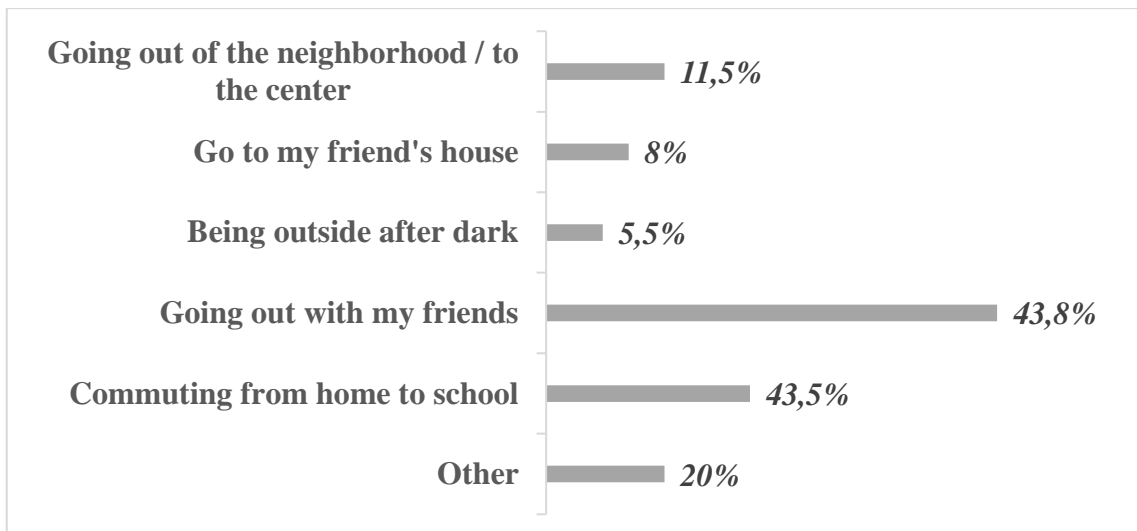
Figure 5.5. Where Adolescents are Allowed To Go by their Family
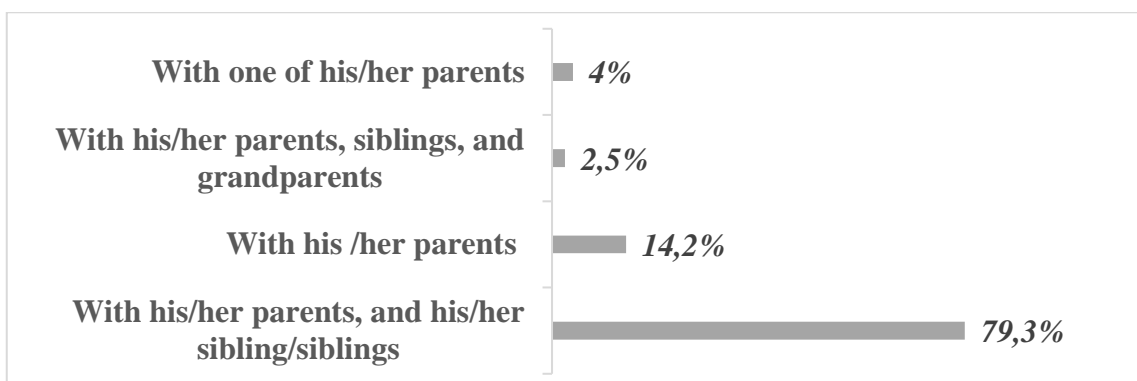
Figure 5.6. With whom Adolescents Live

According to the findings of this study, household income is not related to adolescents' use of public spaces. However, it is seen that the use of paid public spaces is more than the use of open public spaces in adolescents' families with high incomes. In addition, there is no correlation between parents' education level and adolescents' use of public space. The inability to establish this relationship is because the households living in Menderest have an average income and education level.
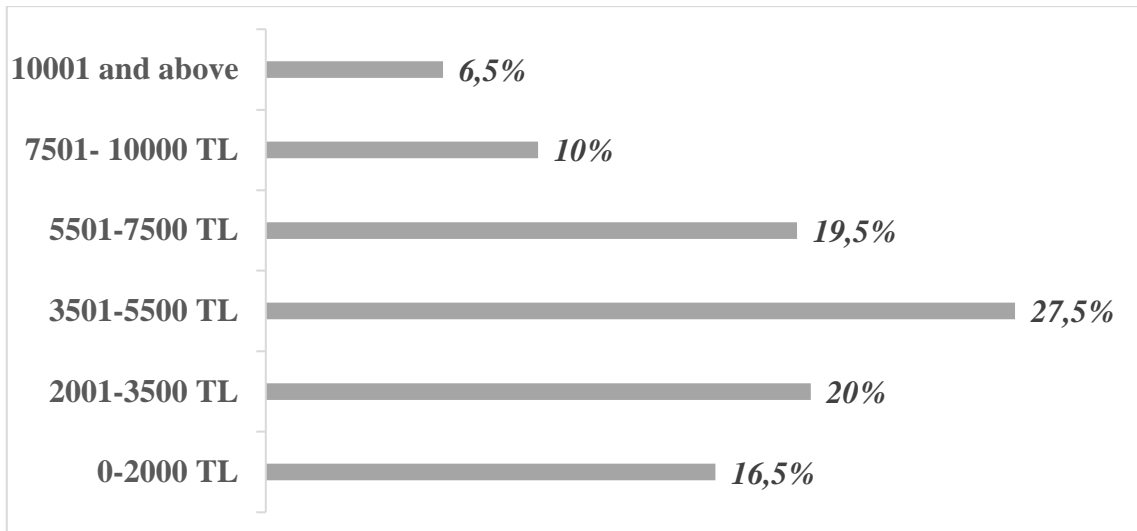
Figure 5.7. Parents' Income Level
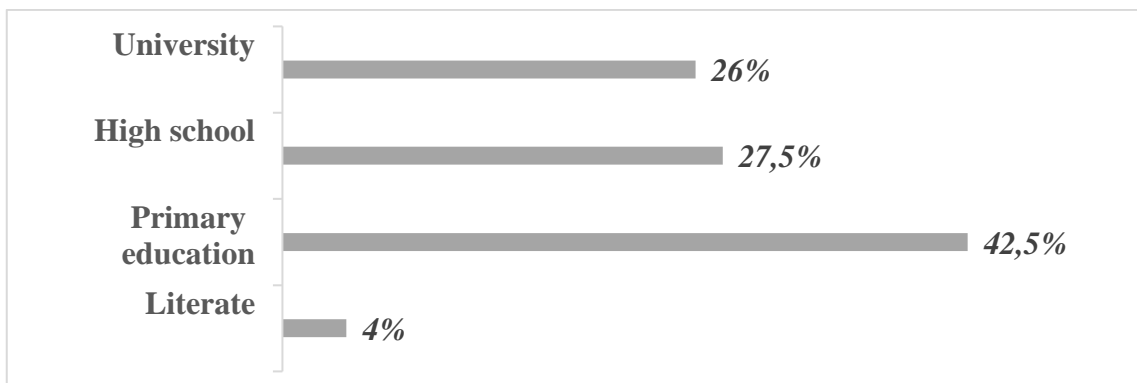
Figure 5.8. Parents' Education Level

- **Characteristics of Neighborhood**

While more than half of adolescents live in the central neighborhoods where schools are located, less than half live in neighborhoods far from schools (Figure 5.9). This result is significant considering that differently characterized environments may affect adolescents' use of public spaces and frequency of going out.

25 (29%) of the 85 adolescents living in the same neighborhood for more than ten years defined the frequency of going out outside of school hours as rarely, sometimes, 1-2 days a month, while 60 (71%) of the 85 adolescents answered every day, 1-3 times a

week. Also, in regression analysis, it seems that adolescents tendecy to go outside increase in the same neighborhood for a long time. This may be because of that adolescents who live in the same neighborhood more years are familiar to the environment and feel comfortable.

Table 5.2. Adolescents' Neighborhood (n=200)

Features	Number (n)	Percent (%)
What neighborhood do you live in?		
Kemalpasa District	40	20
Kasimpasa District	29	14,5
Mithatpasa District	24	12
Cüneytbey District	16	7,8
Altintepe District	15	7,5
Menderes District	14	7
Barbaros District	13	6,5
Golcukler District	11	5,7
Gazipasa District	12	6
Cileme District	12	6
Bulgurca District	8	4
Develi District	6	3
How long have you lived in this neighborhood?		
[Cover. ±SD (min- max)=9.48±5.77 (1-21) years]		
1-5 years	74	37
6-10 years	41	20,5
Over 10 years	85	42,5
Total	200	100
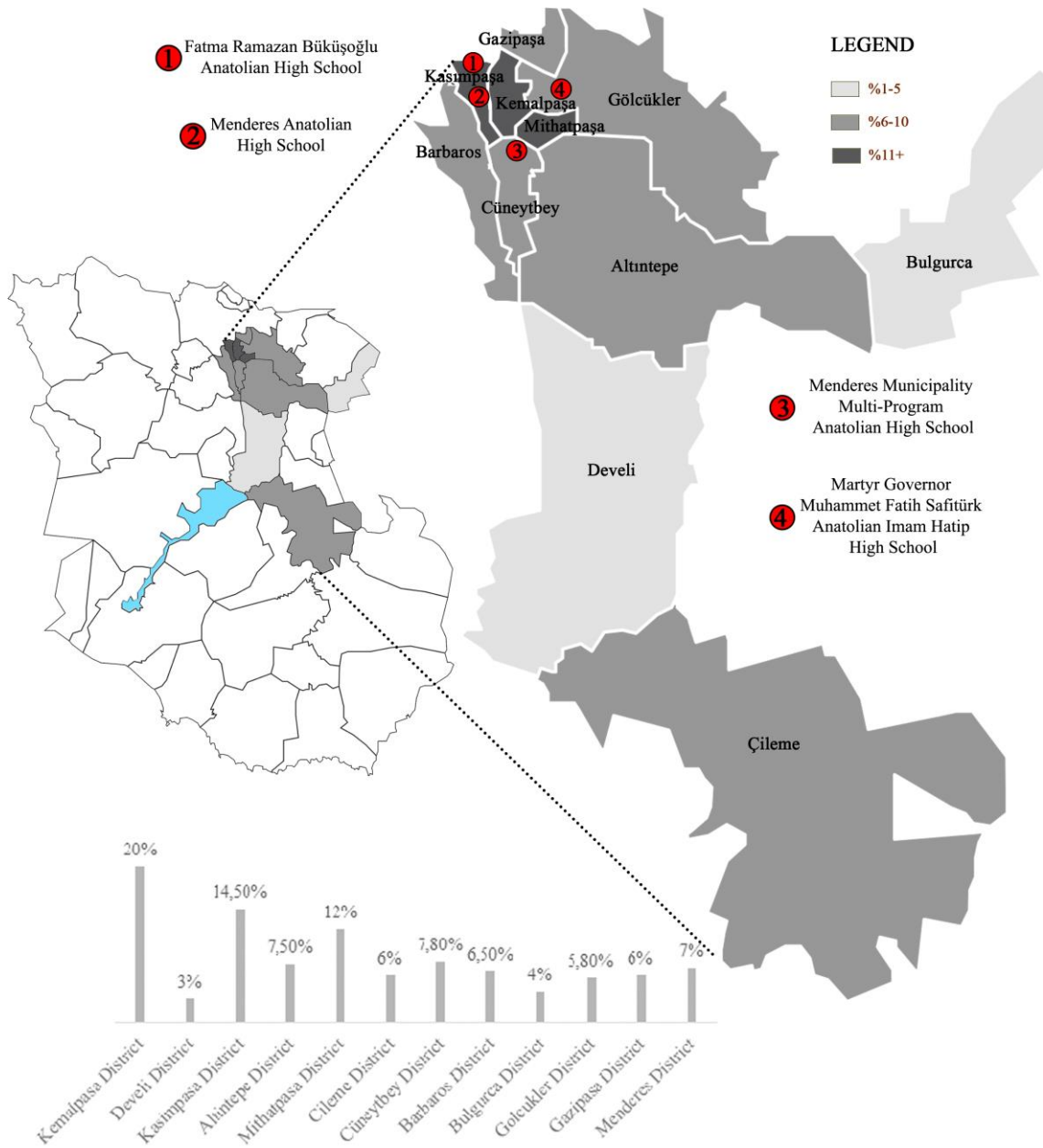
Figure 5.9. the Neighborhoods where Adolescents Live and Schools
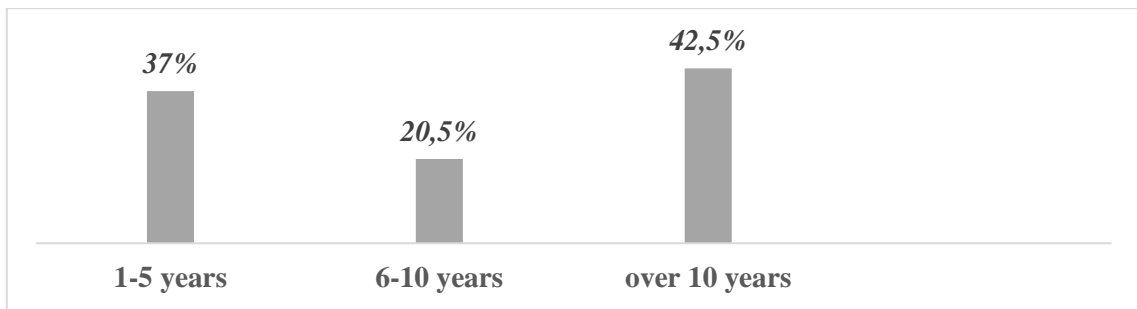
Figure 5.10. How Long Adolescents Have Lived in their Current Neighborhood

It was stated that 29,5% of the adolescents participating in the study felt free in the areas they went out, 61,5% had fun, and 9% did not feel anything or were sometimes bored. "How do other users in these areas (adults, seniors) react to your presence? " to the question: 43,3% answered "They do not give any reaction," 38,2% "They react normally/positively," and 18,5% "They give a negative reaction." While 93% of the adolescents participating in the study approve of parents/teachers going to these areas, 77% of the adolescents do not have things/persons that frighten them in these areas, 7,5% are older people, 4% are traveling in groups, 9,5% of 2% of individuals of the opposite sex are uneducated, perverted, drinking alcohol, and so on. Finally, it has been determined that adolescents are mostly afraid of bad-type people (Figure 5.12).
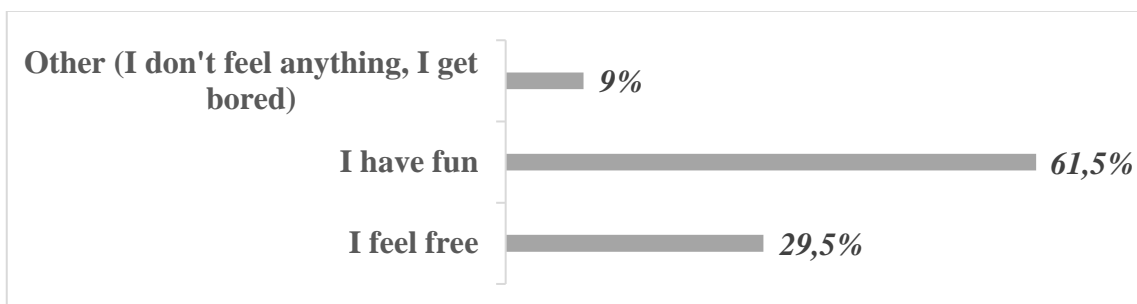
Figure 5.11. How do Adolescents Feel when They Go Out
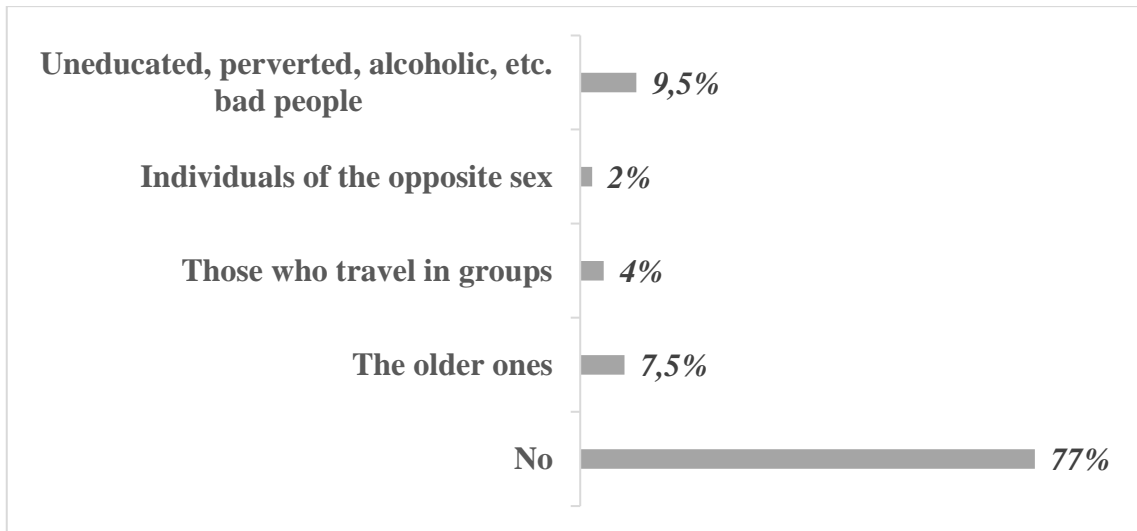
Figure 5.12. What kind of People Frighten Adolescents when They Go Out

- **Characteristics of the Places that Adolescents Prefer to Use**

50% of the adolescents participating in the study go out 1-3 days a week outside of school hours, 26% of the adolescents who go out go to the shopping mall/market, 24% go to the park, 17% to the restaurant. / to the cafe, 8,5% to the entertainment centers, 11% to the beach/walking area, 6,5% to the sports center and facility, 3,5% to the garden/around of their house, 2% to the internet cafe/ play station, 1% went to the library and 0,5% went to the cinema/theatre. As can be seen, most of the 200 adolescents prefer to go to paid (closed) public spaces such as cafes, shopping malls, cinemas rather than open urban public spaces outside of school hours.
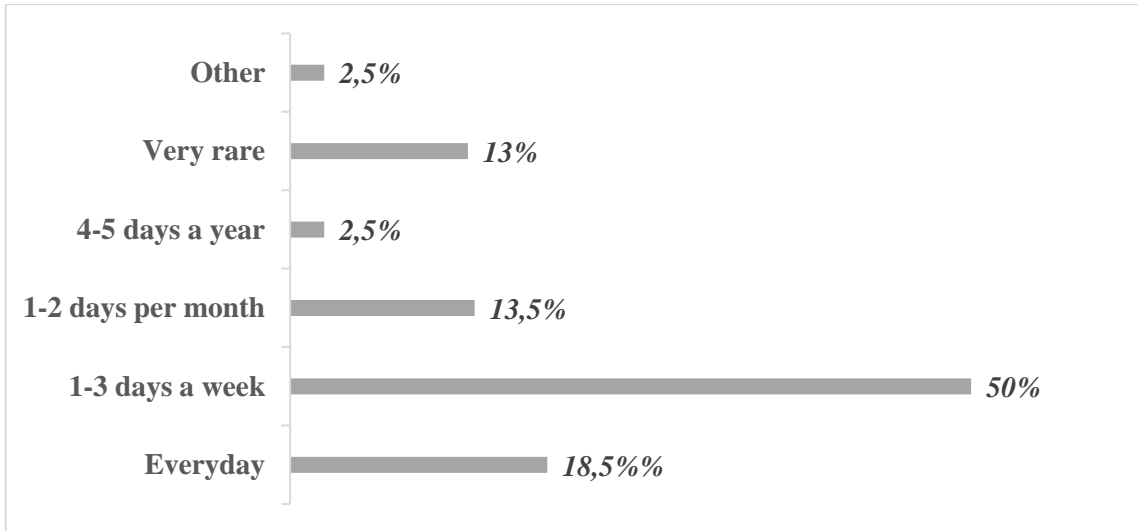
Figure 5.13. How Often Adolescents Go Out
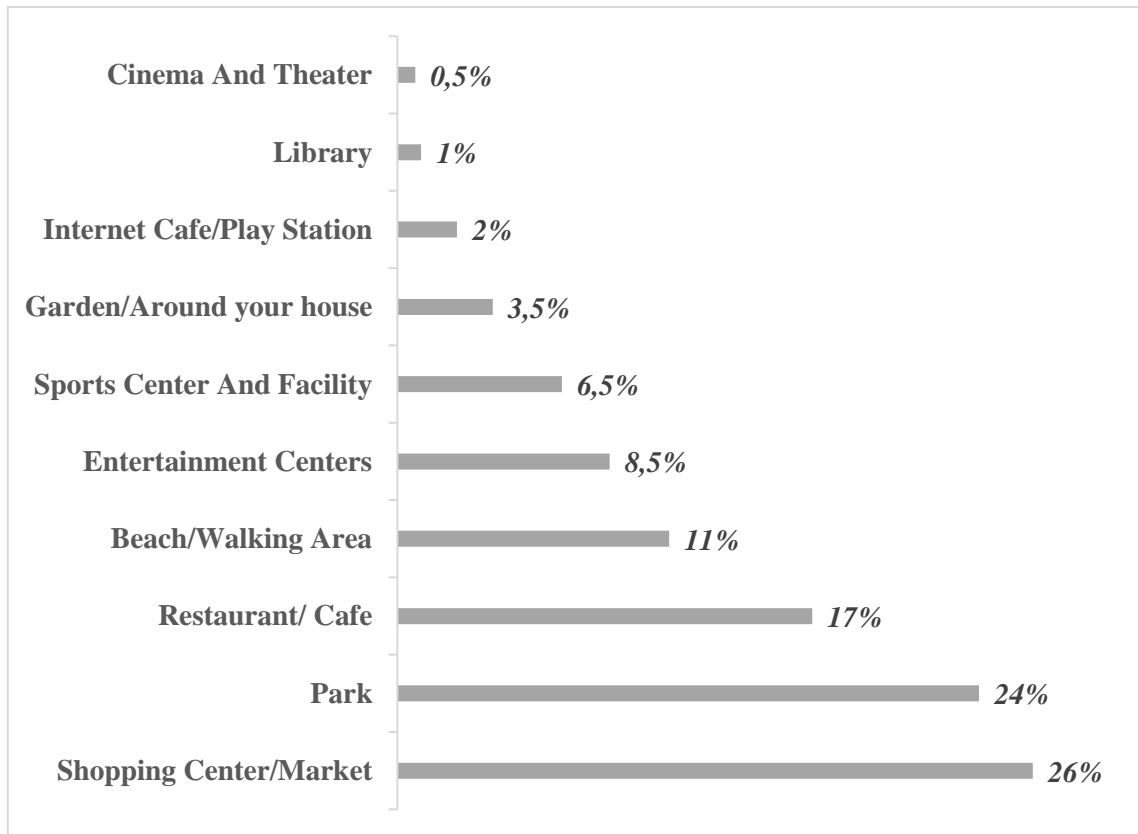
Figure 5.14. Where Adolescents Prefer To Go Out

It was determined that 39,8% of the adolescents participating in the study spent half a day when they were outside, 82,5% went out with someone, 34% went to these areas with their girlfriend and 30% with their family. Going out with someone among adolescents changes according to adolescents' age and gender. It has been found that adolescents 15-16 go out more with their families, but adolescents 17-18 age mostly go out with their peers. In addition, it has been determined that girls go out more with their girlfriends and boys go out more with their boyfriends.
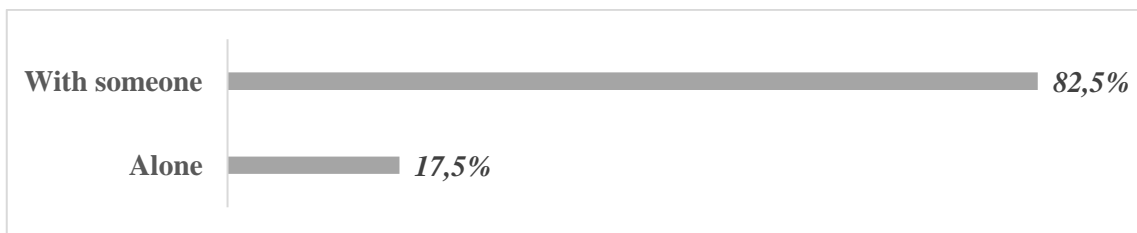
Figure 5.15. the Relation Adolescents Go Out Alone or With Someone
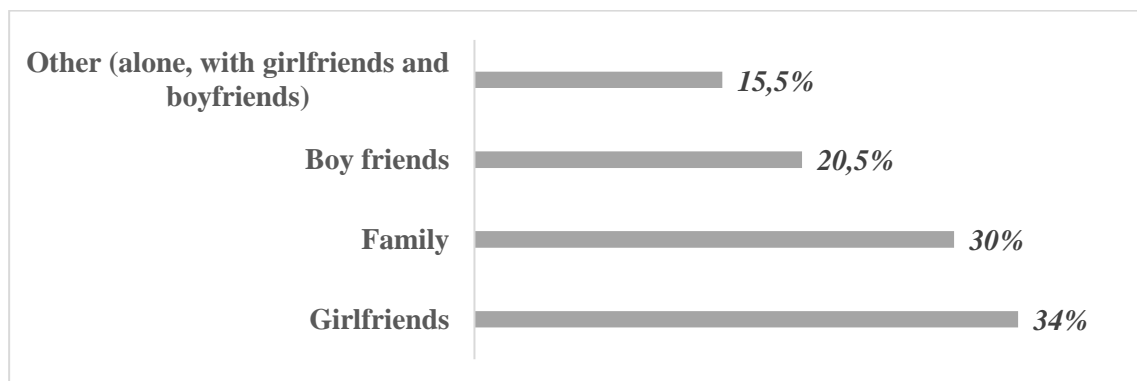
Figure 5.16. With whom Adolescents Go Out

Of the adolescents participating in the study, 43% of them were suitable/fun to spend time, 19% were quiet and calm, 12.5% were reliable, comfortable and peaceful, 10.5% liked and it was determined that 11% went to these areas to socialize (Table 5.3).

Table 5.3. Characteristics of Adolescents Spending Time Outside School Hours (n=200)

Features	Number (n)	Percent (%)
What is your reason for choosing these fields?		
Suitable/fun to pass the time	86	43
Being quiet and calm	38	19
Reliable, comfortable and peaceful	25	12,5
To socialize	22	11
Because I like it	21	10,5
Suitable for seeing my needs	8	4
Total	200	100

Table 5.4. Attitudes/Opinions of Adolescents Regarding Their Valuation of Leisure/Times

	Absolutely I agree	I agree	I'm undecided	I do not agree	I strongly disagree
	%	%	%	%	%
1) I like to be alone at home in my spare time	**34,8**	22,5	19,3	10,6	12,8
2) I like to be at home with my friends in my spare time.	27,5	**28,0**	19,5	13,8	11,2
3) I like to go out alone in my spare time.	18,5	20	**24,0**	18	19,5
4) I like to go out with my friends in my spare time.	**40,5**	28	16	9,8	5,7
5) I participate in sports games/school clubs in my spare time.	18,5	19	21	17,7	**23,8**
6) I watch TV in my spare time.	20,2	**29,3**	20,5	14	16
7) I do homework/read books/listen to music in my spare time.	31,8	**32**	19,3	8,3	8,6
8) In my spare time, I hang out with my friends in public places.	17	17,5	**24,8**	16,7	24
9) In my spare time, I go to my friends' house.	22,7	19,5	**23,3**	16	18,5
10) In my spare time, I go out to exercise/run/ sport.	23,5	**24**	20,5	13,5	18,5
11) I spend time alone in my free time.	22,8	**27,5**	23	15,7	11
12) I participate in social/artistic organizations in my spare time.	12	18	19,5	21,8	**28,7**

34,8% of the adolescents who participated in the study gave the answer "I totally agree" to the statement "I like to be alone at home in my spare time". Adolescents who participated in the study "I like to be at home with my friends in my spare time." 28% of the respondents answered "I agree".

Adolescents who participated in the study "I like to go out alone in my spare time." 24% answered "I am undecided". Adolescents who participated in the study "I like to go out with my friends in my spare time." 40,5% of the respondents gave the answer "I totally agree". Adolescents who participated in the study "I like to go out with my friends in my spare time." 23,8% of the respondents gave the answer "I strongly disagree".

Adolescents participating in the study "I watch TV in my spare time." 29,3% of them gave the answer "I agree" to the statement. Adolescents participating in the study "I do homework/read books/listen to music in my spare time." 32% of the respondents answered "I agree".

Adolescents participating in the study "I hang out with my friends in public in my spare time." 24,8% of the respondents answered "I am undecided". Adolescents participating in the study "I go to my friends' house in my spare time." 23,3% of the respondents answered "I am undecided". Adolescents participating in the study "I go out to exercise/run/sports in my spare time." 24% answered "I agree" to the statement.

Adolescents participating in the study "I spend time alone in my free time." 27,5 percent of the respondents answered "I agree" to the statement.

Adolescents participating in the study "I participate in social/artistic organizations in my spare time." 28,7% of the respondents gave the answer "I strongly disagree" (Table 5.4).

According to descriptive analysis results, while 135 (67,5%) of female adolescents like to spend time indoor, 65 (32,5%) of male adolescents want to spend time outdoors in fewer percentage. In parallel with gender differences, age differences also have a significant impact on the attitudes/opinions of adolescents regarding their leisure time activities. Further, it is seen that younger adolescents tend to more indoor activities.
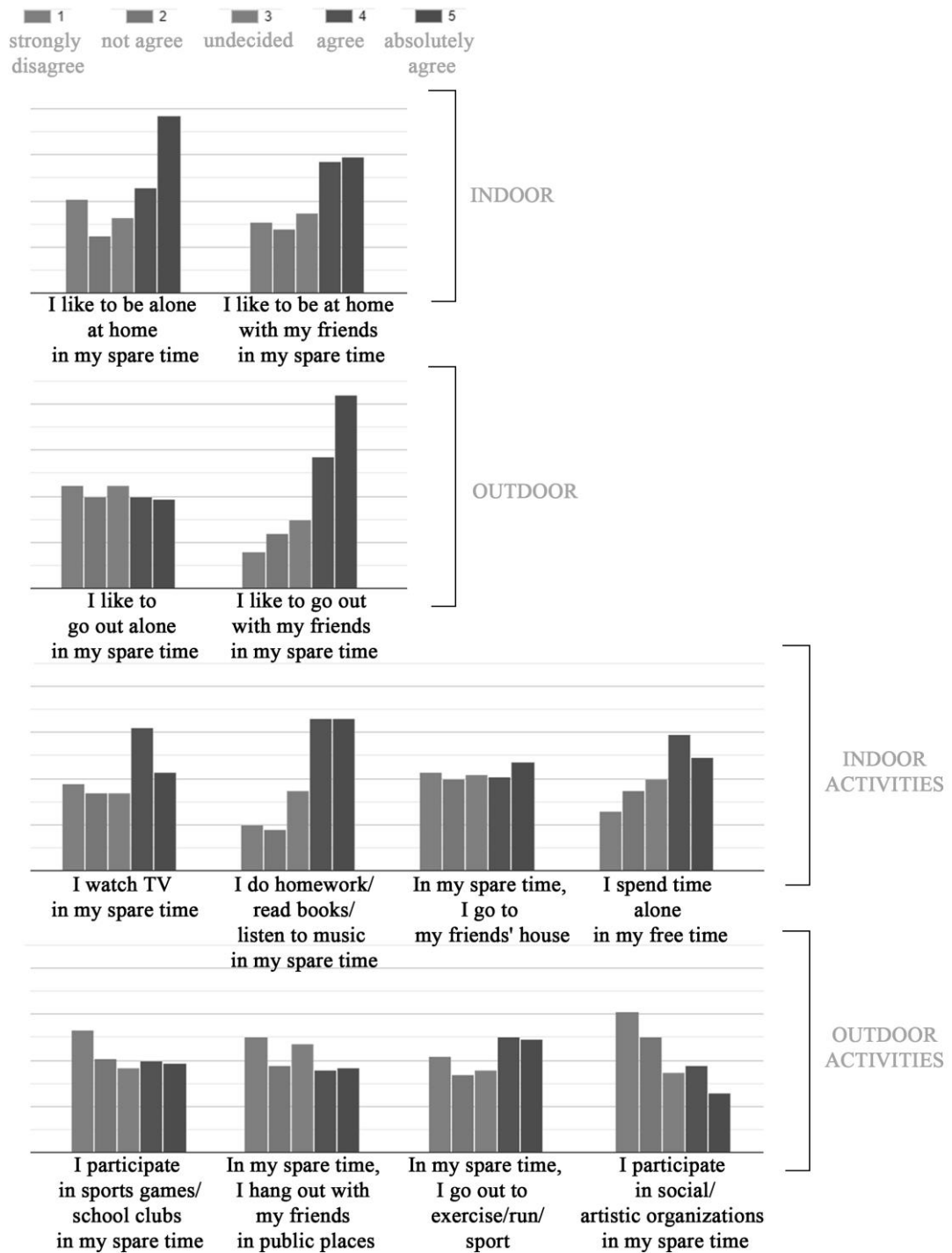
Figure 5.17. the Attitudes/Opinions of Adolescents Regarding their Leisure/Time Evaluations

5.2. Physical Environment Characteristics of Menderes and Adolescents' Uses of Public Spaces

Physical environment characteristics of neighborhoods are examined according to site observations conducted in the immediate environments of four schools and Menderes city center. Based on site observations, the spaces most used by adolescents were determined and marked on the map. These areas were grouped as open and closed spaces to see whether adolescents use more open or closed(paid) public spaces. When the adolescents participating in the study were examined "**the most frequent places on the map during your out-of-school time**"; 8,8% Ayyıldız Park, 5,5% Tennis Courts Park, 2,8% Digit Park, 5,2% Beyaz Cafe Park, 9% 19 Mayıs Stadium, 9,9% Ömer Halis Demir Park, 2,1% Exchange Park, 2,1% Hanımeli Park, 3,6% Şehit Fırat Yılmaz Çakıroğlu Sports Complex, 5,2% Passonis Cafe, 2,3% Espino Cafe, 4,7%, 5 Bir Zamanlar Cafe, 6,5% Kahve Diyarı, 2,9% Arses Internet Cafe, 2,4% Kaplan Playstation Hall, 1,6% Galaxy internet cafe, 6,1% Gratis AVM. It was determined that 4% of them went to Inn Internet Cafe, 2,8% of them went to Cultural Center, 4,1% of them went to Çarşı Fırın Cafe, and 8,4% of them went to Migros (Figure 5.18). As a result, we see that adolescents mostly use parks among open spaces and cafes among closed spaces.

Table 5.5. Characteristics of Places Adolescents Visit Frequently Outside School Hours (n=617)

Features	Number (n)	Percent (%)
*Your most frequent destinations on the map during your non-school time**		
1-Ayyıldız Park	54	8,8
2-Tennis Courts Parking	34	5,5
3-Number Parking	17	2,8
4-White Cafe Park	32	5,2
5-19 May Stadium	56	9
6-Ömer Halis Demir Park	61	9,9
7-Exchange Park	13	2,1
8-Hanımeli Park	13	2,1
9-Şehit Fırat Yılmaz Çakıroğlu Sports Complex	22	3,6
A-Passonis Cafe	32	5,2
B-Espino Cafe	14	2,3
C-Once Upon a Time Cafe	29	4,7
D-Coffee Land	40	6,5
E-Arses Internet Cafe	18	2,9
F-Kaplan Playstation Hall	15	2,4
G-Galaxy internet cafe	10	1,6
H-Gratis	38	6,1
I-Inn Internet Cafe	25	4
J-Cultural Center	17	2,8
K-Bazaar Bakery Cafe	25	4,1
L-Migros	52	8,4
Total	617	100

*More than one option is marked
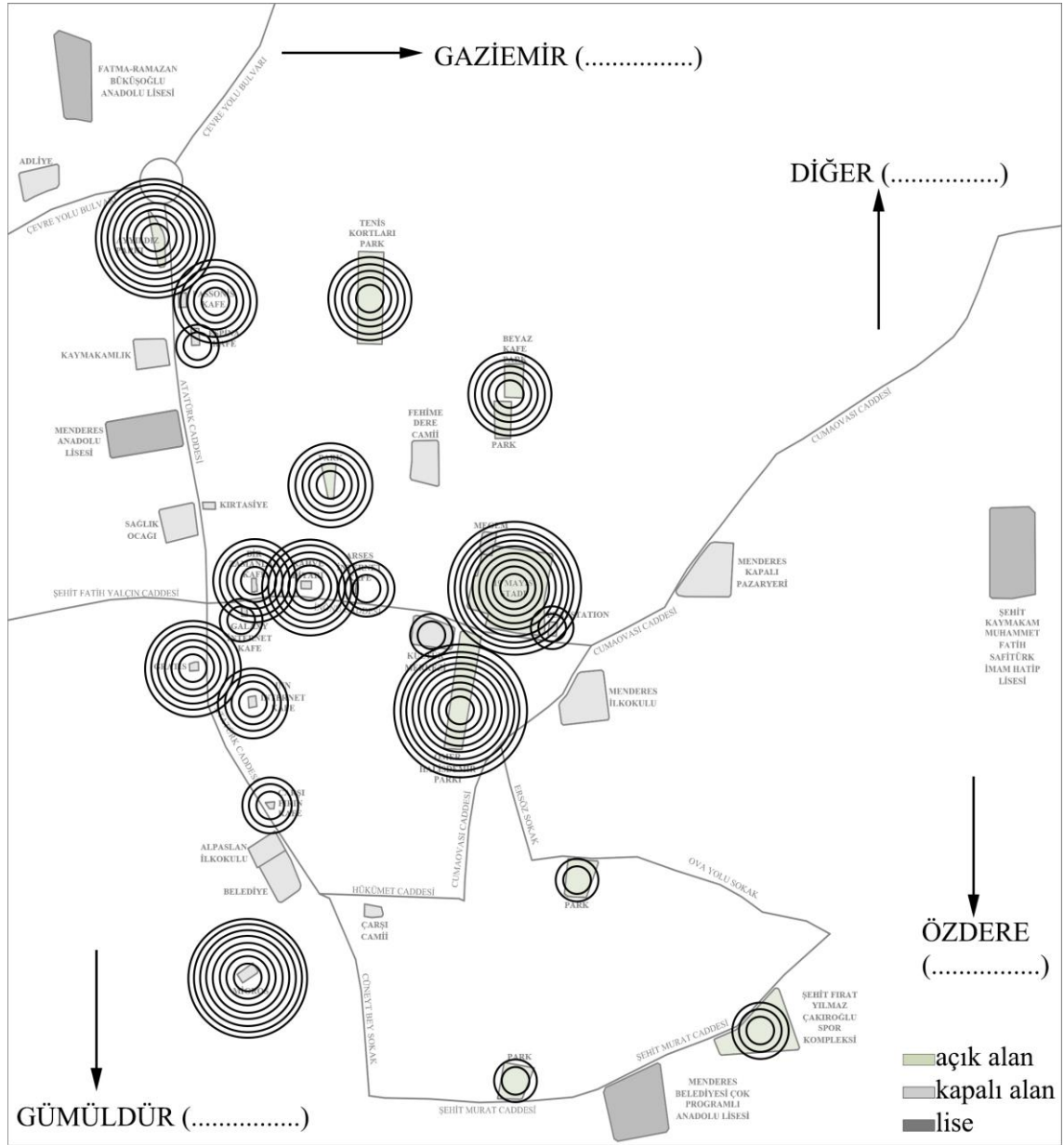
Figure 5.18. Adolescents' Most Visited Places
(each circle corresponds to approximately 1%)

When we look at the public spaces in Menderes, which are the most visited by adolescents, through the gender characteristics of adolescents, we see that the areas they prefer to differ in both genders. While there is a dramatic difference between girls and boys in outdoor preference, they are almost close in indoor area preferences. It is seen that boys tend to PlayStation areas the most among indoor areas.
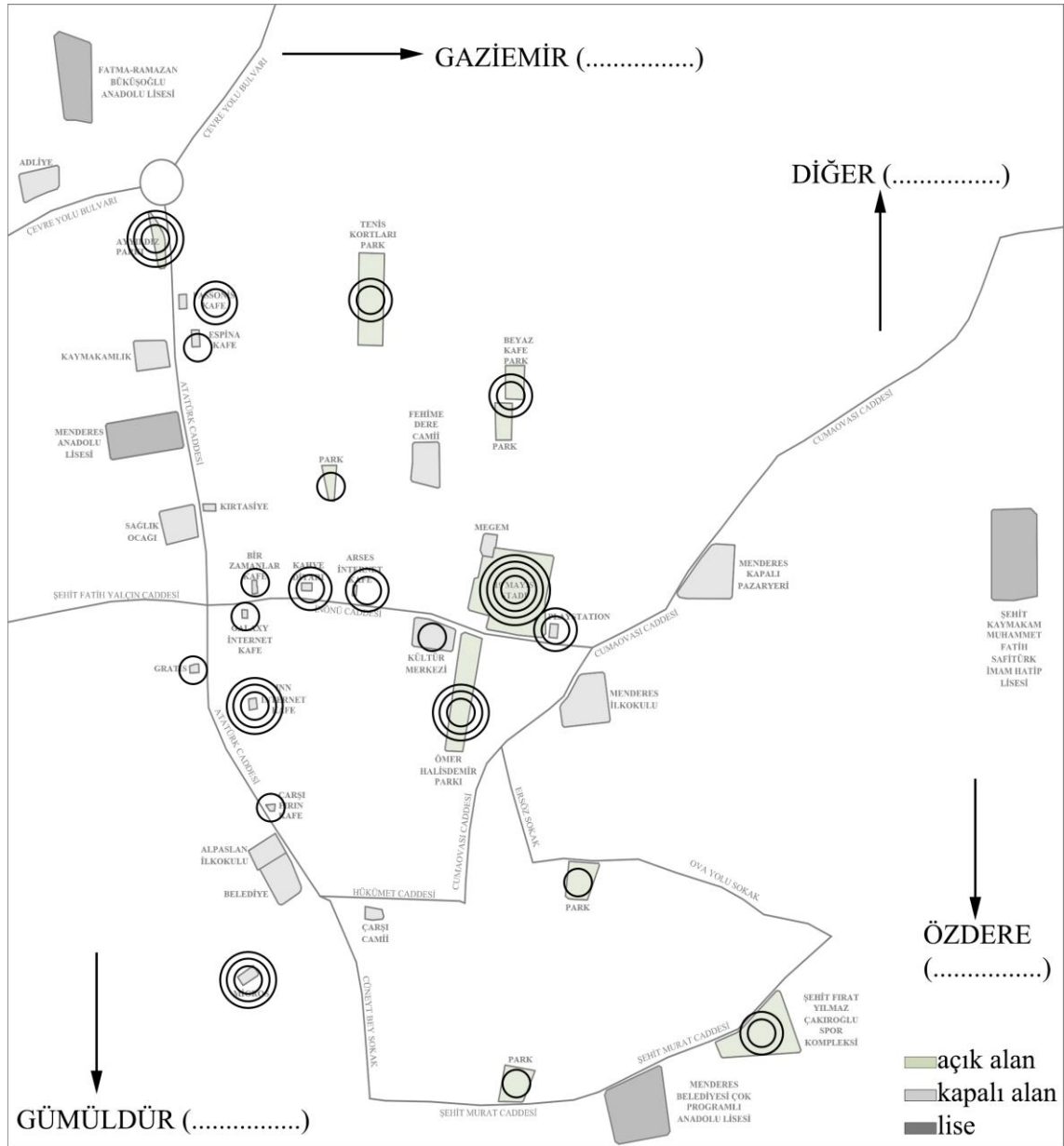
Figure 5.19. Most Visited Places of Boys
(each circle corresponds to approximately 1%)

Girls spend more time in park areas than boys. For instance, of the 8.8% of adolescents who prefer Ayyıldız Park, 6% are girls, and 2.8% are boys. Also, girls prefer shopping areas more. For example, among the 52 adolescents who use the Migros bazaar area, 32 are girls and 20 are boys.
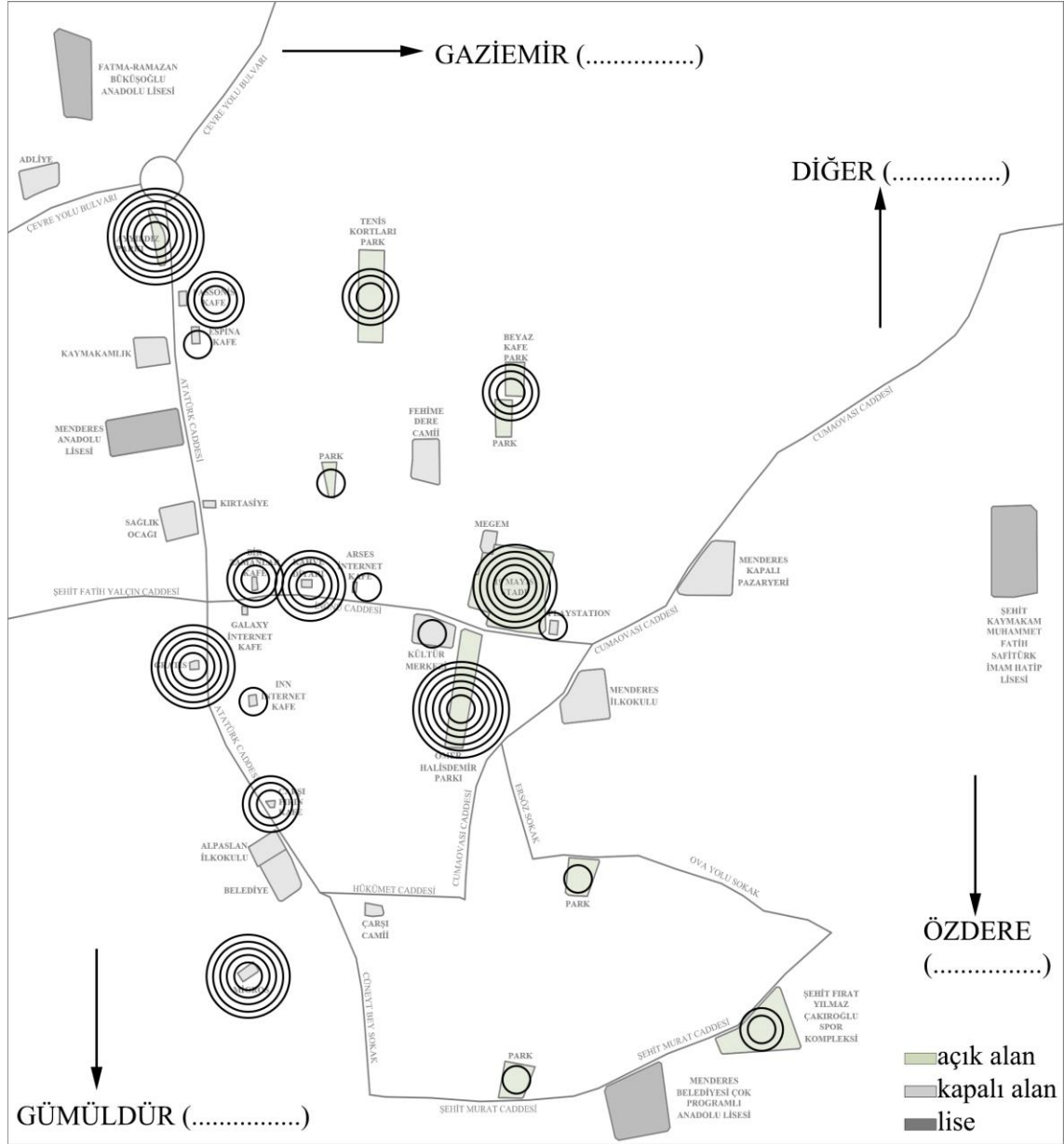
Figure 5.20. Most Visited Places of Girls
(each circle corresponds to approximately 1%)

- **Accessibility and Opportunity Areas in Neighborhood**

Adolescents participating in the study were asked, "**How far is the place you go from your home in terms of walking distance?**" to the question; 22,5% answered 60 minutes or more, 30.,% 30 minutes, 28,7% 15-20 minutes, 13% 10 minutes and 5% 3-5 minutes. As seen in Figure 5.21, adolescents use easily accessible places close to their homes.
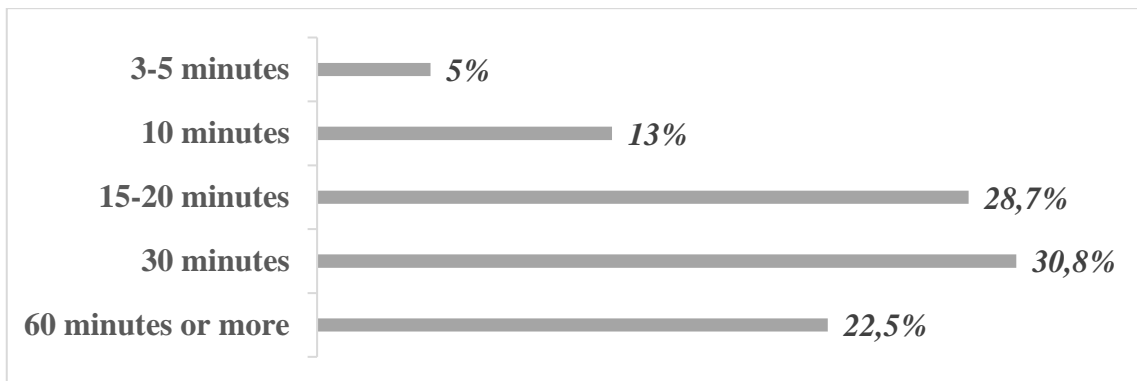
Figure 5.21. Distance from Home to Adolescents' Most Visited Places

Also, as it seems in Figure 5.22 majority of 200 adolescents use non-motorized transportations modes, 52% of them travel by foot, and 34% of them travel by public transportation.
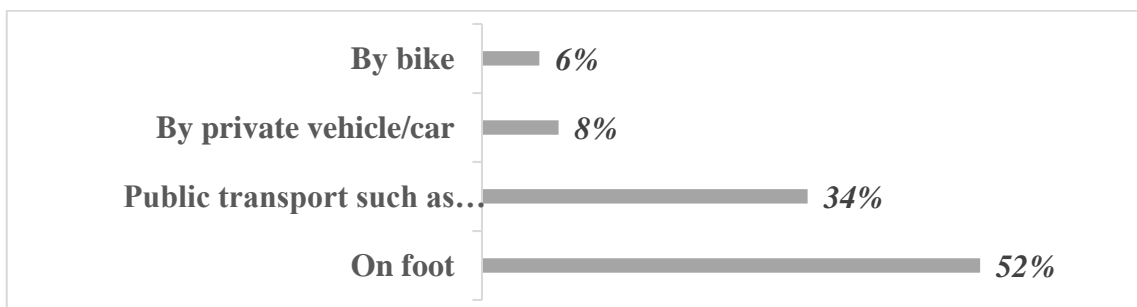
Figure 5.22. Adolescents' Travel Mode

When the adolescents participating in the study were asked about their reasons for using public spaces, almost all answered to spend time with their friends, and this result is not surprising. This is consistent with previous research that reports that when adolescents have a friend, the desire to use public spaces increases because of their need for socialization.

Table 5.6. Accessibility and Opportunity Areas in Adolescents' Neighborhood (n=400)

Features	Number (n)	Percent (%)
Why are you going?*		
Spending time with friends (chatting, hanging out)	152	38
Shopping	94	23,5
Sports games	53	13,2
Spending time alone	38	9,5
Participate in events	32	8
Study	16	4
Playing computer game	15	3,8
Total	400	100

*More than one option is marked.
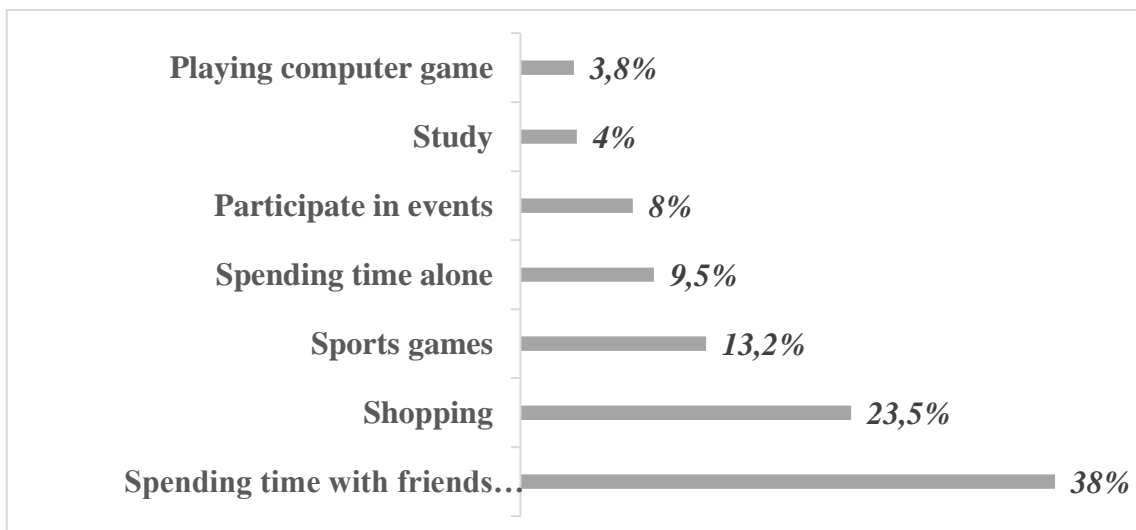
Figure 5.23. Adolescents' Reasons for Choosing the Most Visited Places

When looking at differences for what reasons adolescents use public places according to adolescents' gender, there is a significant difference between them. While most adolescents go out to be together and chat with their peers, it is seen that the boys go out primarily for sports purposes, participating in activities, playing computer games, or being alone. On the other hand, girls go out to shop and study more.
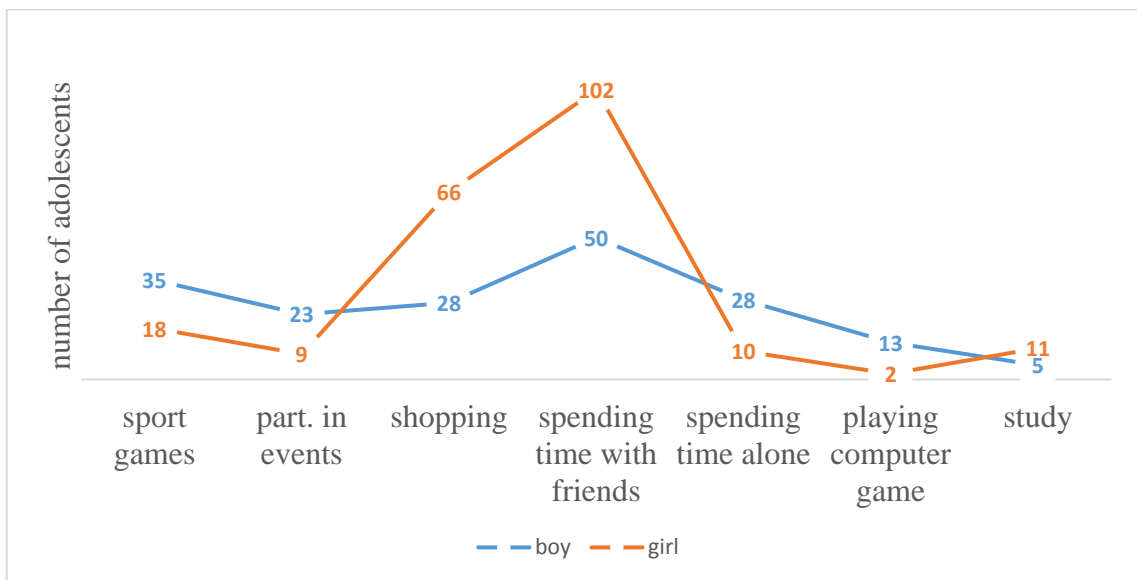
Figure 5.24. Adolescents' Reasons for Choosing the Most Visited Places by Gender Distribution

The adolescents participating in the study were asked to answer the question "**What is your favorite place on the map in your out-of-school time and why?**" to the question; 36.3% of them are cafes-fun and social, 18% of them are shopping malls-spending time with friends, 26% of them are parks-fun, 12.8% of them are sports centers that contribute to staying healthy and 7% answered as beach-suitable for swimming and walking.

Beach - suitable for swimming...	7%
Sports centers-as they...	12,8%
Parks-because it's fun	26%
AVM-for spending time with...	18%
Cafes-fun and social	36,3%
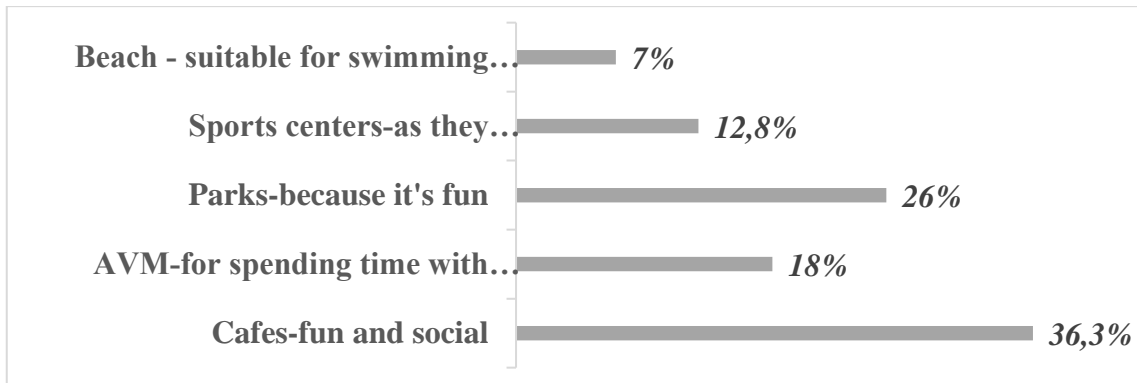
Figure 5.25. Adolescents' Favorite Places and their Reasons

- **Natural and Aesthetic Characteristics of Environment**

Adolescents who participated in the study asked the question "**What do you like about these areas on the map during your out-of-school time?**" to the question; 8,6% to be close to my home/school/neighborhood, 9,6% to be easily accessible, 10% to have large, wide, open spaces, 10,7% to be green areas, 10,3% have cafes and restaurants, 7,2% have beautiful views, 9,8% have seating, 6,2% have sports/playgrounds, 2,5% have nice/good buildings around, % 5,6 to be quiet, 6% to be clean, 4,2% to be bright in the evening, 3,8% to have pedestrian and walking paths, 3,2% to be away from the eyes, and 2,3% stated that it was crowded (Figure 5.26).
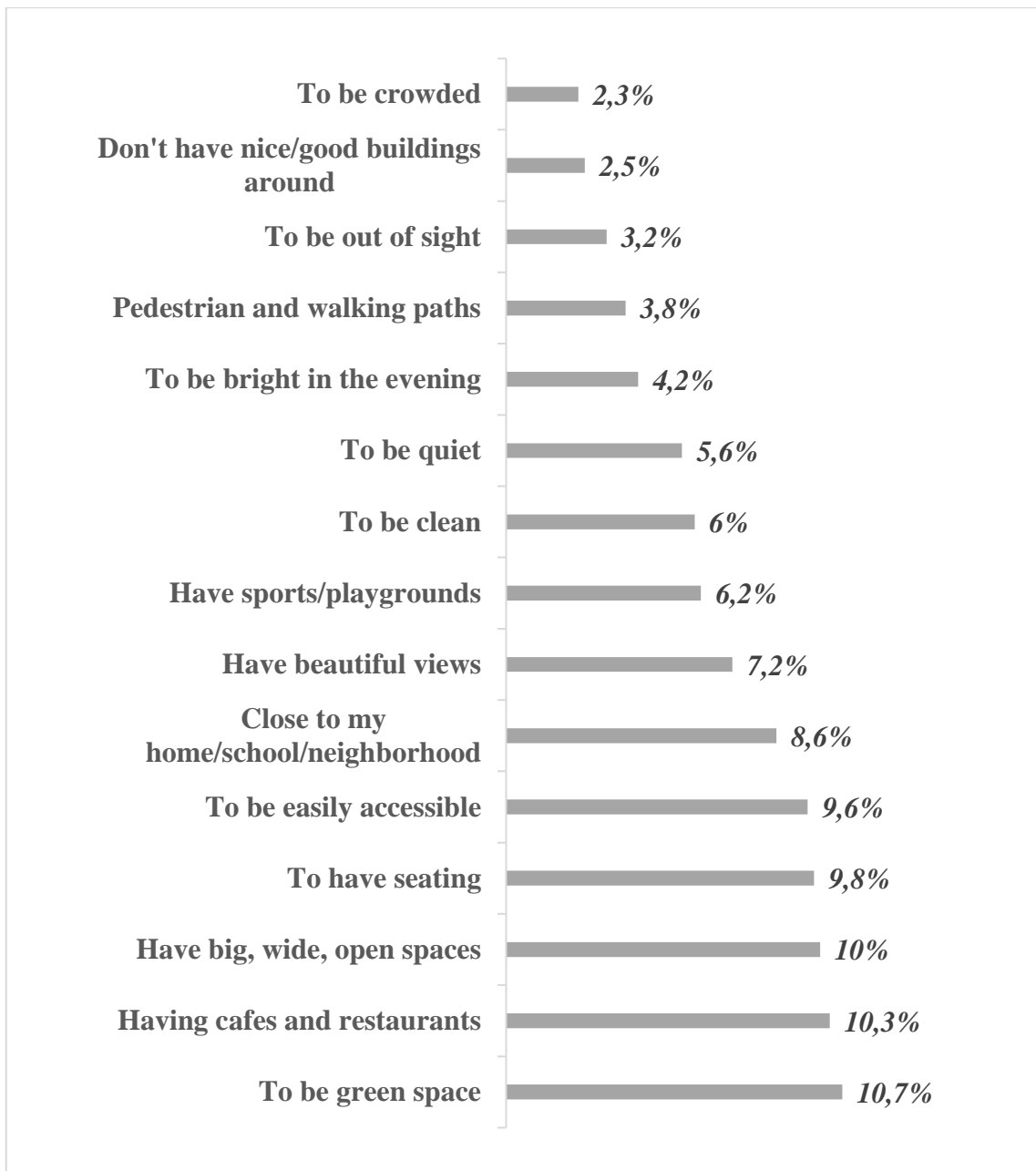
Figure 5.26. Physical Characteristics of Places that Adolescents' Use
(More than one option is marked. (n=1028))

- **Sense of Safety**

Understanding adolescents' concerns about their social and physical environment are one of the most critical research subjects for this study. Therefore adolescents are asked to identify their fears and concerns about the physical environment with open-ended questions. Adolescents' answers are categorized under "secluded and desolate places" and "more crowded places."

 It has been determined that adolescents do not prefer shopping mall-style areas because of the crowdedness in general. It has been determined that adolescents are disturbed by the crowded, noisy, and dirty places where they spend time outside school. The place where adolescents feel most insecure is secluded and desolate places. For this research, age and gender are significant when analyzing adolescents' perceptions of the built environment. For example, adolescents of 17-18 years old and male adolescents think positively that their neighborhood is safe than adolescents of 15-16 years old and female adolescents.

Adolescents who participated in the study asked the question "**What is your least favorite place on the map in your out-of-school time and why?**" to the question; 62,3% stated that shopping malls-crowded, 27,2% parks-noisy and 10,5% cafe-crowded and noisy (Figure 5.27).
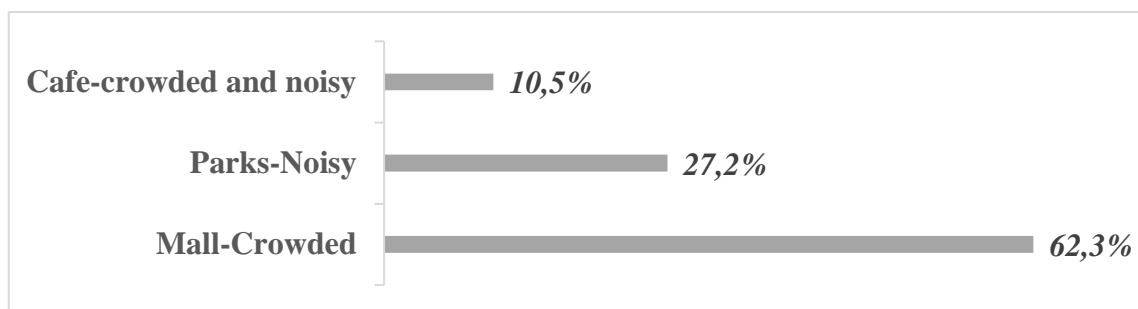
Figure 5.27. Adolescents' Unfavorite Places

Adolescents who participated in the study asked the question "**Why do you not like the places you dislike the most on the map during your out-of-school time?**" to the question; 21,7% crowded, 19,8% noisy, 15,1% dirty, 4,8% dark in the evening, 10,8% heavy traffic, 3,6% empty lands, 8,1% stated that there are no areas for activities, 9%

stated the presence/behaviours of other users and 7,1% stated that there are alcohol/drugs/homeless people (Figure 5.28).
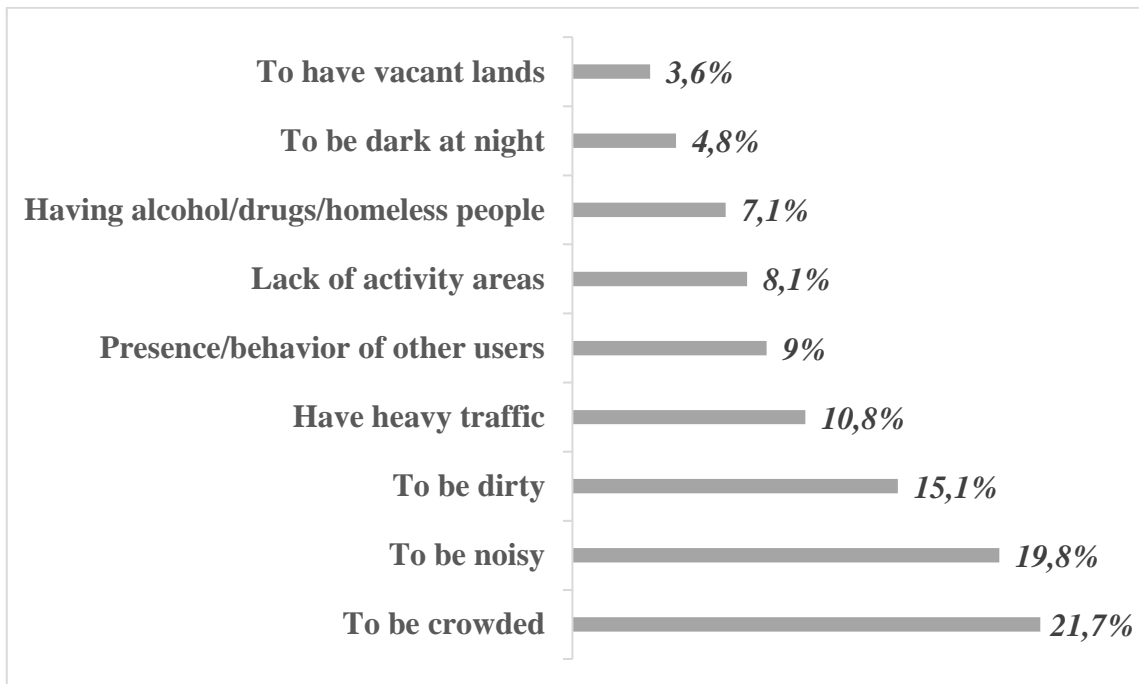
Figure 5.28. Reasons of Adolescents' Unfavorite Places

Adolescents who participated in the study asked, "**Where do you feel most insecure and why?**" to the question; 33,5% answered as secluded and deserted places, 28% as crowded places, 11% as dark environments, 3% as places where alcohol is consumed and 24,5% as nowhere (Figure 5.29).
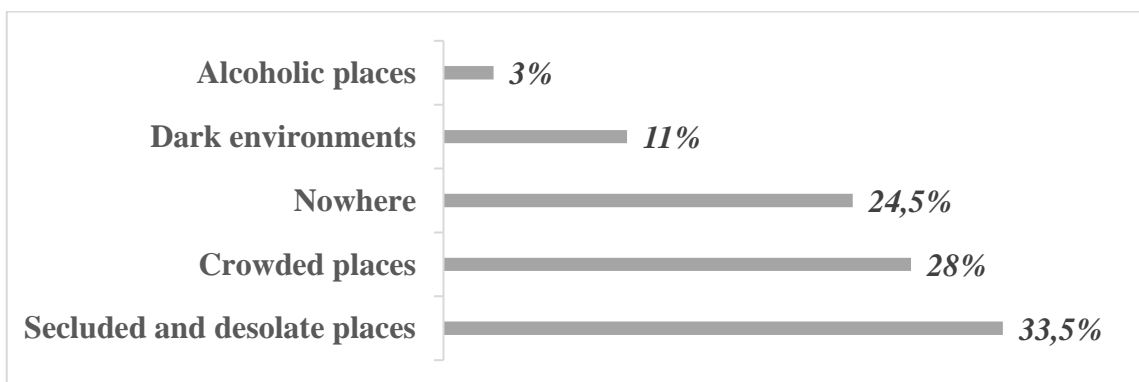
Figure 5.29. Where Adolescents Feel Insecure

CHAPTER 6

ADOLESCENTS' EXPECTATIONS ABOUT PHYSICAL ENVIRONMENT IN MENDERES

According to the analysis on the physical environment characteristics of Menderes city center, the following part of this chapter aims to investigate adolescents' expectations about the physical environment. Therefore this section is examined to indicate adolescents' perceptions and expectations about the built environment of the Menderes District.

In Menderes, adolescents were asked to explain their expectations from physical environments to understand their perceptions and expectations regarding the physical environment. Then, adolescents' wishes are classified under the titles of "cleaner," "less traffic," "more pedestrian and walking paths," "closer to their home/school/neighborhood," "more lighting," and "no abandoned buildings around".

Places where adolescents spend time, are cleaner, less traffic, more pedestrian and walking paths, closer to home, school, neighborhood, more lighting, no abandoned buildings or vacant lots around, more houses or shops around. It has been determined that they will feel more secure in cases where they are more crowded and more crowded. Adolescents want to change the physical characteristics of the places they go most frequently, such as naturalness and cleanliness, and they also stated that they want to change their social characteristics such as feeling free and safe.

Adolescents participating in the study asked, "**Which of the following would you feel safer in these areas?**" to the question; If 19% were cleaner, 15,5% less traffic, 13% more pedestrian and walking paths, 11% closer to my home/school/neighbourhood, 16% If there was more lighting, 13% answered that there were no abandoned buildings/empty lands around, 6% had more houses/shops around and 6,5% were more crowded (Figure 6.1).
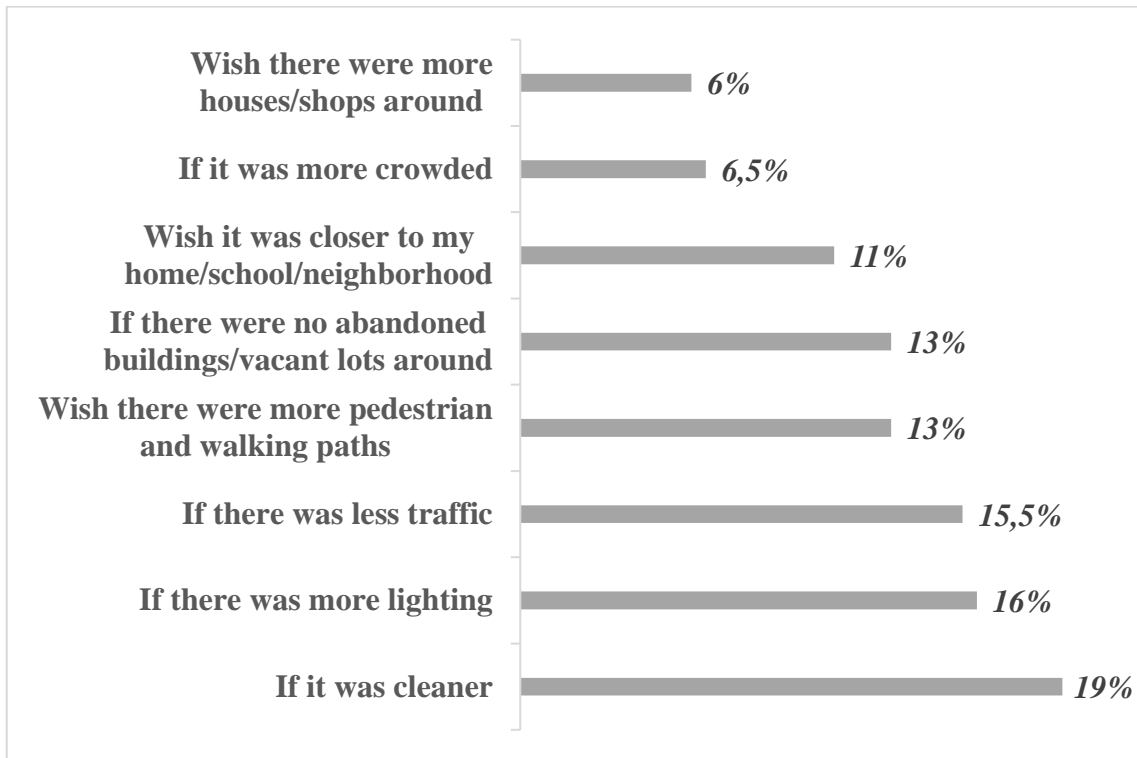
Figure 6.1. Adolescents' Expectations to Safer Places

Adolescents participating in the study were asked, "**Which physical characteristics of the place you visit most frequently would you like to change and improve?**" to the question; 30% naturalness, 25.5% cleanliness, 11% silence, 10% playgrounds, 5% sitting areas, 13% lighting, 6% green areas (Figure 6.2).
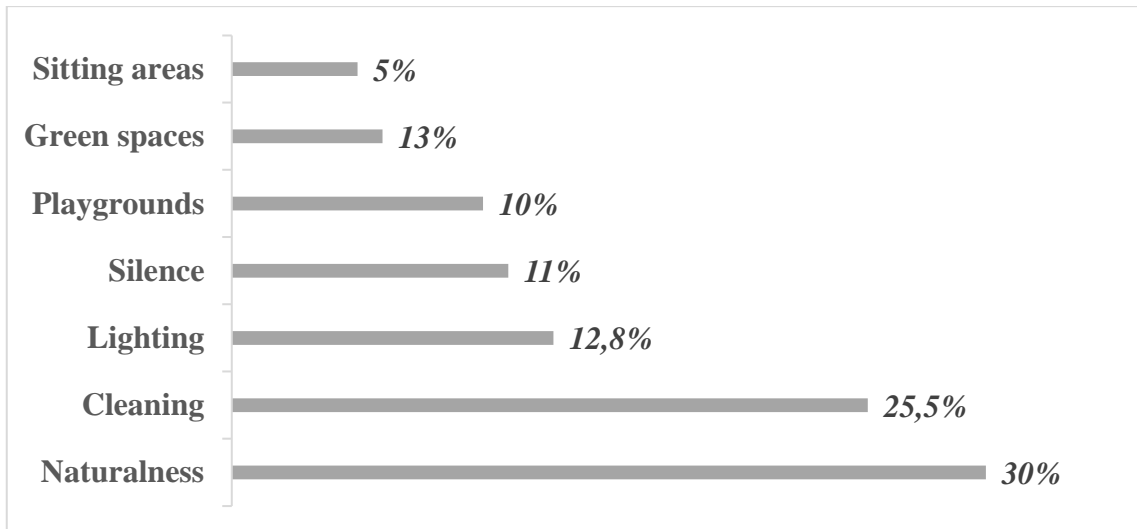
Figure 6.2. Adolescents' Expectations to Improve Physical Characteristics of Spaces

Adolescents participating in the study were asked, "**Which social characteristics of the place you go to most often would you like to change and improve?**" to the question; 41% answered as feeling free, 35,5% as feeling safe and 20,5% as the number and behavior of other users (Figure 6.3).
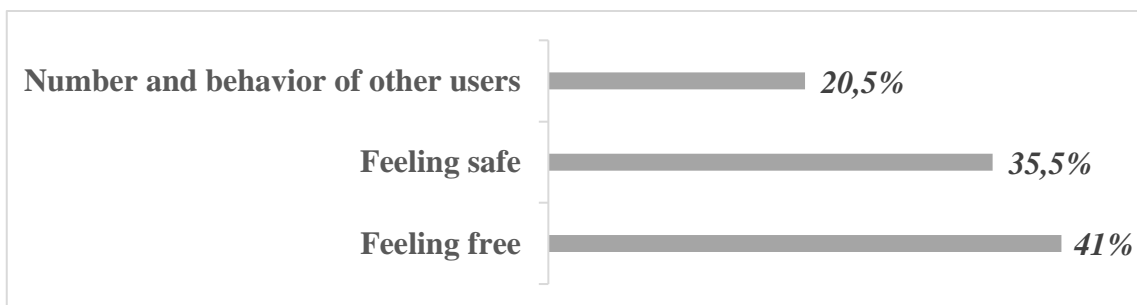
Figure 6.3. Adolescents' Expectations to Improve Social Characteristics of Spaces

CHAPTER 7

CONCLUSION

The purpose of this research is to determine the use of public spaces and the social and physical environmental characteristics that affect the perception of the use of adolescents aged 15-18. The aim was to develop suggestions and strategies for the physical design of open public spaces in a way that will increase the socialization of adolescents.

In studies conducted with adolescents in Turkey, it has been observed that individual variables such as age, gender, and socioeconomic level, psychological characteristics such as motivation and expectations, and environmental characteristics such as physical infrastructure and social opportunities can affect participation. In general, it is stated that individual characteristics such as personal preference, commitment, and inherited developmental capacity, and environmental characteristics such as opportunities, experiences, and social climate play a decisive role in the participation of adolescents in outdoor activities during out-of-school times (Keser, S., 2008).

This chapter includes the demographic variables of the adolescence period and the discussion of the findings related to the areas that support their development. Then, the findings of the variables with baseline and interaction effects were determined. This study aims to be one of the pioneering studies in Izmir (Turkey) investigating the social and physical built environment characteristics shaping adolescents' use of urban open public spaces. The study's findings are significant to develop policies for adolescents' expectations of public spaces in the built environment and discussed below.

- **Social characteristics shaping adolescents' uses of public spaces**

Research findings in the Menderes sample show that adolescents' gender and age significantly impact adolescents' use of public space. It has been determined that adolescents aged 15-16 go out more with their families, whereas adolescents aged 17-18 go out more with their peers. Also, girls go out with their girlfriends, and boys go out

more with their boyfriends. The findings also show that girls and young adolescents are more restricted in their neighborhoods (Mauldin & Meeks, 1990; Cotterell, 1993; Deem, 1996).

Most adolescents in this study live with their parents, and their siblings, most of the houses they live in are houses with detached gardens. The distribution of family income levels is generally close to each other, it has been determined that the majority of families have a monthly income of 3501-5500 TL. The parents' educational levels of the adolescents are generally close to each other. Most of them are primary school graduates. Almost all of the adolescents participating in the study receive pocket money from their families, they consider the pocket money they receive to be sufficient. These results are not surprising considering the socio-economic characteristics of Menderes.

Similar to the literature (Korpela, 1992; Lieberg, 1997), it has been determined that most adolescents like to be alone at home in their spare time. In addition, it was determined that most adolescents' attitudes towards leisure activities like to go out with their friends in their spare time, and they do not participate in collective sports games and school clubs in their spare time. It has been determined that most female adolescents enjoy home activities such as watching TV and doing homework, reading books, and listening to music in their spare time, and they enjoy spending time alone. It has been determined that most of the male adolescents' leisure-time attitudes are enjoying activities such as exercising outside in their spare time, running, and doing sports.

In conclusion, similar to the literature findings (Valentine, G. and McKendrick, J. 1997), these results in the Menderes case show that parental perceptions and concerns about their neighborhoods' social and physical environment are essential and should be taken into account in the development of policies for the use of urban open public space. This shows that urban design and planning practices should be developed to alleviate the fears of adolescents and encourage them to use public spaces more.

- **Physical environment characteristics shaping adolescents' uses of public spaces**

In addition to many social characteristics, adolescents' perceptions of the physical characteristics of the built environment are some of the main characteristics that shape their use of public space. According to the results of the online survey, it has been

determined that the most preferred places are Ayyıldız Park, 19 Mayıs Stadium, Ömer Halis Demir Park, and Migros, within the scope of the characteristics of the places that adolescents frequently go out of school hours. This is an expected result because adolescents prefer environments where they can meet with their friends, away from their parents and other adults. This preference does not vary by gender or age group.

The places where adolescents go are usually about 30 minutes away from their homes within walking distance. Within the scope of the research, it has been determined that adolescents go to the places they go most frequently during their out-of-school time to spend time with their friends. However, when the preferences of male and female students were compared, it was found that the girls preferred to spend time with their friends and go shopping, while the boys preferred doing sports and playing computer games. Adolescents' favorite places outside of school are generally cafes, as they are fun and social. In addition, they often prefer the areas they visit to be close to their homes, schools, and neighborhoods and at the same time easily accessible. Adolescents stated that they chose the places they visited because of their large, comprehensive, open spaces, green areas, cafes, and restaurants.

As seen in the research results, the places that adolescents prefer to go most, even if they spend time at home or indoors, are open public spaces. Adolescents' expectations about the areas where they spend time are cleaner, less traffic, more pedestrian and walking paths, closer to home, school, neighborhood, more lighting, no abandoned buildings or vacant lots around, more houses or shops around.

- **Urban design recommendations to improve adolescents urban public space use**

It is crucial to evaluate the environment in terms of adolescent development. In order to accelerate this development process and increase its effect on the character development process, it is essential to create open spaces with the appropriate urban design elements for adolescents to have fun. Therefore, urban design practices affect the quality of the physical environment and, accordingly, the quality of the social environment in order to encourage adolescents to use urban open public spaces. At the beginning of the research, it was accepted that the essential need of adoolescents is socialization, that they need spaces suitable for their active-energetic structure to carry

out activities aimed at this need, and for this, spatial organizations must have some criteria. Thus, accessibility and opportunity for activity, natural and aesthetic environmental characteristics and a sense of security were determined as criteria that should be provided in young spaces.

In this study, the survey results, especially with adolescents, suggest multiple urban design implementations. Urban design practices cannot always increase adolescents' use of public spaces, especially when the distance between home and public spaces is not suitable for adolescents to walk. However, urban design practices can encourage adolescents to use (socialize) the streets actively. The lack of open urban spaces where adolescents can spend their free time can lead them to areas and environments that may negatively affect their emotional and physical development. Instead, we should create activity areas, which Jan Gehl (2010) defines as optional activities (which occur when there is a desire to participate in these activities and a time and a place favorable to participating in these activities), in place-making practices, and ensure that adolescents spend time in places they like and attract their attention. While designing the urban design elements, grouping adolescents should be considered. Spatial elements such as steps, borders, parapets should be included, not only seating reinforcements. The equipment and spatial elements should be designed to support adolescents' various activities, such as sitting, lying, and chatting in groups. Street benches, walls, railings, and terraces in front of shops and cafes effectively create spaces where adolescents can spend time with their friends. While designing open urban spaces, the designed areas should be a wall, handrail, step, rock, and so on. It is also vital to include secondary design elements suitable for leaning or sitting on. In this way, these open urban spaces will allow adolescents to express themselves more freely.

In the Menderes example, this thesis expects to be able to encourage the active use of public spaces by adolescents by designing the following physical features;

- Elements that increase naturalness, such as grass surfaces, plants, water, should be included (suitable for movement, changes in topography).

- Uninterrupted and vast viewing areas should be provided, so trees with high branches should be used.

In addition, according to field observations made in Menderes city center and around high schools, these open public spaces can be improved with facade colors of buildings, urban furnitures, trees, and it can be encouraged to have a sitting area with elements that adolescent may find attractive and "fun."

Moreover, as stated in the study (Frank, K. 2006), adolescents' participation in decisions about the built environment in which they live every day is precious for developing policies regarding the physical environment. Accordingly, urban designers and policymakers should learn the perceptions and expectations of adolescents regarding open public spaces and then meet their expectations with successful design practices. This indicates that more research is needed on the physical and social characteristics of public open spaces related to adolescents. Accordingly, this study contributes to the literature on adolescents' perceptions and expectations of physical environment design. It aimed to contribute to our knowledge about adolescents' daily experiences in various built environments in Turkey. However, the findings of this study cannot be generalized as each place has its characteristics and dynamics. The data presented here are self-reported behaviors, and a more comprehensive study of adolescents' use of public and private spaces is required. They involve a more diverse group of adolescents as study participants will strengthen future research on this topic.

Finally, it should be taken into account that different results could have been obtained in this study had it not been for the effect of the pandemic. Face-to-face education was suspended in schools during the study period due to pandemic restrictions. Therefore, face-to-face communication could not be established with the students, and it is possible that the participants did not understand the dimensions in the literature. The curfews due to the pandemic have significantly limited field observations. Larger populations of adolescents in public spaces with different physical characteristics should be examined, and the overlap of the findings with this thesis should be checked. Thus, the general validity of these possibilities will be strengthened.

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APPENDIX A

SURVEY QUESTIONS FOR ADOLESCENTS

Öğretmenler İçin Ön Bilgi

Bu anket çalışması İzmir Yüksek Teknoloji Enstitüsü, Şehir ve Bölge Planlama Bölümü'nden Doç. Dr. Fatma Şenol'un danışmanlığını yaptığı ve Fatma Nur Şahin tarafından yürütülen "Ergenlerin Kamusal Alan Deneyimlerini Etkileyen Faktörler: Menderes Örneği" başlıklı Kentsel Tasarım Yüksek Lisans Tezi kapsamında gerçekleştirilmektedir.

Projenin amacı, 15-18 yaş gençlerin kamusal alan kullanımlarını ve kullanım algıları etkileyen sosyal ve fiziksel çevre faktörlerini Menderes İlçesi merkez yerleşimi örneğinde belirleyerek, gençlerin sosyalleşmelerini arttıracak yönde açık kamusal alanların fiziksel tasarımına dair öneriler ve stratejiler geliştirmektir.

Bu anketi sınıfınızdaki 15-18 yaş öğrencilerinin doldurması bu araştırmanın gerçekleşmesi için önemlidir. Öğrencilerinizi çalışmaya dair bilgilendirme ve yönlendirme konusundaki katkılarınız ve ayırdığınız değerli zamanınız için teşekkür ederiz.

ANKET

Kişisel Bilgiler

1. Yaşınız:

....

2. Cinsiyet: (1)Kız   (2)Erkek

3. Hangi   mahallede   yaşıyorsunuz?

………………………………………………………......................................

4. Ne   kadar   süredir   bu   mahallede   yaşıyorsunuz?

………………………………………………………………………………….

5. Aynı mahalleden arkadaşlarınız/akranlarınız var mı?

a) Evet   b) Hayır

Kamusal alan kullanımınıza ilişkin sorular

6. Okul saatleri dışında ne sıklıkla dışarı çıkıyorsunuz ?

a) Hergün   b) Haftada 1-3   c) Ayda 1-2   d) Yılda 4-5   e) Çok Nadir

7. Dışarı çıktığınızda nerelere gidiyorsunuz?

(Yazınız)…………………………………………………………………………………..

8. Dışarda yaklaşık kaç dakika/saat zaman geçiriyorsunuz?

a) 30 dk – 1 saat arası   b) 2 saat   c) Yarım gün   d) Tüm gün

9. Bu alanlara genelde tek başınıza mı yoksa birileriyle birlikte mi gelirsiniz?

a) Tek başına   b) Birileri ile

10. Kimlerle?

a) Erkek Arkadaşlar   b) Kız Arkadaşlar   c) Aile   d) Diğer………………..

11. Arkadaşlarınızla ne tür alanlara gitmeyi tercih edersiniz?

(Yazınız)…………………………………………………………………………………

12. Bu alanları tercih etme sebebiniz nedir?

(Yazınız)…………………………………………………………………………………

13. Bu alanlarda aşağıdakilerden hangilerini görüyorsunuz?

a) Park/Oyun Parkı/Spor Alanları

b) Restoran ve Kafeler

c) Alışveriş   Mağazaları

d) Ağaçlar/Yeşil alanlar/ Güzel Manzaralar

e) Oturmak için yerler

f) Wifi noktaları

g) Yoğun Trafik

h) Gürültü

ı) Aydınlatmalar

j) Yaya yolları

k) Boş araziler

l) Diğer (yazınız)…………………………………………………………………………..

14. Bu alanlarda kendinizi nasıl hissedersiniz?

a) Özgür hissederim   b) Eğlenirim   c) Korkarım   d) Diğer…………

15. Bu alanlardaki diğer kullanıcılar (yetişkinler/yaşlılar) varlığınıza nasıl tepki verir?

(Yazınız)…………………………………………………………………………………

16. Ebeveynleriniz/Öğretmenleriniz sizin bu alanlara gitmenizi onaylıyor mu?

a) Evet   b) Hayır

17. Bu alanlarda sizi korkutan rahatsız eden şeyler/kişiler var mıdır?

a) Evet   b) Hayır

Evet ise nelerdir yazınız………………………………………………………...................

18. Aşağıda verilen ifadelere ne derecede katılıyorsunuz?

(1   kesinlikle katımıyorum, 2   katılmıyorum, 3   kararsızım, 4   katılıyorum, 5   kesinlikle katılıyorum)

Boş zamanlarımda evde tek başıma olmaktan hoşlanırım.	1 2 3 4 5
Boş zamanlarımda evde arkadaşlarımla olmaktan hoşlanırım.	1 2 3 4 5
Boş zamanlarımda tek başıma dışarı çıkmaktan hoşlanırım.	1 2 3 4 5
Boş zamanlarımda arkadaşlarımla dışarı çıkmaktan hoşlanırım.	1 2 3 4 5
Boş zamanlarımda toplu spor oyunları/okul kulüplerine katılırım.	1 2 3 4 5
Boş zamanlarımda TV izlerim.	1 2 3 4 5
Boş zamanlarımda ödev yaparım/kitap okurum/müzik dinlerim.	1 2 3 4 5
Boş zamanlarımda arkadaşlarımla kamusal alanlarda takılırım.	1 2 3 4 5
Boş zamanlarımda arkadaşlarımın evine giderim.	1 2 3 4 5
Boş zamanlarımda dışarı egzersiz/koşu/spor yapmaya giderim.	1 2 3 4 5
Boş zamanlarımda yalnız vakit geçiririm.	1 2 3 4 5
Boş zamanlarımda toplumsal/sanatsal organizasyonlara katılırım.	1 2 3 4 5

19. Akşam eve saat kaçta dönersiniz?

a) Saat 18.00 den önce   b) Saat 18 den sonra   c) Gece geç saatte   d) Diğer…

20. Aileniz tek başınıza veya arkadaşlarınızla nerelere gitmenize izin verir?

 a) Evden okula gidip gelmeme

 b) Arkadaşlarımla dışarı çıkmama

 c) Karanlık olduktan sonra dışarda olmama

 d) Arkadaşımın evine gitmeme

 e) Mahalle dışına / merkeze gitmeme

 f) Diğer…………………………………………………………………………

Aile ile ilgili sorular

21. Evde kaç kişi yaşıyorsunuz?

…………………………………………………………………………………………...

22. Evde kimlerle yaşıyorsunuz?

…………………………………………………………………………………………

23. Yaşadığınız evin özellikleri nelerdir işaretleyiniz.

 a) Apartman binası - Bahçesiz

 b) Apartman binası - Bahçeli

 c) Müstakil ev – Bahçesiz

 d) Müstakil ev – Bahçeli

 e) Diğer…………………………………………………………………………

24. Aylık ortalama hane geliriniz aşağıdaki hangi aralıktadır?

a) 0-2000 tl b) 2001-3500 tl c) 3501-5500 tl   d) 5501-7500 tl   e) 7501- 10000 tl

f) 10001 ve üzeri

25. Ebeveynlerinizin en son bitirdiği okul derecesi nedir?

a) Okuma yazma bilmiyor

b) Sadece okur yazar

c) İlkokul

d) Ortaokul

e) Lise

f) Üniversite

g) Lisansüstü

h) Diğer…………………………………………………………………………

26. Ailenizden harçlık alıyor musunuz?

a) Evet   b) Hayır

27. Aldığınız harçlık yeterli mi?

a) Yeterli   b) Orta   c) Yetersiz

APPENDIX B

"MAPPING TECHNIQUE" SURVEY FOR ADOLESCENTS

"HARİTALAMA" (15-18 yaş öğrenciler için)

Öğretmenler İçin Ön Bilgi

Bu anket çalışması İzmir Yüksek Teknoloji Enstitüsü, Şehir ve Bölge Planlama Bölümü'nden Doç.Dr. Fatma Şenol'un danışmanlığını yaptığı "Ergenlerin Kamusal Alan Deneyimlerini Etkileyen Faktörler: Menderes Örneği" başlıklı Kentsel Tasarım Yüksek Lisans Tezi kapsamında gerçekleştirilmektedir.

Projenin amacı, 15-18 yaş gençlerin kamusal alan kullanımlarını ve kullanım algıları etkileyen sosyal ve fiziksel çevre faktörlerini Menderes İlçesi merkez yerleşimi örneğinde belirleyerek, gençlerin sosyalleşmelerini arttıracak yönde açık kamusal alanların fiziksel tasarımına dair öneriler ve stratejiler geliştirmektir.

Aşağıdaki "haritalama" çalışması, okul çevresine ve Menderes ilçe merkezine dair hazırlanmış krokiler üzerinde 15-18 yaş öğrencilerin nerelerde zaman geçirmekten hoşlandıkları ve bu alanlarda ne gibi aktiviteler yaptıkları, bu alanlara kimlerle gittikleri, nereleri güvenli ve nereleri güvensiz bulduklarına dair görüşlerinin belirlenmesini amaçlar. Öğrencilerin kendilerini çizim, yazı veya her ikisiyle ifade etmeleri beklenmektedir. Verilen cevaplar yalnızca bilimsel araştırma amacıyla kullanılacaktır; öğrencilerin sadece "kız/erkek" olarak cinsiyetlerini ve sizin de aşağıdaki bilgileri doldurmanız yeterlidir.

Öğrencilerinizi çalışmaya dair bilgilendirme ve yönlendirme konusundaki katkılarınız ve ayırdığınız değerli zamanınız için teşekkür ederiz.

Kamusal alanlara ilişkin sorular

Aşağıdaki soruları harita üzerinde cevaplandırınız.

1. Okul dışı zamanlarınızda en sık gittiğiniz yerleri işaretleyiniz.

2. Gittiğiniz yerler yürüme mesafesi olarak evinizden ne kadar uzaklıkta?

a) 60 dk civarı   b) 30 dk civarı   c) 15-20 dk   d) 10 dk   e) 3-5 dk

3. Gidişinizi nasıl sağlıyorsunuz?

a) Yürüyerek   b) Bisikletle   c) Otobüs, minibüs gibi toplu tasım araçlarıyla

d) Arabayla   e) Diger (Lütfen yazınız) ....

   4. Ne sebeple gidiyorsunuz?

   Aşağıdaki seçeneklerden ilgili olanları işaretleyin.

   a) Spor oyunları

   b) Etkinliklere katılma

   c) Alışveriş

   d) Arkadaşlarla vakit geçirme (sohbet, takılma)

   e) Yalnız vakit geçirme

   f) Bilgisayar oyunu oynama

   g) Ders çalışma

   h) Diğer (Lütfen yazınız) ....

   5. En sevdiğiniz yerleri işaretleyiniz ve nedenini yazınız.

……………………………………………………………………………………………

   6. Bu alanlarda neleri seviyorsunuz işaretleyiniz.

   a) Evime/okuluma/mahalleme yakın olmasını

   b) Kolay ulaşılabilir olmasını

   c) Büyük, geniş, açık alanlar olmasını

   d) Yeşil alan olmasını

   e) Kafe ve restoranların olmasını

   f) Güzel manzaraların olmasını

   g) Oturma yerleri olmasını

   h) Spor/oyun alanları olmasını

   ı) Etrafta güzel/iyi durumda binaların olmasını

   i) Sessiz olmasını

   j) Temiz olmasını

   k) Akşamları aydınlık olmasını

   l) Yaya ve yürüyüş yolları olmasını

   m) Gözlerden uzak olmasını

   n) Kalabalık olmasını

   o) Diğer (Lütfen yazınız) ....

   7. En sevmediğiniz yerleri işaretleyiniz ve nedenini yazınız.

……………………………………………………………………………………………

8. Bu alanlarda neleri sevmiyorsunuz işaretleyiniz.

a) Kalabalık olmasını

b) Gürültülü olmasını

c) Pis olmasını

d) Akşamları karanlık olmasını

e) Yoğun trafik olmasını

f) Boş araziler olmasını

g) Aktivite yapılabilecek alanların olmaması

h) Diğer kullanıcıların varlığını/ davranışlarını

ı) Alkol/uyuşturucu/evsiz insanların olmasını

i) Diğer (Lütfen yazınız) ....

9. En güvensiz hissettiğiniz yerleri işaretleyiniz ve nedenini yazınız.

………………………………………………………………………………………

10. Bu alanlarda aşağıdakilerden hangileri olsaydı daha güvenli hissederdiniz?

a) Daha temiz olsaydı

b) Daha az trafik olsaydı

c) Daha fazla yaya ve yürüyüş yolu olsaydı

d) Evime/okuluma/mahalleme daha yakın olsaydı

e) Daha fazla aydınlatma olsaydı

f) Etrafta terk edilmiş binalar/boş araziler olmasaydı

g) Etrafta daha fazla ev/dükkan olsaydı

h) Daha kalabalık olsaydı

i) Diğer (Lütfen yazınız) ....

11. En sık gittiğiniz yerin hangi fiziksel özelliklerini (aydınlatma elemanları, oyun alanları, çeşitli aktivitelerin varlığı, oturma yerleri, doğallık, temizlik. sessizlik vb gibi.) değiştirmek ve geliştirmek isterdiniz?

………………………………………………………………………………………

12. En sık gittiğiniz yerin hangi sosyal özelliklerini(güvenli hissetme, diğer kullanıcıların sayısı, davranışı, yetişkinlerden uzak olma, özgür hissetme vb. gibi) değiştirmek ve geliştirmek isterdiniz?

………………………………………………………………………………………

MENDERES MERKEZ KROKİ

GAZİEMİR (...............)

DİĞER (...............)

FATMA-RAMAZAN BÜKÜŞOĞLU ANADOLU LİSESİ

ADLİYE

ÇEVRE YOLU BULVARI

ÇEVRE YOLU BULVARI

1 AYYILDIZ PARKI

2 TENİS KORTLARI PARKI

PASSONİS KAFE A

ESPİNA KAFE B

KAYMAKAMLIK

ATATÜRK CADDESİ

MENDERES ANADOLU LİSESİ

4 BEYAZ KAFE PARK

FEHİME DERE CAMİİ

PARK

3 PARK

SAĞLIK OCAĞI

KIRTASİYE

MEGEM

CUMAOVASI CADDESİ

BİR ZAMANLAR KAFE

KAHVE DİYARI

ARSES İNTERNET KAFE

C D E

ŞEHİT FATİH YALÇIN CADDESİ

5 19 MAYIS STADI

F PLAYSTATION

MENDERES KAPALI PAZARYERİ

İNÖNÜ CADDESİ

GALAXY İNTERNET KAFE G

J KÜLTÜR MERKEZİ

CUMAOVASI CADDESİ

MENDERES İLKOKULU

ŞEHİT KAYMAKAM MUHAMMET FATİH SAFİTÜRK İMAM HATİP LİSESİ

H GRATİS

INN İNTERNET KAFE I

6 ÖMER HALİSDEMİR PARKI

ERSÖZ SOKAK

ATATÜRK CADDESİ

ÇARŞI FIRIN KAFE K

CUMAOVASI CADDESİ

OVA YOLU SOKAK

ALPASLAN İLKOKULU

BELEDİYE

HÜKÜMET CADDESİ

7 PARK

ÖZDERE (...............)

ÇARŞI CAMİİ

CÜNEYT BEY SOKAK

L MİGROS

ŞEHİT FIRAT YILMAZ ÇAKIROĞLU SPOR KOMPLEKSİ 9

8 PARK

ŞEHİT MURAT CADDESİ

MENDERES BELEDİYESİ ÇOK PROGRAMLI ANADOLU LİSESİ

ŞEHİT MURAT CADDESİ

GÜMÜLDÜR (...............)

açık alan

kapalı alan

lise